

UC Online Education Initial Marketing Plan



UNIVERSITY
OF
CALIFORNIA



Where we've been
Where we are
Where we're going



We have understood our mission

UCOE will **innovate** by delivering unparalleled lower-division undergraduate education online to UC and non-UC students for UC credit. In doing so, UCOE will **serve** three constituencies:

- 1) For UC Students, UCOE enhances choice, alleviates overcrowding in high-demand courses, **improves time to degree**
- 2) For UC Faculty, UCOE enables innovation, supports new forms of scholarly communication, and **drives new revenue** into academic departments
- 3) For Non-UC Students, UCOE **broadens access** to high-quality education designed by world-class faculty

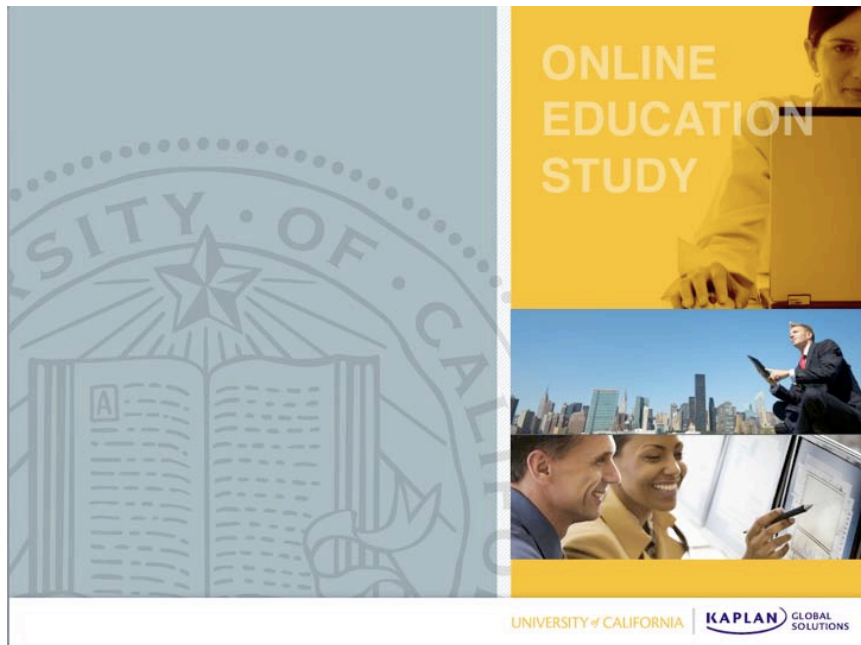
A virtuous cycle

Servicing the first two constituencies builds quality & value...

of interest to the third constituency...

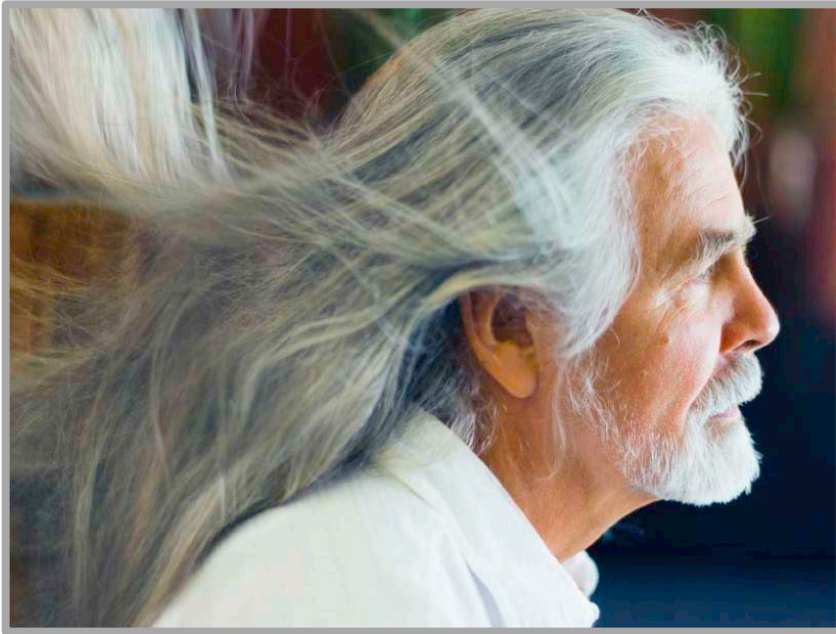
which in turn builds revenue and sustains the enterprise.

