



# The Intersection of UComm and ESS

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# Agenda

- Team overview
- Communication and collaboration
- Marketing approach and results
- Perspectives on proposal challenges
- Questions that remain
- Additional potential risks
- An alternate solution

# UComm's marketing team



Full University Communications organization chart is available at [https://www.cmich.edu/office\\_president/university\\_communications/Documents/UcommOrgChart.pdf](https://www.cmich.edu/office_president/university_communications/Documents/UcommOrgChart.pdf)

# UComm goals

1. Contribute to the achievement of CMU's enrollment goals.
2. Be stewards of CMU's brand – its icons, colors and the stories that convey our seven marketing position pillars – in order to expand awareness of CMU, enhance its reputation and build pride across our campus community and key constituents.
3. Promote CMU's academic excellence and leadership.
4. Communicate issues strategically in order to cultivate our culture, community and the evolution of CMU.



# Marketing team responsibilities

- A) Marketing
- B) Digital communications and web
- C) Research and data analysis
- D) Content development and creative services
- E) Academic program support
- F) Business development relationships

# A) Marketing deliverables

- Brand strategy and brand marketing
- Develop, execute messaging and visual strategies for ESS-identified as well as other CMU target audiences
- Develop, implement, evaluate strategic marketing/comm plans for CMU as a whole, and its departments and programs in consultation with divisions, colleges, departments etc.
- Identify, manage integration points among all CMU and ESS marketing efforts
- Develop, implement integrated communications campaigns targeted to prospective students, leveraging recruitment and retention messages across all channels
- Direct CMU's digital marketing strategy: paid search and display, SEO, conversion rate optimization, email marketing, content marketing, paid social
- Media buy and sponsorship management and execution
- National tradeshow/conference coordination and management
- Develop student and alumni profiles (Fired Up and Focused, Grads on Fire, etc.)
- Manage inventory of promotional items

## B) Digital communications and web

- Strategic oversight of cmich.edu, CentralLink, go.cmich.edu and CMU's virtual tour, including content development, design, maintenance and governance
- Manage master content calendar for all web properties
- Collaborate with CMU departments re: their web user experience, information architecture/brand guidelines; provide support for developing effective content
- Schedule, write, design and post web graphics to cmich.edu and CentralLink
- Develop and test digital designs, producing supplemental code as necessary
- Develop email templates for Maestro, CRM and IT applications for clients across campus; oversee Maestro administration/provide training/client support
- Google Analytics administration and training
- IT communications liaison
- IT business analysis for President's division
- Our CMU support

## C) Research and data analysis

- Major market research every 2-3 years
- Ongoing market/competitive analyses
- Analytics and reporting
- Alert academic division to program opportunities based on market needs seen in web traffic, business partner feedback, media stories, etc.



## D) Creative services

- Project management
- Content creation
- Editing and proofreading
- Material review for ESS, other internal clients to ensure consistency of messaging and brand
- Design print and electronic materials for advertising and communications
- Video production (i.e. TV spots, overarching CMU pieces)

## E) Academic program support

- Coordinate new program launches
- Coordinate existing cohort relaunches
- Monitor curriculum changes and manage web content, admissions materials accordingly
- Manage PMTS
- Lead content development/maintenance of academic program pages

## F) Business development

- Identify workforce development and professional education needs and opportunities
- Develop, nurture, leverage strategic relationships
- Link to internal stakeholders on opportunities such as program needs, job placement and internship efforts, and research initiatives
- Develop, execute communications campaigns to invigorate partnerships and drive outcomes

# Constant communication

- UComm and ESS team members collaborate through meetings, conversations and email exchanges on a near daily basis.

## ESS/UComm standing meetings

### Weekly

- Jason Kaufman/UComm
- Bo Parker/UComm

### Monthly

- Steven/Sherry
- Jody/Monica
- Jane/Tony
- ESS/UComm leadership teams
- Online cohort update
- Enrollment management
- Cross campus corporate outreach

### Quarterly

- Digital marketing business reviews
- Online team meeting

### Annually

- ESS/UComm planning retreat(s)

DAILY: Phone calls, emails, conversations, impromptu meetings

# Constant collaboration

- ESS sets the vision and goals
- UComm collaborates with ESS and academic program directors to develop plans, materials
- UComm uses Strategic Enrollment Management Plan to set marketing strategies
- Media buys are developed semi-annually, monitored closely and adjusted as needed based on metrics



# Admit-to-deposit campaign

- Supporting an ESS-identified priority, UComm launched a digital campaign encouraging admitted students to pay their deposit
- Prospective students and parents were targeted via paid social, digital, YouTube and email match (GSP)
- **Outcome: 1,304 conversion activities** (linking to key pages, including "pay deposit.")



