Student Recruitment

Market Evaluation Process
Student Recruitment
Market Evaluation Process

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Project Statement

To create a target market evaluation process and a strategic marketing process, to grow student recruitment and enrollment.

Team

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Mission

The mission of this plan is to identify and cultivate the potential students for Richland community College who are high school graduates and upon graduation immediately entered the workforce and have at least five years of work experience. The plan is to target the individuals who may be disenchanted with their current situation and could benefit from educational opportunities at Richland.

What has led the College to investigate the viability of this particular market?

(Examples include ideas from local business or community organizations, comparisons with benchmark colleges or markets, local financial support, local program expertise, and available grants.)

In discussing the potential markets to investigate, our team came across anecdotal information that suggested this market might be worth a closer look. We decided to investigate this potential for the purpose of this Continuous Improvement Process initiative.
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Market Evaluation Process

Market Evaluation
Market Evaluation

1. Demographics

The market being examined consists of potential community college students who graduated from high school and immediately entered the workforce. Ideally, these individuals are interested in learning how they can benefit from educational opportunities at Richland. The target age for this market is 24 to 29. The level of employment may range from temporary up to full-time status. The most suitable class availabilities will depend upon the living, family, and employment situation of those individuals in the market.

2. Timing

Given the current state of the economy, people in the workforce are more willing than ever to make an extra effort to boost their careers, and ultimately their salaries. Job security can be difficult to find in local communities, and education is a tool that can create new opportunities for those in this demographic. Richland can help these individuals learn new employment skills for an increasingly competitive employment environment.

3. Viability

This market will continue to be viable as both the local and national economies fluctuate. Continuing education holds value that employees at all levels can appreciate. The need to stay on the cutting edge of skill and technology is vital for individuals seeking job security and eventual advancement.

4. Competition

The main competition for this market comes from surrounding community colleges and universities, as well as the technical academies in the area. Internal training programs and well as apprenticeships may also be seen as competition, in that, employees in these programs may not see the need to earn a degree or attend classes at Richland.

5. Unemployment

Illinois unemployment for the month of December was 7.6%. The three month average was 7.4%. December’s national average was 7.2%. This is significantly above the Macon county 2007 average of 5.8%.
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Job Outlook
Please see accompanying Employment Projection Charts.
Steps to Assess Job Market - What is Available with 3-4 years experience and an Associate’s Degree?

Student Information

- what is current employment
- looking to improve skills in current job for advancement or change careers
  - unsure of career selection
  - use Interest Profiler website to match interest with career
  - use Occupation Sort to match occupations with individual preferences
    [http://ilcis.intocareers.org/link.aspx](http://ilcis.intocareers.org/link.aspx)
- full-time or part-time student
- seeking employment at local or state level

Market evaluation

- determine job title based on student information
- use websites on selected job market
- what is the total employment potential (most openings) in this field
  - local
  - state
  - use this website to evaluate both local and state markets
- what is the trend of this job (fastest growing occupations)
  - 2 years
  - 5 years
  - 10 years
  - helpful website to browse high growth industries
    [http://online.onetcenter.org/find/indemand?i=HC&g=Go](http://online.onetcenter.org/find/indemand?i=HC&g=Go)
  - RCC district employment projections:
    [http://lmi.ides.state.il.us/projections/ccdfiles/lt/occupational/Richland.xls](http://lmi.ides.state.il.us/projections/ccdfiles/lt/occupational/Richland.xls)
- is this an entry level position or higher
- is there growth potential in this position
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Market Potential
Please see accompanying Market Potential Spreadsheets.
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Resource Evaluation
CIP
Market Viability Evaluation
Resource Evaluation

Do we currently have the faculty to support this program?
Yes—Faculty needed from the following areas:
1.
2.
3.
4.
No—How many additional faculty is needed?
   Full-time.
   Adjunct.

What are the faculty qualifications?

Are qualified people available?
Yes
   Identify faculty.

Are staff people needed?
Yes
   Specific skills needed?
   Yes
   List skills needed?

Student support/resources needed?
Yes
   Qualifications of support personnel?
   Equipment needs of support personnel?
   No

Additional text support needed?
Yes
   What text support is needed?
Is there building space available?  
  Yes  
    On campus?  
    Off campus?  
      Location?

Special equipment needed?  
  Yes  
    What equipment?

Cost

Tech support needed for equipment?  
  Yes  
    What type of support?