...conducted market research



1. California residents
2. preparing for a selective university degree program
3. with academic backgrounds similar to UC freshman & transfers who
4. are aware of educational value and rigor of UC and

...developed a business plan



All net revenues flow to departments which “own” the courses and **use them** however they want (in undergraduate instruction, summer session, etc.)

UCOE aspires to net revenues = 0

Departments and faculty:

- **Develop** online courses in the Common Learning Environment (CoLE)
- **Teach** courses to UC students as part of regular curriculum
- **Teach** courses on a revenue-generating basis to non-matriculated students
- **Use** online courses without restriction

UCOE:

- **Pays** for course development, developer royalty, refresh
- **Provides** expert course design and development support
- **Develops and maintains** the online learning environment
- **Recruits** and **supports** non-matriculated students

...and a revenue model

scenario for 4-unit quarter length course offering to non-matriculated students (NMS)

Scenarios for One Academic Year	One Acad. Yr. with 400 NMS enrollments	One Acad. Yr. with 800 NMS enrollments	One Acad. Yr. with 1,200 NMS enrollments	One Acad. Yr. with 1,600 NMS enrollments
Departmental Income				
Enrollment Compensation	\$ 120,000	\$ 240,000	\$ 360,000	\$ 480,000
Course Author Royalty	8,000	8,000	8,000	8,000
Course Development	55,000	5,000	5,000	5,000
	\$ 183,000	\$ 253,000	\$ 373,000	\$ 493,000

Not shown above:

- royalties paid to course owner each time course is made available to non-matriculated students
- other income generated by department by offering the course in summer sessions, extension programs, etc.

...and engaged a team to assist in marketing and student services.



www.blackboard.com



www.hobsons.com



www.intelliworks.com

YLTENINOVERXTXISENO

www.160over90.com

And we're building a "catalog" of courses

with **creative, energetic faculty**, most of whom will participate in UCOE

9 courses available 5-6 times/yr

3 courses 3-4 times/yr

7 courses twice a year

5 courses available fall 2012

Departments using different instructional models and have different motivations to participate

MGT 6351 - 02 Mgt & Organiz Behavior
UH-Victoria | Fall 2007 | Lecture

[RETURN TO RESULTS](#)

CLASS DETAILS

Status	Open	Career	
Class Number	15216	Dates	8/20/2007 - 12/7/2007
Session	Regular Academic Session	Grading Method	Types of Grades
Units	3 units	Location	Victoria
Instruction Mode	Face to Face	Campus	UHV
Class Components	Lecture Required		

MEETING INFORMATION

Days & Times	Room	Instructor	Meeting Dates
M 7:00PM - 9:45PM	TBA	Chun-Sheng Yu	8/20/2007 - 12/7/2007

ENROLLMENT INFORMATION

Class Attributes	Off Campus
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CLASS AVAILABILITY

Class Capacity	35	Wait List Capacity	0
Enrollment Total	31	Wait List Total	0
Available Seats			

NOTES

Class Notes: Prerequisites exist for this course
This course is only for Graduate students
Must visit [HTTP://www.uhv.edu/bus](http://www.uhv.edu/bus) for textbook/syllabus before class

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Analyzed audience segments

Primary benefits for all audiences:

1. Get ahead/Plan for Future
2. Enrichment
3. It's UC
4. Modality of class provides more balance

Benefits for audiences 1-4:

5. UC CREDIT

Segments include:

PRE-BACCALAUREATE

1. HIGH SCHOOL STUDENTS
 - a. Resume Builders
 - b. Aspiring Top Tier
 - c. Access Challenged

IN-STREAM FOR BACCALAUREATE

2. HEADSTARTERS
3. TRANSFER STUDENTS
 - a. Go-Getters
 - b. Jugglers
 - c. Up and Comers
4. BA COMPLETERS

POST-BACCALAUREATE

5. GRADUATE SCHOOL PREPPERS
6. ADULT LEARNERS
 - a. Career Switchers
 - b. Corporate Climber

For most, created persona...