# Undergraduate degree completers



Digital, paid social and Pandora campaign generated 837 inquiries

# Marketing approach



# Integrating four marketing paths

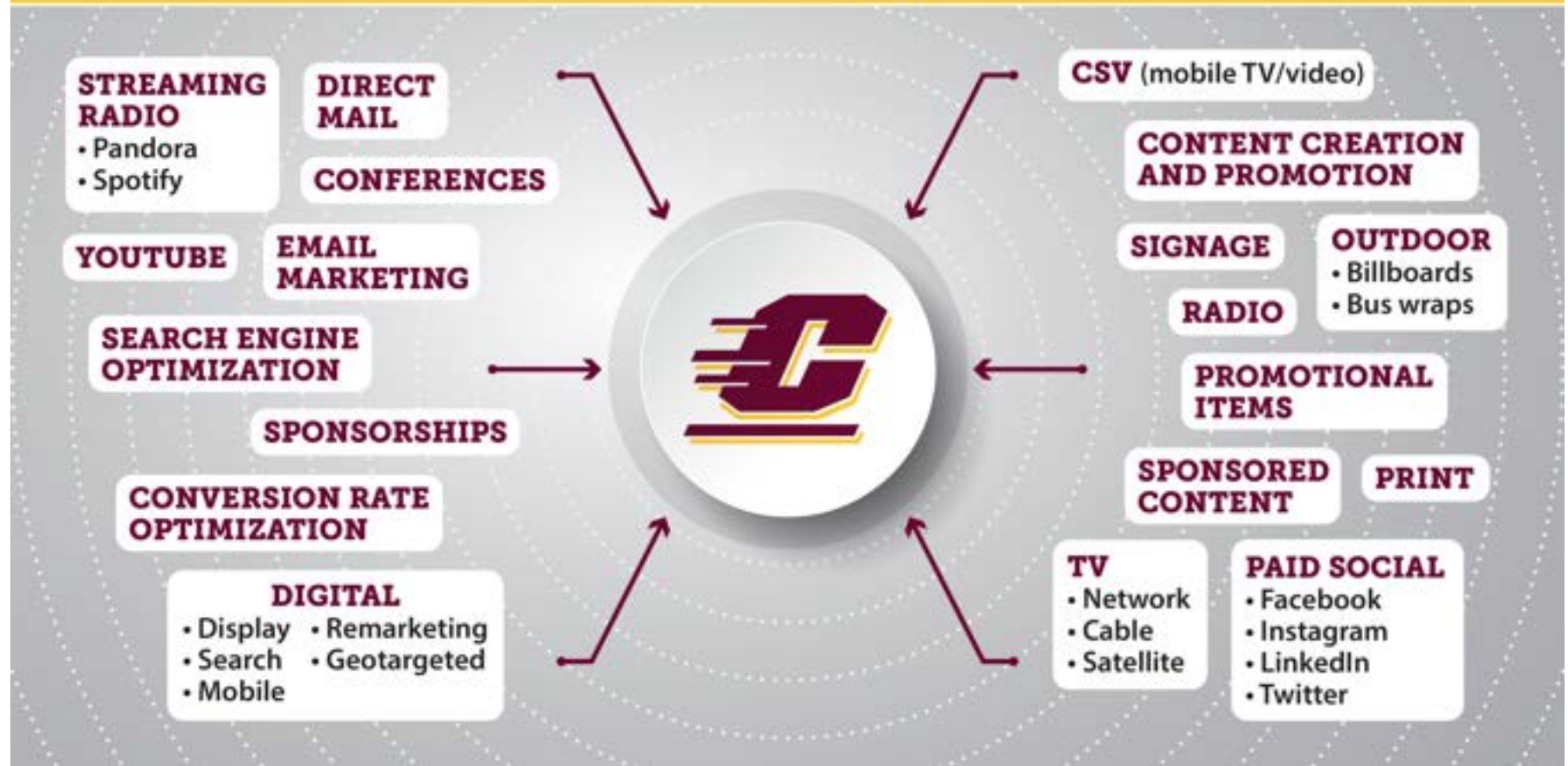
- Brand, reputation and awareness
- Audience
- Program
- Location

