

## Solicitation Q151

# Utah College of Applied Technology College Marketing Campaign



**Davis Applied Technology College**

## Bid Q151

### Utah College of Applied Technology College Marketing Campaign

Bid Number                    Q151  
 Bid Title                      Utah College of Applied Technology College Marketing Campaign  
 Expected Expenditure    \$51,000.00 (This price is expected - not guaranteed)

Bid Start Date              Aug 27, 2012 4:34:15 PM MDT  
 Bid End Date                Sep 24, 2012 2:00:00 PM MDT  
 Question & Answer  
 End Date                    Sep 17, 2012 2:00:00 PM MDT

Bid Contact                 Thomas A Kimber  
                                       thomas.kimber@datc.edu

Contract Duration         3 years  
 Contract Renewal         2 annual renewals  
 Prices Good for            60 days

Bid Comments             All offers and questions concerning this solicitation must be submitted through BidSync. Only answers issued through the BidSync system or issued via an authorized and properly issued addendum shall be the official position of the College.

#### Item Response Form

Item                            Q151--01-01 - Q151-1 Utah College of Applied Technology College Marketing Campaign  
 Quantity                    1 contract  
 Unit Price                      
 Delivery Location         Davis Applied Technology College  
                                       Davis Applied Technology College  
                                       550 E 300 S  
                                       Kaysville UT 84037  
                                       Qty 1  
                                       Expected Expenditure \$51,000.00

**Description**

See RFP Q151 for requirements.

## INSTRUCTIONS AND GENERAL PROVISIONS

### NOTICE

When submitting a response (proposal, quote or bid) electronically through BidSync, it is the sole responsibility of the supplier to ensure that the response is received by BidSync prior to the closing date and time. Each of the following steps in BidSync MUST be completed in order to place an offer:

- A. Login to [www.bidsync.com](http://www.bidsync.com);
- B. Locate the bid (solicitation) to which you are responding;
  - a. Click the "Search" tab on the top left of the page;
  - b. Enter keyword or bid (solicitation) number and click "Search";
- C. Click on the "Bid title/description" to open the Bid (solicitation) Information Page;
- D. "View and Accept" all documents in the document section;
- E. Select "Place Offer" found at the bottom of the page;
- F. Enter your pricing, notes, other required information and upload attachments to this page;
- G. Click "Submit" at the bottom of the page;
- H. Review Offer(s); and
- I. Enter your password and click "Confirm".

Note that the final step in submitting a response involves the supplier's acknowledgement that the information and documents entered into the BidSync system are accurate and represent the supplier's actual proposal, quote or bid. This acknowledgement is registered in BidSync when the supplier clicks "Confirm". BidSync will post a notice that the offer has been received. This notice from BidSync MUST be recorded prior to the closing date and time or the response will be considered late and will not be accepted.

Be aware that entering information and uploading documents into BidSync may take considerable time. Please allow sufficient time to complete the online forms and upload documents. Suppliers should not wait until the last minute to submit a response. It is recommended that suppliers submit responses a minimum of 24 hours prior to the closing deadline. The deadline for submitting information and documents will end at the closing time indicated in the solicitation. All information and documents must be fully entered, uploaded, acknowledged (Confirm) and recorded into BidSync before the closing time or the system will stop the process and the response will be considered late and will not be accepted.

Responses submitted in BidSync are completely secure. No one (including College purchasing staff) can see responses until after the deadline. Suppliers may modify or change their response at any time prior to the closing deadline. However, all modifications or changes must be completed and acknowledged (Confirm) in the BidSync system prior to the deadline. BidSync will post a notice that the modification/change (new offer) has been received. This notice from BidSync MUST be recorded prior to the closing date and time or the response will be considered late and will not be accepted.

Utah Code 46-4-402(2) Unless otherwise agreed between a sender (supplier) and the recipient (College Purchasing), an electronic record is received when: (a) it enters an information processing system that the recipient has designated or uses for the purpose of receiving electronic records or information of the type sent and from which the recipient is able to retrieve the electronic record; and (b) it is in a form capable of being processed by that system.

Any problems or question regarding submission of offers are to be directed to Bidsync customer support.

**1. Preparation of Bids:**

- a) Failure to examine any drawings, specifications and instructions will be at bidder's risk.
- b) Unless specifically stated otherwise, price each item separately. Unit price shall be shown and a total price shall be entered for each item bid.
- c) Time of delivery is a part of the bid/proposal and must be adhered to.
- d) Prices quoted are firm for complete delivery of quantities specified.
- e) In case of error in extension, unit price will govern.
- f) Brand names and model numbers are given for reference, description, desired specifications and features and are not intended to be restrictive. Brands and models of equal quality will be considered. However, the College reserves the right to purchase brands as it desires, irrespective of price.
- g) All products must be in new, unused condition unless otherwise requested in this solicitation.

**2. Failure to respond:** Failure to submit a bid or to advise the College Fiscal Services Department that future invitations for bids are desired, may result in the removal of your name from the bidder's list.