No

Are there special safety issues related to this program?  
  Yes  
    What are they?  
      How will these issues be addressed?  
      Cost of addressing these issues?  
    No

Will this be a transfer program?  
  Yes  
    Partnering institutions?  
    No
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Financial Viability
Please see accompanying Financial Viability Charts.
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Survey Data
Richland Community College
Sample Potential Student Survey

What is your educational background?
__ Less than high school  
__ Some high school  
__ High school graduate  
__ Some College  
__ College Graduate

Employment Status
__ Employed 30 hours a week or more  
__ Employed 16-29 hours a week  
__ Employed 15 hours a week or less  
__ Homemaker  
__ Un-Employed  
__ Retired

What are your educational goals?
__ Take coursework for transfer to another college  
__ Improve skills needed in present job  
__ Prepare for a future job  
__ Prepare for a high school diploma equivalency test  
__ Personal interest/self-development  
__ Other (Please list) ____________________________________________

What group best categorizes your age?
__ 15-19  
__ 20-24  
__ 25-29  
__ 30-34  
__ 35-39  
__ 40 or older

What is your gender?
__ Male  
__ Female

Have you considered Richland Community College in the past?
__ I have considered Richland Community College, but have never attended.  
__ I have attended Richland Community College.  
__ I have never considered Richland Community College as an educational option.

What time of day is best for you to take classes?
__ Morning (8am – Noon)  
__ Afternoon ( Noon-5 pm)  
__ Evening (After 5 pm)  
__ Online (over the Internet)  
__ Weekends (Friday Night, Saturdays or Sundays)  
__ Other ____________

How much time does your schedule allow for classes?
__ One Class  
__ Part-Time (2 or 3 Classes)  
__ Full-Time (4 or more classes)

Are you more interested in on-campus or online classes?
__ On-Campus  
__ Online (over the Internet)  
__ Accelerated (shorter than 16 weeks)  
__ Any of these options

Where are you interested in taking classes?
__ On the main campus  
__ Hope Academy Center  
__ Fairview Park Plaza Center  
__ Other (please list) ____________________________
Which of the following programs would be important / useful to you? (Choose as many as may apply)

- Childcare
- Developmental/Refresher Courses
- Tutoring
- Financial Aid and Scholarships
- Fitness Center
- Learning Accommodations
- Student Organizations / Campus Life
- Flexible payment options

Please take a moment to answer a few more questions.

Are there areas that you did particularly well in while in high school? If so, which ones?

Would you have to work while you attended classes at Richland?

Are there specific areas or programs you would be interested in pursuing?

Are there specific courses or programs you would like Richland to offer that they currently do not offer?

Are there any concerns that would prevent you from attending Richland?
Richland Community College
Sample Employer Needs Survey

Please describe employment needs that can be served by a two-year degree graduate at your organization.

Please describe the educational level of most of your non-supervisory hires that have started work over the past three years.

_____ High School Diploma
_____ Some College
_____ Two-Year Degree
_____ Four-Year Degree
_____ Master’s and Above

Please indicate the area from which you hire most of your non-supervisory new hires.

_____ Primarily Macon County
_____ Outside Macon County but within a 50 mile radius
_____ Outside of 50 mile radius

Please describe your ability to secure quality, non-supervisory new hires.

_____ Fairly easy to find
_____ Somewhat difficult
_____ Very Difficult

Does your company offer any sort of tuition reimbursement programs?

_____ Yes  _____ No  _____ Considering
Are there specific classes at Richland Community College that may lead to advancement at your company?

Do you have an estimation of the number of employees that currently are graduates of Richland?

Have some of your employees participated in a Richland-provided training seminar over the past year? If yes, what type of training?

Can you identify areas of managerial expertise upon which you would like to improve in the following areas?

_____ Time Management
_____ Sales and Presentation
_____ Leadership Development
_____ Turning Ideas into Actions
_____ Industrial Safety/Skills
_____ Building Customer Loyalty
_____ Communications and Human Relations
_____ Teamwork and Collaboration
_____ Computer Programs (Word, Excel, PowerPoint)
_____ Other (Please List)

Please describe the time of day you would prefer to have training for employees.

_____ Mornings
_____ Afternoons

Are there ways that Richland Community College can address the needs of your company that we have not discussed?
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Marketing Strategy
Strategic Marketing

Concept
High school was awhile ago and now you’ve got valuable work experience, but you realize that to get where you really want, you’re going to benefit from more education.

Theme
We can be the integral piece to your new beginning.

This will tie naturally with our recent tag we have been using in our advertising: Where do you want to go in life? And how can we help?

Reach (1 month)
Television
$5,000
utilizing fringe programming and shows skewed towards a younger audience, numbers show that our selections will have a reach of 100% of cable viewers with an image frequency of 7.9%. For non-cable viewers we will reach an estimated 59% with an image frequency of 5.3%.