# The importance of brand marketing

- Promote awareness, build enthusiasm and pride, and expand CMU's reputation
- Influence a broad audience by shaping a positive perception of CMU in the market
- Message pillars: academic excellence, personalized learning, leadership opportunities, hands-on experiences (i.e. research), strong sense of community, extraordinary student support



# Paid Marketing Mix



## Communications Channel Matrix

	Prospective Students	Current On-Campus Students	Current Satellite/Online Students	Faculty	Staff	Alumni	Community	Donors	Parents/Family Members	High School Counselors/ Principals/Superintendents
Communication Platform										
ASTUDENT LISTSERV list		O								
Awards and Highlights	O	O	O	O	O	O	O	O	O	O
Centralight						O	O	O		
Centralink Notifications		O	O	O	O					
CMICH/CLink Web Graphics	O	O	O	O	O	O	O	O	O	O
CMU News	O	O	O	O	O	O	O	O	O	O
CMU Today				O	O					
CMUFS LISTSERV list				O	O					
College Newsletters						O	O	O		
Events Calendar	O	O	O	O	O	O	O	O	O	O
Family Central									O	O
go.cmich.edu	O									
Guidance Counselor e-newsletter										O
OCSTUDENT LISTSERV List			O							
Our CMU				O	O	O	O	O	O	
Our CMU to Alumni						O		O		
Our CMU to Parents									O	
Our CMU to Guidance Counselors										O
Points of Pride Database				O	O					
Prospective student email list (CRM)	O									
Social Media	O	O	O	O	O	O	O	O	O	O
Student News		O								

# Segmenting, targeting by audience



# Segmentation and personalization

- Prospective FTIAC students are divided into six personas based on Eduventures mindsets and SAT segmentation data
  - Career pragmatists
  - Career through academics
  - Experiential interests
  - Exploration and meaning
  - Grad school bound
  - Social focus

# Segmentation and personalization

- Targeted messages were developed as part of the junior email campaign (April-August 2017)
- Average open rate for these emails was 14.12%, compared to a 9.23% open rate for past efforts that were not segmented



# Segmentation and personalization

- Eduventures recently released additional mindsets for post-traditional audiences based on results from a 2017 adult prospect survey
- UComm is partnering with ESS to determine how to best leverage these in marketing and messaging strategies

# Audience-based examples



# Marketing specific programs

- Bachelor's degrees
- DHA
- Doctor of Educational Technology
- Ed.D.
- Ed.S.
- Graduate certificates
- MA in Counseling
- MA in Education
- MA in Educational Leadership
- MA in Educational Technology
- MA in Reading and Literacy K-12
- MA in Special Education
- Master of Entrepreneurial Transactions
- MBA
- MHA
- MPA
- MPH
- MSA
- MSIS
- MS in Nutrition and Dietetics
- Undergraduate certificates

# Program-based examples



**Master's & Doctorate  
in Ed Tech**  
CMU quality. Online convenience.  
**CENTRAL MICHIGAN UNIVERSITY**

How far will you go? **MHA or DHA**  
CMU quality. Online convenience.



Central  
Michigan  
University

**THE  
DEGREE  
FOR**

- » leaders
- » team builders
- » innovators




**WHYMSA**

*Your next project is your career.*  
**Earn your master's in  
project management.**



**CENTRAL  
MICHIGAN  
UNIVERSITY**

Ads



**Training & Development**  
Online master's degrees in Training and Development. Two options for you.



# Program-based examples

**EARN YOUR MPA**  
*on your terms*

**ACCREDITED**

CMU's Master of Public Administration program is fully accredited through NASPAA.



**FLEXIBLE**

Apply anytime, work wherever you are and finish in two years with 100% online courses.

**SUPPORTIVE**

Learn from industry professionals and gain access to academic resources to grow as a leader in your field.



**Learn more today!**  
Central Michigan University  
877-268-4636 · [CMUglobal@cmich.edu](mailto:CMUglobal@cmich.edu)  
[cmich.edu/MPA](http://cmich.edu/MPA)

**YOU** are a  
**RISING LEADER**  
in **INNOVATION**  
and **CREATIVITY.**



**You need a university that can say the same.**

The cutting-edge **Master of Entrepreneurial Transactions** from Central Michigan University will guide you through forming a business, recruiting key employees, protecting intellectual property, raising seed capital, crowdfunding, technology loans, strategic partnerships, and buying and selling businesses.