**3. Submission of Bids:** Electronic bids must be submitted through a secure mailbox at RFP Depot, LLC ([www.bidsync.com](http://www.bidsync.com)) until the date and time as indicated on the document. It is the sole responsibility of the supplier to ensure their bid reaches BidSync before the closing date and time. There is no cost to the supplier to submit electronic bids via BidSync. If the supplier chooses to submit the bid directly to DATC in writing, the bid must be signed in ink, sealed in a properly addressed envelope, and delivered to the Davis Applied Technology College Fiscal Department Attn: Purchasing, 550 E 300 S, Kaysville , UT 84037, by the "Due Date and Time."

- a) Bids must be signed and sealed with the "Bid/Proposal Number" and bid opening date on the outside of envelope.
- b) Bids and modifications or corrections thereof received after the closing time specified will NOT be handled, in accordance with the Utah Procurement Rules, Section R33-3-109.
- c) All prices and notations must be printed in ink or typewritten. No erasures permitted. Errors may be crossed out and corrections printed in ink or typewritten adjacent and must be initialed, in ink, by person signing bid/proposal.
- d) No charge for delivery, drayage, express, parcel post, packing, cartage, insurance, license fees, permits, cost of bonds, or for any other purpose will be paid by the College unless expressly included and itemized in the bid/proposal.
- e) The post office is not an agent for the College and is unable to make acceptance of solicitations/bids on behalf of the College. Only bids that are received by the Due Date and Time in the Fiscal Services office will be considered. Bids that are on campus or in transit through College courier will not be considered and will be returned unopened.

**4. Bonds:** The College reserves the right to require a bid bond, a supply contract bond, or a faithful performance bond from the vendor in an amount not to exceed the amount of the contract.



## 5. Award of Contract:

- a) Contracts and purchases will be made or entered into with the responsible bidder making the lowest and best bid/proposal that meets the specifications pursuant to Chapter 63-2-29 U.C.A. 1961.
  - b) Unless the bidder specified otherwise in his bid/proposal, the College may accept any item, group of items or the complete overall low quote/bid that meets all specifications. The College reserves the right to increase or decrease the quantity of any item and to order any or all of the items at quoted prices, unless Seller specifically state otherwise in its quote/bid. The College reserves the right to cancel its invitation for bids/proposals for any reason.
  - c) The College reserves the right to reject any and all bids/proposals and waive any informality or technicality in bids/proposals received, if it is in the interest of the College.
  - d) A properly issued Purchase Order e-mailed, mailed, or otherwise furnished to the successful bidder, within the time for acceptance specified in the bid/proposal, results in a binding contract without action by either party. The contract shall be interpreted, construed and given effect in all respects according to the laws of the State of Utah. The contract shall NOT be assignable by the vendor in whole or part without the written consent of the College. Authorized representatives of the DATC fiscal office are the only persons authorized to place orders or commit the College for purchases.
6. **BEST AND FINAL OFFERS:** Discussions may be conducted with offerors who submit proposals determined to be reasonably susceptible of being selected for award for the purpose of assuring full understanding of, and responsiveness to, solicitation requirements. Prior to award, these offerors may be asked to submit best and final offers. In conducting discussions, there shall be no disclosure of any information derived from proposals submitted by a competing offeror.
7. **Samples:** Samples of items, when required, must be furnished, free of expense, to the College. If not destroyed by tests, the sample may, upon request be made at the time the sample is furnished, be returned at the bidders expense.
8. **Warranty:** Seller warrants that the merchandise will conform to its description and any applicable specifications shall be good merchantable quality and fit for the known purpose for which it is sold. This warranty is in addition to any standard warranty or service guarantee given by Seller to Purchaser.
9. **Delivery:** All items offered are to be offered at a delivered cost including all transportation, setup, configuration, calibration and handling fees unless otherwise requested. The DATC will not pay any fees over the offered price. The DATC has an available forklift to avoid lift gate charges. All items must be delivered no later than 60 days from the date the purchase order is issued unless otherwise agreed by both parties prior to purchase.
10. **Training:** If onsite training is requested, training costs must contain all expenses including, but not limited to, travel, time, per diem, and lodging. Training must be provided by (an) individual(s) trained on the equipment to demonstrate all features and suggested safety and maintenance procedures of the merchandise so that the DATC may make full use of the merchandise's functionality.
11. **Energy Conservation and Recycled Products:** The contractor is encouraged to offer Energy Star certified products or products that meet FEMP standards for energy consumption. DATC also encourages contractors to offer products that are produced with recycled materials, where appropriate, unless otherwise requested in this solicitation.