PRIMARY AUDIENCES: GRADUATE SCHOOL PREPPERS



CORPORATE CLIMBER

Max, 26 | San Francisco, CA

Part-time business school admits required to take classes to prepare for their upcoming degree.

INSIGHT & PSYCHOGRAPHICS

- i. Early in their career, see opportunity for growth within their companies with an additional degree.
- ii. Looking to take a class after they've found out they have been accepted.
- iii. Need something easy and convenient but want to do what their ~~school~~ recommends.
- iv. They don't want to start out behind others.
- v. Age 24 – 28 evenly split among male and female.
- vi. Potentially sponsored by company for tuition reimbursement (85%)*

NEEDS

- Convenience
- Meet requirements
- Increased knowledge

BENEFIT

- UCOE has a flexible course offering that will allow me to further my education while continuing to build my career.

MOTIVATION

- Success
- Preparation
- Money
- Taking advantage of benefits

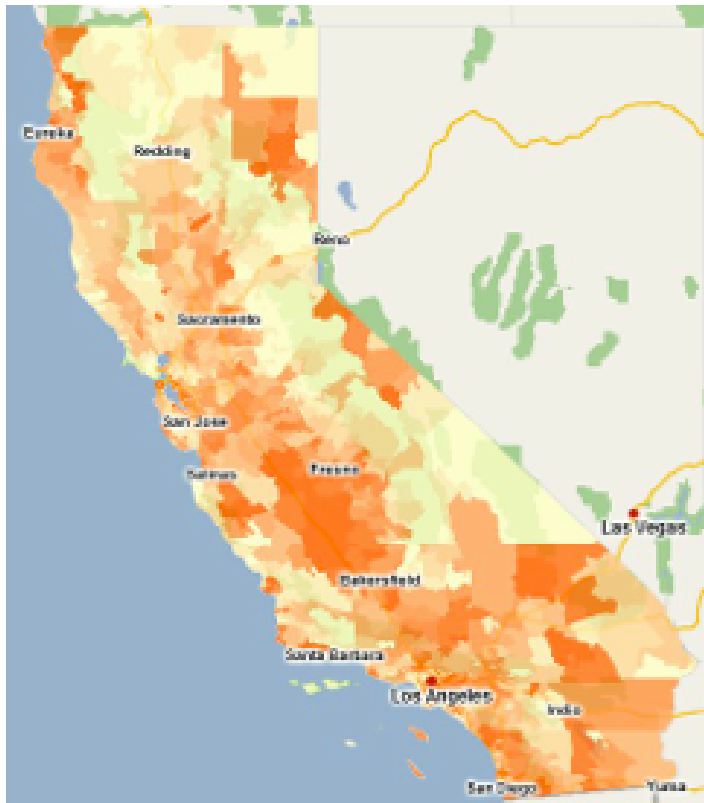
INFLUENCER(S)