It's everything you need to take your high-growth venture into high gear.

Finish this degree online in as little as one year and receive personalized support from industry leaders.

» Apply by **June 1**

» Learn more at [global.cmich.edu/MET](http://global.cmich.edu/MET)





# Location-based examples



Central Michigan Univ - Earn your degree  
online or at centers across Michigan

Ad [www.cmich.edu/Online](http://www.cmich.edu/Online)

Central Michigan University | East Lansing  
Center

Ad [ifs.globalapp.cmich.edu/Lansing](https://ifs.globalapp.cmich.edu/Lansing)

# Location-based examples



AT FORT LEAVENWORTH. ONLINE.

**WHEREVER YOU GO.**

Central Michigan University has the accredited degrees and certificates you need for a successful transition to civilian life.

<b>Veterans' Resource Center</b> Veterans helping veterans get the most out of their CMU experiences	<b>New Student Services Center</b> Answers to all your questions	<b>Alternative Paths to Credit</b> Credit for your experiences and what you already know
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**learn more!**

- » [cmich.edu/FortLeavenworth](http://cmich.edu/FortLeavenworth)
- » 913-682-1888
- » [FortLeavenworth@cmich.edu](mailto:FortLeavenworth@cmich.edu)

Accredited by the Higher Learning Commission and the American Council on Education. CMU is an equal opportunity institution providing equal opportunity to all persons. Accreditation, degree, degree, degree, and certificate with duration are valid. 11/11 1/11

## Traditional FTIAC and Transfer Applications

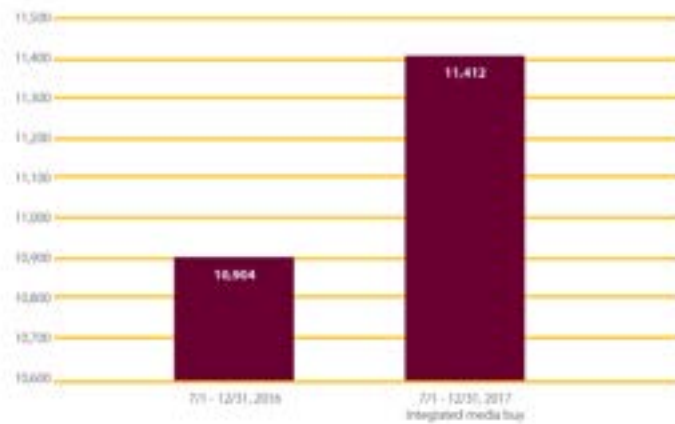
	Applications received*	Michigan high school seniors**
Fall 2011	21,307	113,304
Fall 2012	20,811	112,863
Fall 2013	21,839	111,164
Fall 2014	20,479	109,270
Fall 2015	20,802	107,458
Fall 2016	21,064	105,688
Fall 2017	20,944	102,996

Sources:

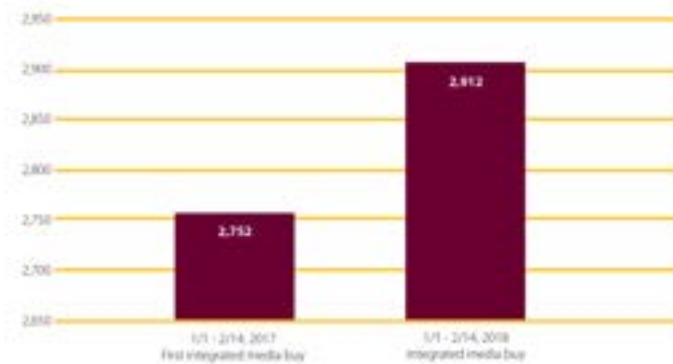
\* Main Campus Admissions point-in-time dashboard, each year as of Dec. 31

\*\*Western Interstate Commission for Higher Education (WICHE)

### Post-traditional Total Unduplicated Inquiries Q1 & 2 YOY Comparisons



### Post-traditional Total Unduplicated Inquiries Q3 YOY Comparisons (1/1 - 2/14)



# Reviewing the committee's recommendation





# Challenge #1

Students are presented with multiple pathways to request information about attending CMU. ... Our website funnels them to different pages and different contact numbers based on their student type or the program in which they are interested. ... We don't want to lose a student because they couldn't find the right person with whom to speak.