12. **Debarment.** The contractor certifies that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in the transaction (contract), by any governmental department or agency. If the contractor cannot certify this statement, submit a written explanation for review by DATC.
13. **Security Standards:** The contractor shall comply with all Security Standards issued by the College, including Payment Card Industry and Data Privacy Standards.
14. The College is required to comply with provisions of the Utah governmental Immunity Act, Utah code Ann. Sec. 63-30d-101 et seq. and any other requirements mandated by the Utah Attorney General's Office regarding indemnification, attorney's fees, governing law provisions and insurance provisions. Any contract created under this bid must include such terms and conditions regarding such as set forth by the College.
15. The Government Records Access and Management Act, Section 63-2-101 et seq., Utah Code Ann. (1953), as amended ("GRAMA") provides that information in the quotes/bids submitted may be open for public inspection at the time the quotes/bids is opened (In the Case of RFP, only the non-confidential portions of the proposal response become available to the public after award of the order not at the time of opening). If a Seller desires to have certain information contained in its quote/bid protected from such disclosure, the Seller may request such treatment by providing a "written claim of business confidentiality and a concise statement of reasons supporting the claim of business confidentiality" with the quote/bid (GRAMA, Section 63-2-308). Pricing elements of any quote/bid will not be considered protected. All material contained in and/or submitted with the quote/bid becomes property of the College and may be returned only at the College's option
16. Bidder agrees that no contract rights or subcontract rights may be assigned, sold, or transferred, or responsibilities delegated, in whole or in part, under any contract formed upon acceptance of the bidder without prior written approval of the College.
17. Bidder agrees that the terms and conditions herein supersede any inconsistent terms and conditions submitted by the Bidder in a preprinted form contract.
18. **Non-appropriation of Funds:** The Contractor acknowledges that DATC cannot contract for the payment of funds not yet appropriated by the Utah State Legislature. If funding to the State is reduced due to an order by the Legislature or the governor, or is required by State Law, or if federal funding (when applicable) is not provided, DATC may terminate this contract or proportionately reduce the services and purchase obligations from DATC upon 30 days written notice. In the case that funds are not appropriated or are reduced, DATC will reimburse the contractor for products delivered or services performed through the date of cancellation or reduction, and the State will not be liable for any future commitments, penalties, or liquidated damages.
19. **Contract Jurisdiction, Choice of Law, and Venue:** The provisions of this contract shall be governed by laws of the State of Utah. The parties will submit to the jurisdiction of the courts of the State of Utah for any dispute arising out of this Contract or the breach thereof. Any purchase made by the College is subject to State of Utah Standard Terms and Conditions.
20. **Laws and Regulations:** The Contractor and any and all supplies, services, equipment, and construction proposed and furnished under this contract will comply fully with all applicable Federal and State laws and regulations.

# Request For Proposal

## For Utah College of Applied Technology Marketing Campaign

RFP #Q151  
August 27, 2012

Issued By Davis Applied Technology College on Behalf of  
Utah College of Applied Technology (UCAT)  
550 E 300 S  
Kaysville, UT 84037

## TABLE OF CONTENTS

<b><u>Section 1- Purpose of RFP</u></b> .....	<b>4</b>
1.01 Purpose .....	4
<b><u>Section 2- General Information</u></b> .....	<b>4</b>
2.01 Administrative Guidance .....	4
2.02 Issuing office and RFP Reference Number .....	4
2.03 Response Date .....	4
2.04 Pre-Proposal Conference .....	5
2.05 Inquiries .....	5
2.06 Important Dates .....	5
2.07 Proposal Validity Time .....	5
2.08 Consideration of Proposals .....	5
2.09 Oral Presentation .....	5
2.10 Gratuities .....	5
2.11 Award of the Contract .....	5
2.12 Contract Period and Effective Date .....	6
2.13 News Releases .....	6
2.14 Protected Information .....	5
2.15 Notices .....	6
2.16 Incurring Costs .....	6
2.17 Addendum to RFP .....	6
2.18 Alternative Proposals .....	6
2.19 Authorized Supplier Representatives .....	7
2.20 Award of Subcontracts .....	7
2.21 Assignment .....	7
2.22 Remedies .....	7
2.23 Compliance .....	7
2.24 Cancellation .....	7
2.25 Acceptance of Services Rendered .....	8
2.26 State and Local Taxes .....	8
2.27 Anti-Collusion .....	8
2.28 Indemnification .....	8
2.29 Insurance .....	8
2.30 Restrictions .....	9
2.31 Right to Reject .....	9
2.32 Record Keeping and Audit Rights .....	9
2.33 Payment and Performance Evidence .....	9
2.34 Price Reduction .....	9
2.35 Solicitation of Employees .....	9
2.36 Debarment .....	9
2.37 Contracts .....	9
2.38 Endorsement .....	10
2.39 Availability to Other State Institutions .....	10
2.40 Equal Opportunity .....	10
2.41 Further Agreements .....	11
2.42 Relationship of the Parties .....	11
2.43 Compliance with Payment Card Industry Data Security Standard Data Privacy Information .....	11
2.44 Title to Designs and Copy .....	11
2.45 Non-appropriation of Funds .....	11
2.46 Status Verification .....	11
<b><u>Section 3- Specifications</u></b> .....	<b>12</b>
3.01 Background .....	12
3.01.1 Budget .....	13

3.02 Minimum Requirements .....13

3.02.1 General Requirements .....13

3.02.2 Research & SWOT Analysis .....13

3.02.3 Media Use.....14

3.02.4 Media Buying .....14

3.02.6 Slogan .....14

3.02.7 Campaign Approach .....14

3.02.8 Evaluation Metrics.....15

3.03 Evaluation Criteria.....15

**Section 4- Proposal Response Outline.....15**

4.01 Proposal Response Outline .....16

**Section 5- Proposal Evaluation.....16**

5.01 Proposal Evaluation Criteria.....16

5.02 Evaluation.....17

**Attachments .....18**

A) State of Utah Standard Terms and Conditions .....18

B) RFP Evaluation Score sheet .....22

C) Claim of Business Confidentiality.....23

## SECTION 1 - PURPOSE OF RFP

1.01 Purpose. The Utah College of Applied Technology (UCAT) is requesting proposals for an Advertising Agency to provide an Integrated Marketing Promotional Plan and Advertising Campaign for up to five years. This campaign will promote as well as increase overall awareness of the services, programs and benefits of UCAT and its eight Applied Technology College (ATCs) campuses located throughout the state from Logan to St. George. The selected vendor will be responsible for strategy, creation, production and advertising.