- Grad School Admissions
- Peers
- Current employer

*Source: National Center for Educational Statistics, IPEDS, NPSAS reports

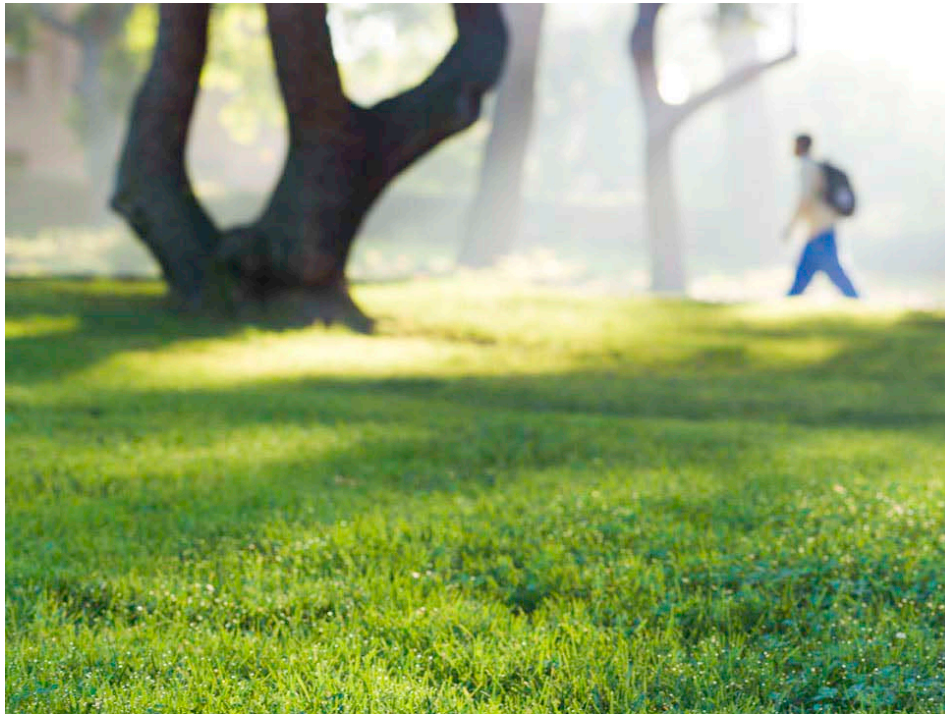
and gathered “sizing and demographic data.

PRIMARY AUDIENCES: GRADUATE SCHOOL PREPPERS, CORPORATE CLIMBER



1. 1.02 MILLION – Total California population that fits this audience.
2. **41.9%** – Positively correlating zip codes have expressed interest in continuing their education.
3. **712** – marketable zip codes in California.

We've also focused our purpose for 2012/13



1. Develop our position in the market
2. Test hypotheses about demand and price-sensitivity in selected high-potential audiences
3. **Prioritize audience selection, building marketing assets accordingly, then**
4. Generate revenues necessary to sustain UCOE
5. Focus curriculum development and map downstream enrollment targets onto audiences

...conducted a “risk audit”

1. Perceived program benefits

- UC brand weaker than that of at least two UC campuses
- Courses offered as one-offs
- Use of UC credit is unclear

2. Program constraints

- Courses mix
- Timing of course offerings
- Synchronous and onsite components
- Application roles / processes

3. Institutional challenges

- Internal credibility
- Campus-level support

4. Competition

- With AP in schools (on credit guarantee)
- With CCC (on cost and credit transferability in CA)?
- With elite universities (on breadth and availability of actual programs)
- With selected for-profits (on transferability)

...and reviewed what others are doing

- Lack of general presence of school offerings in search engine marketing (SEM)
- Varied integration of online offerings into university sites
- Wide prices variation (from free to \$1500+ per 3-credit course)
- Most tout convenience and/or flexibility as main benefit
- Little discernable differentiation among offerings
- Hypothesis – based on the lack of ads found in archives and online search, most universities are banking on current students to fill these classes
- Universities are using online offering as a competitive advantage or “we offer it too” to mitigate prospects from shopping around
- Private, small and wholly online institutions dominate the SEM space on Google searches

...and we've established a “positioning” strategy to guide us in this critical trial year

1. Establish UC as **the** pre-eminent, credible, source of high-quality, credit-bearing, online, undergraduate education – the *real thing*, not a side-car or “me-too” activity
2. Give campuses tools to leverage UCOE in pursuit of their own objectives



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Developing marketing tactics and assets

General (not audience specific) materials

- Communications toolkit
 - Identity graphics
 - Key messages
 - Social media kit
- Campus and partner “roadshow”
- Kick-off event(s)
- Use of existing campus and systemwide channels for getting the word out

Targeted (audience specific) materials

- Google and Bing search engine marketing
- Targeted display ads
- Social media outreach
- Email marketing (based on specific lists)
- Audience and course specific web sites

And preparing to share them with the community, for input

1. Inviting their continuous review
2. As we move to implementation
3. For launch on June 15, 2012



Thank You



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