# Challenge #1 — Perspectives

- Creating a “One CMU” experience for all students requires a fresh look at admissions and enrollment practices, including application processes, financial aid and support services.
- CMU's web framework is a collaborative effort between ESS, UComm, OIT and the academic units. Once ESS finalizes any process changes (noted above), web improvements can follow.
- Realigning marketing team members or resources will not solve this challenge, as the underlying processes are already the purview of ESS.

## Challenge #2

Recruiters largely see themselves as recruiting a particular type of student. Again, this can result in students getting shuffled around from person to person. Note: efforts were started this past year to encourage a “One CMU” perspective among recruiting staff.



# Challenge #2 - Perspectives

- This is an internal ESS issue. It will not be resolved by the movement of marketing team members or resources.
- Service integration has allowed marketing team members to expand and enhance marketing efforts advancing a unified CMU brand.
- For the first time in CMU history, service integration made it possible for media buys to be coordinated through a single media buyer and digital placements to be coordinated through a single digital marketing agency.
- As a result, aligned messaging that supports One CMU has expanded significantly. Marketing team members now work with the mindset of serving all CMU target audiences.
- We agree such a perspective would be valuable among recruiters in ESS, yet note again that movement of marketing team members or resources would have no impact on the challenge.

## Challenge #3

There is lack of agreement and coordination with regard to enrollment goals. For example, if CMU has a goal of 3,500 new freshman, 1,100 new transfer students, and 1,500 new graduate students, what percentage will be international, domestic, in-state, out-of-state, or online? There are inefficiencies in recruiting staff, territory coverage, event participation, marketing materials, and use of CMU's CRM, largely due to lack of coordination across departments responsible for a portion of CMU's recruiting efforts. International, graduate and off-campus recruiting are parts of the university's overall enrollment strategy; they should not be independent operators.



# Challenge #3 - Perspectives

- VP Johnson sets enrollment goals. UComm adopts the goals and works in partnership with ESS to achieve them.
- The challenges mentioned are internal to ESS. Movement of marketing team members or resources will not affect recruiting staff, territory coverage or event participation and will not impact the disparity with which recruiters use available marketing materials or CMU's CRM.



# Challenge #4

There is lack of agreement and coordination with regard to marketing strategies and messaging. The primary responsibility of recruiting for the entire campus lies with the Vice President of ESS. In turn, recruiting strategies and decisions involving allocation of resources to support those strategies should live with ESS. With regard to recruiting, University Communications is an important partner and should manage branding and provide expertise in the implementation of marketing strategies, but ESS should define strategy.





# Challenge #4 - Perspectives

- ESS sets overarching goals and high-level enrollment strategies. UComm's expertise helps define how to achieve them using marketing ... and communications. This is done in consultation with ESS and academic program directors.
- Are there at times differences of opinion about messaging? Of course. This is normal and positive, spurring everyone to be open-minded, to use data more than intuition, and to push beyond the obvious or “way we’ve always done it.”
- Separation of the team and resources into 1) recruitment marketing and 2) brand marketing stands to create a marketing chasm, with conflicts in messaging, design and placement that would diminish enrollment and brand.

## Challenge #5

There are significant disparities in resource allocation for marketing to various student groups. Undergraduate admissions has a modest marketing budget (particularly given the significance of undergraduate and transfer enrollments to CMU's mission) and a single staff member responsible for the bulk of its efforts. Graduate recruiting has no base-funded budget for marketing. Off-campus recruiting had a substantial marketing budget that has been allocated to University Communications through Global Campus reorganization. International recruiting has minimal marketing budget. Again, as stated in point 3, ESS should be granted control of recruiting and marketing resources to effectively allocate staff and monies to support enrollment strategies for the entire university.



# Challenge #5 – Perspectives A

- CMU marketing dollars have not diverted since service integration:
  - As has been the case since 2010, UComm receives \$1.1 million for undergraduate marketing each year
  - \$5 million (minus \$325,000 cut in last year's budget adjustments) continues to be used for post-traditional markets (i.e. online, satellite centers).
  - Financial Planning & Budgets requires these funds be kept in separate accounts.
  - As much as \$1 million in vacancy gap funding that had been invested in marketing in the former Global Campus has gone away. UComm does not receive this funding.
- CMU's online and satellite location marketing investment decisions are reached in consultation with the ESS team, VP Johnson and President Ross. They reflect the/a:
  - decline in Global enrollments, especially at the centers;
  - significant change in student interest to online programs;
  - need to promote new online programs – six in FY17; and
  - focus on efforts that attract large numbers of students.