## SECTION 2 - GENERAL INFORMATION

2.01 Administrative Guidance. The information provided herein is intended to assist suppliers in the preparation of proposals necessary to properly respond to this RFP. The RFP is designed to provide interested suppliers with sufficient basic information to submit proposals meeting minimum requirements, but is not intended to limit a proposal's content or to exclude any relevant or essential data there from. Suppliers are at liberty and are encouraged to expand upon the specifications to evidence service capability under any proposal.

2.02 Issuing office and RFP Reference Number. The Fiscal Services Department of Davis Applied Technology College is the issuing office for this RFP and all subsequent addenda relating to it. The reference number for the transaction is **Q151**. This number must be referred to on all proposals, correspondence, and documentation relating to the RFP.

2.03 Response Date. In order to be considered for selection, your proposal must be received electronically in BidSync no later than the date requested below.

Paper copies (one originally, plus **9** copies) will be accepted, but must be received at Davis Applied Technology College Fiscal Services Department (550 E 300 S Kaysville, UT 84037) **no later than 2:00 p.m. current Mountain Time on Monday, September 24, 2012**. Any proposal in route, either in the mail or other locations on the campus will not be considered timely and will be returned unopened. Proposals received after this deadline will be late and ineligible for consideration. Following the deadline, the names of those responding to the RFP will be made public. All other information will remain confidential, as provided by law (please see section 2.14 hereof).

2.04 Pre-Proposal Conference. **No pre-proposal** conference will be held.

2.05 Inquiries. All inquiries or requests for clarification or interpretation arising subsequent to the issuance of this RFP, that could have a significant impact on the responses to the RFP, should be submitted electronically via Bidsync.

Questions and answers will be consolidated and available to all suppliers on record as having received this RFP. All inquiries must be received by **(September 17, 2012)**.

2.06 Important Dates. The following dates are significant for this RFP:

RFP Dated and Issued **August 27, 2012**

RFP Inquiry Questions Due **September 17, 2012**

Proposal Response Date **September 24, 2012**

2.07 Proposal Validity Time. Proposals containing less than 60 calendar days acceptance time will not be considered.

2.08 Consideration of Proposals. Utah College of Applied Technology may award a contract based on initial proposals received without discussion of such proposals with suppliers. Accordingly, each initial proposal should be submitted with the most favorable price and service available. However, The College may initiate discussions should clarification or negotiation be necessary. Suppliers shall be prepared to send qualified personnel to discuss technical and contractual aspects of their proposal.

2.09 Oral Presentation. An oral presentation by a supplier to supplement a proposal may be required. These presentations will be scheduled, if required, by the Fiscal Services Department subsequent to the receipt of proposals and prior to the award of the contract.

2.10 Gratuities. By written notice to the supplier(s), the College may disqualify from consideration or cancel any subsequent contract if it is found by the College that gratuities, in the form of entertainment, gifts, or otherwise were offered or given by the supplier, or any agent or representative of the supplier, to any officer or employee of the College with the intent to secure this contract or secure favorable treatment with respect to the awarding or amending of this contract.

2.11 Award of the Contract. The Utah College of Applied Technology is the only agency authorized to award a contract for the proposed purchases. All pertinent College policies and State of Utah purchasing codes and State procurement policies and procedures apply.

2.12 Contract Period and Effective Date. The anticipated contract term will be from the date of award through completion of the project. This is a three (3) year contract with an option to renew for two (2) additional periods of one (1) year at the College's discretion. The anticipated effective date of the contract is November 1, 2012.

2.13 News Releases. News releases pertaining to the RFP, any proposal or the contract will be made only by the College.

2.14 Protected Information. State Procurement Rule, R-33-3, as well as the Government Records Access and Management Act, Section 63-2-101 et seq., Utah Code Ann. (1953), as amended (A GRAMA@ ) provides that **all** proposals may be disclosed to the public after notice of the selection of the successful offeror(s) and after receipt of a GRAMA request. Any person (supplier) who believes that a record should be protected as outlined in R-33-3-204.1, should complete the enclosed A Claim of Business Confidentiality@ form. Failure to complete this form will result in the disclosure of your proposal if a GRAMA request is received. All material contained in and/or submitted with the proposal becomes the property of the Utah College of Applied Technology (UCAT) and may be returned only at UCAT's option.

2.15 Notices. The supplier must specify the name, title, address, phone and email address of the person to whom all correspondence regarding any contract awarded as a result of this RFP should be directed (including amendments to the contract). All amendments must be in writing and signed by both parties.