Radio
$3,500
$1,750 - Joyner Radio (Y-103/WDZQ)
$1,750 - Cromwell Radio (The Fox/US101)

Billboard
At this time, cost effectiveness does not suggest we utilize outdoor to promote this campaign

Mailings
At this time, cost effectiveness does not suggest we utilize direct mail to promote this
campaign. It would be suggested that as we receive inquiries we begin to build a database for this age group.

E Mail

At this time, use of an email campaign is not feasible. In the course of our team discussions, this was identified as a possible underutilized recruiting tool overall. There appears to be potential in building a database of email addresses, to use in future marketing campaigns. This idea is offered as a potential future Improvement Team project.

Organizations

YMCA / Fitness Centers / childcare centers / churches / unemployment offices.
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Project

Recommendations
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Recommendations

Based on the Team work related to the Student Recruitment Market Evaluation project, the following recommendations are made to the College Quality Council.

1. The team recommends this roadmap be used in assessing the viability of a chosen potential target market.

2. In the absence of an already-determined potential market, the team recommends this roadmap be used in the exploration of those potential markets deemed promising.

3. The team recommends that faculty and other content experts are included in committees exploring and assessing the viability of a potential market.

4. The team recommends that a follow up step be included in the process, to assess the success of the market viability work, and to assess the success of the ensuing marketing strategy.

5. The team recommends that, as the roadmap is used in the future, the participants critique and improve the process.

02/09
Continuous Improvement Team  
Brainstorming Flipcharts

<table>
<thead>
<tr>
<th>Possible Target Markets</th>
<th>Possible Target Markets</th>
</tr>
</thead>
<tbody>
<tr>
<td>GED candidates</td>
<td>Industrial Training needs</td>
</tr>
<tr>
<td>GED graduates</td>
<td>Trades workers</td>
</tr>
<tr>
<td>Returning retirees</td>
<td>HS with Trades interest</td>
</tr>
<tr>
<td>Senior Citizens</td>
<td>RCC departees, second chance program</td>
</tr>
<tr>
<td>RCC graduates returning</td>
<td>Banking certificate</td>
</tr>
<tr>
<td>HS graduates out in work world</td>
<td>Construction occupations</td>
</tr>
<tr>
<td>Displaced workers</td>
<td>Real Estate Agents</td>
</tr>
<tr>
<td>Employee training (employed)</td>
<td>Insurance credentialing</td>
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<tr>
<td>Baby Boomers looking for enrichment type classes</td>
<td>Financial training</td>
</tr>
<tr>
<td>Students in developmental classes</td>
<td>Accounting</td>
</tr>
<tr>
<td>High School graduates</td>
<td>Finance</td>
</tr>
<tr>
<td>HS grads pursuing AAS degrees</td>
<td>*General discussion regarding audit of current offerings to assess which are underutilized, as a step to assess potential target markets</td>
</tr>
<tr>
<td>HS grads pursuing transfer degrees</td>
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<tr>
<td>Experienced workers looking for a career change</td>
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<tr>
<td>Interested in becoming a nanny</td>
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<tr>
<td>Parents (for Child Development offerings)</td>
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<tr>
<td>Possible Target Markets</td>
<td>Possible Target Markets</td>
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<tr>
<td>Employees needing certification</td>
<td>Respiratory therapy</td>
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<tr>
<td>Health Care partners</td>
<td>Exercise science</td>
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<tr>
<td>Health Care stakeholders</td>
<td>Yoga</td>
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<tr>
<td>Veterinary Science</td>
<td>Speech Pathology</td>
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<tr>
<td>Fitness trainer</td>
<td>Airplane mechanics</td>
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<tr>
<td>Massage Therapy</td>
<td>Laid off workers</td>
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<tr>
<td>Dental prep</td>
<td>Scuba</td>
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<tr>
<td>High School dropouts</td>
<td>Sailing</td>
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<tr>
<td>Beautician</td>
<td>FT worker, PT student</td>
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<tr>
<td>Cosmetology</td>
<td>Returning academics</td>
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<tr>
<td>Video Production</td>
<td>Parents of HS graduates</td>
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<td>Radio</td>
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<td>TV</td>
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<tr>
<td>Athletics- sports training</td>
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<tr>
<td>Post-bachelor’s degree students</td>
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<tr>
<td>Retired Professional</td>
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<tr>
<td>9-3 Parents</td>
<td></td>
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<tr>
<td>Second shift workers</td>
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<td>Third shift workers</td>
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<tr>
<td>Rotating shifters</td>
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