Summer 2013 USM Direction Package Work

External Scan
Team Summary
Charge

- Competitors?
- Markets?
- Students’ Needs?

Process

- 2 facilitated meetings
- 2 meetings without facilitation
- Homework assignments discussed at meetings
Reference Materials

External Scan Source List


*Competition.xlsx*. Table. Portland, ME: USM Marketing Department, 2012.


Reference Materials


Reference Materials


*Undergraduate Adult and Graduate Market Analysis.* Portland, ME: University of Southern Maine, 2011.


*USM Graduate Admission Summary of Applications, Top 50 Undergraduate Colleges – Fall 2012, Degree Applicants 25 years old or younger.* Table. Portland, ME: University of Southern Maine, 2012.


*USM Undergraduate Admission Comparative Total, All Student Types, Application Summary by College/School/Major, Fall 2011–2012.* Table. Portland, ME: University of Southern Maine, 2012.

*USM Undergraduate Admission, Comparative Total, All Student Types, Application Summary by College/School/Major, 02/15/13.* Table. Portland, ME: University of Southern Maine, 2013.

*USM Undergraduate Admission Summary of Applications, Top 100 High Schools, Fall 2009–2013 as of 05/27/13.* Table. Portland, ME: University of Southern Maine, 2013.

*USM Undergraduate Admission, Summary of Applications, Top 100 Transfer Colleges, Fall 2009–2013 as of 05/27/13.* Table. Portland, ME: University of Southern Maine, 2013.

Economic Context

- ME not back to pre-recession job levels until 2017
- Leading sectors in ME recovery: professional & business services, leisure & hospitality
- Slower growing ME sectors: Government, retail trade, health care & social assistance

“Maine as a whole has not yet moved into a period of natural population decrease, though 14 of Maine’s 16 counties have.”

“Within five years the only population growth in Maine will come from net in-migration, and this will have significant implications because it will require a complete reversal of recent in-migration trends.”

Findings

Competitors:

UM
UMA
UMF
UNE
St. Joseph’s
Husson
Plymouth State
Keene State
So. New Hampshire
SMCC
Kaplan
Variety of None of the Above
Findings

Market:

In ME job growth sectors, opportunities are greater for employment in jobs requiring high-end or low-end skills.

Employment rate is better for workers with a college degree than without.

Employers seek skills: judgment, decision-making, complex problem-solving, critical thinking, time management, intellectual & interpersonal skills, active learning, innovation, clear communication.
Findings

Students’ Needs:

Our students: high school students, current undergrads, working adults (undergrad & grad), influencers (of students to attend), employers

What drives them in looking for higher ed (top 7 averages for all students)?

- Relevant areas of study
- Career benefit
- Cost
- Location
- Flexible format
- Personal benefit
- Customer service
## Audience Segments

### Market Drivers to Attend USM (from application to enrollment)

<table>
<thead>
<tr>
<th>Audience Segments</th>
<th>Cost</th>
<th>Quality of Faculty</th>
<th>Relevant Area of Study</th>
<th>Quality of Campus Life/Spirit</th>
<th>Fit (the ability for a person to positively envision themselves as a university student)</th>
<th>First Impression of Visit to Campus</th>
<th>Scheduling (morning, afternoon, evening, weekends, semester length, asynchronous offerings)</th>
<th>Flexible Format (on campus, online, courses throughout the year)</th>
<th>Personal benefit (goal fulfillment &amp; sense of accomplishment)</th>
<th>Career benefit (the ability to begin and progress in a career)</th>
<th>Location</th>
<th>Internships/Experiential Learning</th>
<th>Customer Service</th>
<th>Positive user-experience with technology (Mainestreet &amp; Website)</th>
<th>Easier Application/Registration Process</th>
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<td>High School Students</td>
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</table>

**Scale 1-4**

1 = not a driver  
2 = somewhat of a driver  
3 = a driver  
4 = significant driver  

These two columns represent word of mouth experiences in the marketplace that, if negative, will prevent people from applying.