2.16 Incurring Costs. The College will not be liable for any cost which suppliers may incur in the preparation or presentation of their proposal(s). Proposals should be concise, straightforward and prepared simply and economically. Expensive displays, bindings or promotional materials are neither desired nor required. However, there is no intent within these instructions to limit a proposal's content or to exclude any relevant or essential data therefrom.

2.17 Addendum to RFP. In the event that it becomes necessary to revise this RFP in whole or in part, an addendum will be provided to all suppliers on record as having received this RFP.

2.18 Alternative Proposals. A supplier may submit more than one proposal, each of which must follow the Proposal Response Outline (section 4 hereof) and satisfy the requirements of this RFP. The supplier's prime proposal must be complete and comply with all instructions. The alternative proposals may be in abbreviated form following the Proposal Response Outline but providing complete



information only for sections which differ in any way from those contained in the prime proposal. If alternative proposals are submitted, the supplier must explain the reasons for the alternative(s) and its comparative benefits. Each proposal submitted will be evaluated on its own merits.

2.19 Authorized Supplier Representatives. The proposal will list the name, title, office address, telephone number, fax number and email address of the person(s) authorized to represent the supplier regarding this RFP. The College reserves the right to (1) interview and select suppliers personnel who will provide services and (2) negotiate a change in the individual assigned to represent the supplier awarded this contract if the assigned representative is not supplying the needs of the College appropriately. The right shall carry forward through the response period and during the term of the contract.

2.20 Award of Subcontracts. For each subcontract, if any, which the supplier proposes to award, the supplier shall specify in writing the proposed subcontractors name and address, and the purpose of the subcontract. Any supplier proposing subcontracts as a part of a proposal must explicitly state so in the proposal, and must include the above stated information for each subcontract. Written approval by the College Fiscal Services Department is required prior to the awarding of any subcontracts. Any Subcontractor shall be required to provide evidence to the College of the same insurance provisions and coverages as described in section 2.29 of the RFP.

2.21 Assignment. The successful supplier shall not assign or subcontract any portion of its obligations under the contract without the prior written consent of the College. Assignment or subcontracting shall in no way relieve the successful supplier of any of its obligations.

2.22 Remedies. The laws of the State of Utah shall apply in all disputes arising out of this RFP, without regard to Utah choice of law rules.

2.23 Compliance. The supplier hereby agrees to abide with all applicable federal, state, county and city laws and regulations and to be responsible for obtaining and/or possessing any and all permits and licenses that may be required.

2.24 Cancellation. Inadequate delivery or failure to adhere to the contract covenants may result in cancellation of the contract. The supplier shall be responsible for reimbursing the College for expenses incurred as a result of unacceptable service. In the event that either party determines that a material breach has occurred that would be cause for cancellation of the contract, the party wishing to cancel shall notify the other party of the alleged breach in writing, and allow the defaulting party thirty (30) days in

which to cure the alleged breach. If the alleged breach is not cured or substantial steps to cure the alleged default are not taken within this period, the non-defaulting party may cancel the contract at the end of said thirty (30) day period.

2.25 Acceptance of Services Rendered. The College, through its designated agents and representatives, will be the sole determining judge of whether services rendered under the contract satisfy the requirements as identified in the contract.

2.26 State and Local Taxes. The College is exempt from sales and excise taxes. Exemption certification information appears on all purchase orders issued by the College and such taxes will not apply unless otherwise noted.

2.27 Anti-Collusion. The submittal of a proposal constitutes agreement that the supplier has not divulged its proposal to suppliers, nor has the supplier colluded with any other suppliers or parties to a proposal what-so-ever.

2.28 Indemnification. The supplier shall hold harmless, defend and indemnify The Utah College of Applied Technology and its officers, employees, and agents from and against any and all claims, losses, causes of action, judgments, damages and expenses including, but not limited to attorney's fees because of bodily injury, sickness, disease or death, or injury to or destruction of tangible property or any other injury or damage resulting from or arising out of (a) performance or breach of this contract by Supplier, or (b) Suppliers use of College premises, or (c) any act, error, or omission on the part of the Supplier, or its agents, employees, or subcontractors except where such claims, losses, causes of action, judgments, damages and expenses result solely from the negligent acts or omissions or willful misconduct of The Davis Applied Technology College, its officers, employees or agents.

2.29 Insurance. The supplier shall maintain, during the term of any resulting contract, comprehensive General, Contractual, Professional and Errors and Omissions (E&O) Liability Insurance and Employee Dishonesty bonding coverage or such coverage as required by Federal, State, and local laws governing the services described herein. Proposers shall also maintain all employee-related insurances, in the statutory amounts, such as unemployment compensation, workers compensation, and employer's liability, for its employees involved in performing services pursuant to any resulting underwriting contract. Such coverage may be self-funded.

2.30 Restrictions. All proposals must clearly set forth any restrictions or provisions deemed necessary by the supplier to effectively service the proposed contract.