# Challenge #5 – Perspectives B

- Overarching strategic decisions have been made in close contact with ESS. During service integration, multiple conversations occurred re: the decline in enrollment.
- President Ross, VP Wilkes and VP Johnson endorsed placing emphasis on market opportunities that would deliver the greatest number of students. They supported a smaller allocation for specific centers and more for online programs and new programs.
- This decision reflects the multi-year decline in students at satellite locations, the increase in online interest and the rollout of new online programs.

# Challenge #5 – Perspectives C

- CMU's first fully integrated marketing campaign launched in January 2017 and delivered positive results (See slides 31, 32). What data shows a need for marketing functions and financial resources to be split once again?
- As stated in challenge #4, separation of the team and resources into 1) recruitment marketing and 2) brand marketing stands to create a marketing chasm, with conflicts in messaging, design and placement that would diminish enrollment and brand.

# Challenge #6

Recruiting and marketing should be viewed as distinct and separate from academic program development. The Academic Division and its units are responsible for the development of academic programs and academic partnerships, whether domestic or international. Placing recruiting staff in the role of “pitching” programs and establishing academic partnerships creates a conflict of interest and the potential for promises to students and partner institutions that do not align with university policy and are not supported by the academic units.





# Challenge #6 - Perspectives

Assuming this challenge refers to the business development unit, it is important to know this:

- The BDU builds, manages and leverages relationships with external partners, including to expand direct marketing efforts.
- As agreed to by President Ross and the Cabinet, the BDU will forge up to 10 partnerships in FY2018, with organizations of 2,500 employees or more. Results will be monitored and assessed after this first year.
- The two BDU team members are not actively recruiting students. They engage ESS for this.
- The two BDU team members do NOT promise or pitch non-existent academic programs. That's not their role.

# Questions that remain

- Service integration year 2 is concluding on a strong positive trajectory. What does the data show we stand to gain vs. what is at risk by splitting marketing apart again?
- What data confirms problems that would be fixed by the movement of marketing team members and resources?
- What would happen to marketing team responsibilities beyond recruitment marketing, including those that serve the rest of the university?
- What would happen to brand marketing? (Not just branding, but brand marketing.)
- What happens with marketing and communications staff members in the academic colleges? How do these individuals, and their efforts, fit into this plan?
- What would the reallocation of human and financial resources look like? Which positions would move? Which would stay? Would recruitment marketing and brand marketing budgets be split?
- How many positions would be added through this proposal, beyond the new AVP?
- What is meant by "ESS should define marketing strategy?" How would branding and recruiting strategy be cohesive if managed through separate teams? If they are split, how would we measure the results of strategy vs. the results of implementation? The results of recruitment marketing and the results of brand marketing?

# Industry trend: One marcomm

"A singular focus on building a 21st century reputation requires communications, marketing and digital all working in lockstep to break through and be heard."

"If you can't mix and match the different components of marketing and communications, you won't be effective..."

-- ***Convergence Ahead: The Integration of Communications and Marketing***

Weber Shandwick, a global communications and marketing firm

(#2 in the world, by revenue)

# A CMU alum at Weber Shandwick reacts

*Christine Kunde, '09, integrated public relations major*

Manager of client experiences for Weber Shandwick, Chevy/GM

- Weber Shandwick is in process of integrating all sister agencies serving the Chevy account (communications, marketing, advertising, experiential customer relations)
- Splitting off marketing or any part of it onto another team would be “a huge step backwards”
- Detrimental/damaging to separate strategy and implementation
- CMU is fortunate to be integrated — the entire industry is moving in that direction

# High risks

- Loss of brand, reputation, awareness, momentum
- Reduction or loss of service across the university to colleges, departments and other units
- Deterioration of integrated messages and promotions — loss of synergy across all communications and marketing channels
- Loss of efficiencies and value-adds in media buys and digital placement
- Silos and conflict vs. shared success

# Alternate option for moving forward

- Establish a recruitment marketing steering committee
- Ensure open communication and transparency between ESS, marketing and the colleges
- Jointly identify and tackle concerns, differences of opinion and priorities
- Pinpoint solutions for reaching shared goals