2.31 Right to Reject. The College reserves the right to reject in whole or in part any or all proposals and to waive any informality or technicality in any proposal in the interest of the College. Subsequent procurement, if any, will be in accordance with The Davis Applied Technology College contractual action. Non-compliance with the conditions of this proposal may result in disqualification of the offending supplier.

2.32 Record Keeping and Audit Rights. Any supplier providing goods or services under any Contract shall maintain accurate accounting records for all goods and services provided there under, and shall retain all such records for a period of at least three (3) years following termination of the Contract. Upon reasonable notice and during normal business hours the College, or any of its duly authorized representatives, shall have access to and the right to audit any records or other documents pertaining to the Contract. The Colleges audit rights shall extend throughout the term of the Contract and for a period of at least three (3) years thereafter.

2.33 Payment and Performance Evidence. Supplier will provide evidence of financial responsibility, which demonstrates the Suppliers ability to perform the services contemplated by the RFP. Such evidence of financial strength may be in the form a performance bond, letter of credit, financial statements or other form which is reasonably acceptable to the College.

2.34 Price Reduction. If at any time after the award of a contract, the successful supplier reduces the price of any article or service covered under the contract resulting from this RFP, the successful supplier shall give the College proportionately reduced pricing for such articles or services.

2.35 Solicitation of Employees. The selected supplier and the College agree not to solicit each other's employees for a period of 2 years following completion of contract.

2.36 Debarment. The Contractor certifies that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible , or voluntarily excluded from participation in this transaction (contract), by any governmental department or agency. If the Contractor cannot certify this statement, attach a written explanation for review by UCAT.

2.37 Contracts. If you wish your contractual document(s), in whole or in part, to comprise a portion of the final governing language of any

agreement arising from this RFP, (including maintenance agreements), a copy of that agreement(s) must be submitted with your response. A legal review of your contractual demands in view of what is acceptable to the College as an entity of the State of Utah shall be part of the criteria in evaluating our offer.

The College will not enter into any contract or affix signature to any document, the terms of which require the College to waive conditions or requirements negotiated via this solicitation process, provided for in the document or by mutual consent. Any document containing a clause or clauses that purport to supersede all other documents included in, or arising from the RFP process will be rejected.

Any contract made as a result of the RFP is subject to the State of Utah standard terms and conditions.

2.38 Endorsement. Unless specifically authorized in writing by the College Fiscal Services Department on a case by case basis, the Contractor shall have no right to use, and shall not use, the name of Utah College of Applied Technology, its officials or employees, or the seal or mark of the College in advertising, publicity, or promotion; nor to express or imply and endorsement of Contractors supplies or services.

2.39 Availability to Other State Institutions. In the event a contract between the College and the Supplier results from the RFP, the Supplier shall offer the same prices, terms, conditions, and all other particulars herein to all other institutions within the State of Utah. Provided however, that the Supplier may apply fair and reasonable delivery cost adjustments to those institutions whose location may be materially remote or primate when compared to the delivery distances contemplated under this RFP.

2.40 Equal Opportunity. Consistent with College's policies, in connection with any work performed upon acceptance of bid, the Contractor agrees to abide by the letter and spirit of the Civil Rights Act of 1964, 45 CFR 90, and Federal Executive Order No. 11246, as amended by Executive Order No. 11375, as applicable, which are incorporated herein by reference. Contractor also agrees to comply with the American Disabilities Act of 1990 and Sections 503 and 504 of the Rehabilitation Act of 1973. Contractor agrees to comply with the provisions of the Utah Antidiscrimination Act and any Utah Executive Order regarding discrimination. Contractor agrees to incorporate these provisions as necessary with regard to any subcontracts and to provide all required notices to each labor union or workers representative stating the Contractors responsibilities under these provisions. Specifically, Contractor agrees not to discriminate against any employee or applicant for employment because of race, color, creed, religion, national origin,

sex, sexual preference, marital status, veteran's status, status with regard to public assistance, disability or age. This provision will include, but not be limited to, the following: employment, upgrading, promotion, demotion or transfer, recruitment advertising, lay off or termination, rates of pay or other forms of compensation, and selection for training, including apprenticeship. Contractor further agrees to take affirmative action to insure equal employment opportunities.

2.41 Further Agreements. In addition to a proposal, the College may from time to time require a supplier to execute certain additional documents or agreements, including without limitation a Contract, for the purpose of clarifying the intention of the parties with respect to providing the goods or services hereunder.

2.42 Relationship of the Parties. In assuming and performing the obligations of any Contract, the College and any supplier shall each be acting as independent parties and neither shall be considered or represent itself as a joint venturer, partner or employee of the other.

2.43 Compliance with Payment Card Industry Data Security Standard , Data Privacy and Cardhold Information Security Program.

The Supplier agrees to comply with the Payment Card Industry Data Security Standard (PCIDSS), Data Privacy and with Visa's Cardholder Information Security Program (CISP).

2.44 Title to Designs and Copy. Title to all concepts, plans, strategies, and other supplies and services produced/purchased as a result of this RFP, will become the property of UCAT.

2.45 Non-appropriation of Funds. Vendor acknowledges that UCAT cannot contract for the payment of funds not yet appropriated by the Utah State Legislature. If funding to UCAT is reduced due to an order by the Legislature or the Governor, or is required by State law, or if federal funding (when applicable) is not provided, UCAT may terminate this contract or proportionately reduce the services and purchase obligations and the amount due from UCAT upon thirty (30) days written notice. In the case that funds are not appropriated or are reduced, UCAT will reimburse the vendor for products delivered or services performed through the date of cancellation or reduction, and UCAT will not be liable for any future commitments, penalties, or liquidated damages

2.46 Status Verification. If a contract is awarded through this RFP for the physical performance of services within the State of Utah, supplier or supplier 's agent, contractor, subcontractor or service provider is required to register and participate in the Status Verification System (E-verify) to

verify the work eligibility status of the supplier ' s or supplier's agents, contractor's or subcontractor's or service provider ' s employees hired on or after July 1, 2009 and employed in the State of Utah, in accordance with UCA Section 63G-11-103.

### **SECTION 3 - SPECIFICATIONS**

3.01 Background. The Utah College of Applied Technology (UCAT) is the governing body of eight Applied Technology College (ATC) campuses (Logan, Kaysville, St. George, Orem, Ogden, Salt Lake, Cedar City, Roosevelt) across the State of Utah. UCAT serves over 55,000 students in approximately 265 accredited career and technical education certificate programs and many other types of training related to meeting the needs of business and industry.

Adult students start anytime throughout the year, and customize their own schedule to fit around work and family. High school students may enroll tuition-free and receive credit toward graduation from their high school while pursuing UCAT coursework. The training consists of practical classroom instruction/mentoring and personal study, but is particularly focused in hands-on labs to give students real world experience.

The Council of Occupational Education accredits all campuses. ATCs also offer customized training for Utah companies through the state-funded Custom Fit, continuing education and private training programs.

For additional information, see <http://www.ucat.edu/>, particularly in the Annual Report at <http://www.ucat.edu/ucat/annual-reports> and campus page at <http://ucat.edu/campuses> .

#### 3.01.1 Budget.

The UCAT budget cycle runs July 1<sup>st</sup> to June 30<sup>th</sup> of each year. UCAT anticipates the following budget for the next three fiscal years:

FY12 07/01/12-06/30/2013 - \$51,000

FY13 07/01/13-06/30/2014 - \$63,750\*

FY14 07/01/13-06/30/2015 - \$79,688\*

\*Budget for FY13 and FY14 are subject to state allocated funds, economic growth and UCAT priorities. Prior to each fiscal year, UCAT will determine actual budget amount for the fiscal year.

Budget is to include all services rendered by vendor including any and all costs for and not limited to consulting services media, printing, mileage, travel expenses, phone, etc.

Payment will be made on the following schedule:

30% of annual Budget upon contract award.

40% after campaign is approved by UCAT.

30% upon completion of each fiscal year campaign.

### 3.02 Minimum Requirements.

#### 3.02.1 General Requirements.

Vendor must be able to provide the proper reach and frequency on all advertising medium to properly promote all eight UCAT campus regions located throughout the State of Utah and surrounding communities.

Vendor must have the ability, experience to utilize various methods of marketing including but not limited to broadcast (TV, radio), outdoor (billboard, bus boards), print (brochure, newspaper, magazine) and online (website development, internet, social media) methods of communication.

Vendor must have at least five years' experience similar to size and scope of this marketing campaign.

Vendor must not exceed set UCAT marketing budget without prior written approval from UCAT. UCAT will not pay more than the preauthorized budget amount.

As part of this agreement, ongoing evaluation is important. A meeting between vendor and UCAT must happen at least quarterly. During these meetings, vendor is to give updates to UCAT as to budget, updated timelines, any modification to the annual campaign etc.

#### 3.02.2 Research & SWOT Analysis.

Vendor is not to use budgeted funds for market research or analysis. An in-depth market analysis has been previously completed demonstrating the needs of UCAT. Vendor is to utilize the attached UCAT marketing Plan & DATC Marketing Plan attached for UCAT demographics.

### 3.02.3 Media Use.

Vendor is to provide examples of previous media campaigns that are similar in scope to the needs of UCAT for broadcast, print, outdoor, online, and other media including methodology and reasoning behind each example. Examples should be at no older than five years. Vendor must provide at least three examples for each.

### 3.02.4 Media Buying.

Vendor is to demonstrate ability to purchase media including, research methods frequency and reasoning behind media purchases.

### 3.02.5 Timeline.

Vendor is to provide brief samples of previous timelines for campaigns that are similar in scope to the needs of UCAT as to strategy, media launch dates and timing utilizing multiple types of media (Please remember that although UCAT enrollment is year-round, marketing should focus on peak enrollment months during August, September and January. This follows closely with traditional college enrollment during fall and winter semesters).

### 3.02.6 Slogan.

Vendor is to provide methodology and examples of previous slogans created for campaigns that are similar in scope to the needs of UCAT.

### 3.02.7 Campaign sample.

Vendor is to provide a brief layout of how it would manage the UCAT campaign budget allocation to the various types of media, timelines of release and how best to maintain a unified theme throughout. Please note, this budget is to be spread over the entire year. This campaign is also intended to be utilized by individual campuses for their own individual marketing campaigns utilizing their own logos and colors.

This layout is to include a budget allocation table showing the percent of budget allocated to management fees, media types, etc.

### 3.02.8 Evaluation Metrics.

Vendor is to provide methods previously used to track success of campaigns similar to the scope and size of UCAT campaign and how metrics will be used to evaluate success and needed adjustments.



### 3.03 Evaluation Criteria.

#### A. Relevant Experience.

Relevant Experience will be evaluated on:

- Offeror's supplied examples of previous work pertaining to campaigns, media buying, slogan and results.
- Offeror's understanding of higher education and the local communities.

#### B. Proposed Approach.

Proposed Approach will be evaluated on:

- Offeror's ideas and concepts for a UCAT marketing campaign.
- Offeror's methodology and overall approach to campaign.
- Offeror's creativity
- Offeror's campaign timeline.
- Offeror's reach to target audiences throughout the State of Utah

#### C. Qualifications.

Qualifications will be evaluated based on:

- Years of experience and qualifications of sales staff, creative staff and staff designated to oversee the UCAT account.
- Offeror's in house abilities as to creation, production, management and account support.

#### D. References.

References will be evaluated based on:

- Provide a minimum of three (3) references, complete with the organization name, contact person, and telephone number for whom you have provided services similar to the scope of work outlined above.

#### E. Proposed Fee.

Proposed Fee will be evaluated based on:

- Offeror's ability to meet budget constraints.
- Value of services that will be provided within the budget.
- Proposed budget structure as to overhead fee, amount directly allocated to marketing media, etc.

## **SECTION 4 - PROPOSAL RESPONSE OUTLINE**

4.01 Proposal Response Outline. Proposals must be concise and in outline format. Pertinent supplemental information should be referenced and included as attachments. All proposals must be organized and tabbed to comply with the following sections:

A. LETTER OF TRANSMITTAL. The letter of transmittal should include an introduction of the supplier or company, the name, address, telephone number, fax number and E-mail address of the person(s) to be contacted along with others who are authorized to represent the company in dealing with this RFP. Any other information not appropriately contained in the proposal itself should also be included in the letter.

B. EXECUTIVE SUMMARY. An executive summary will briefly describe the supplier's approach and clearly indicate any options or alternatives being proposed. It should also indicate any major requirements that cannot be met by the supplier.

C. DETAILED DISCUSSION. This section should constitute the major portion of the proposal and must contain **a specific response in outline form to each section in this RFP which requires a response. Outline numbers should correspond, in order, to the section numbers contained in this RFP.** Failure to provide written response to items indicated in this RFP will be interpreted by the College as an inability by the supplier to provide the requested product, service or function.

D. FINANCIAL REPORTS. The supplier should furnish a current audited financial report for the company's most recent fiscal year.

E. MISCELLANEOUS. Additional information and attachments, if any may be submitted by the supplier.

## SECTION 5 - PROPOSAL EVALUATION

5.01 Proposal Evaluation Criteria. The criteria to be used by the Selection Committee to evaluate proposals are as follows:

- A. Relevant Experience (20%)
- B. Proposed Approach (25%)
- C. Qualifications (25%)
- D. References (15%)
- E. Proposed Fee (15%)

5.02 Evaluation. All proposals in response to this RFP will be evaluated in a manner consistent with the Utah Procurement Code and all applicable rules and policies.

In the initial phase of the proposal evaluation process, the evaluation committee will review all proposals timely received. First, non-responsive proposals (those not conforming to RFP requirements) will be eliminated. Second, the remaining proposals will be evaluated in a cursory manner to eliminate from further consideration those proposals which in the judgment of the evaluation committee fail to offer sufficient and substantive provisions to warrant further consideration. Each supplier bears sole responsibility for the items included or not included in the response submitted by that supplier. The College reserves the right to disqualify any proposal that includes significant deviations or exceptions to the terms, conditions and/or specifications in this RFP.

At the conclusion of this initial evaluation phase, finalist supplier proposals will be selected for detailed review and evaluation, including oral presentations if required. The College reserves the right to be the sole judge as to the overall acceptability of any proposal or to judge the individual merits of specific provisions within competing offers.

## ATTACHMENT A: STATE OF UTAH STANDARD TERMS AND CONDITIONS

1. **AUTHORITY:** Provisions of this contract are pursuant to the authority set forth in 63G-6, Utah Code Annotated, 1953, as amended, Utah State Procurement Rules (Utah Administrative Code Section R33), and related statutes which permit the State to purchase certain specified services, and other approved purchases for the State.
2. **CONTRACT JURISDICTION, CHOICE OF LAW, AND VENUE:** The provisions of this contract shall be governed by the laws of the State of Utah. The parties will submit to the jurisdiction of the courts of the State of Utah for any dispute arising out of this Contract or the breach thereof. Venue shall be in Salt Lake City, in the Third Judicial District Court for Salt Lake County.
3. **LAWS AND REGULATIONS:** The Contractor and any and all supplies, services, equipment, and construction furnished under this contract will comply fully with all applicable Federal and State laws and regulations, including applicable licensure and certification requirements.
4. **RECORDS ADMINISTRATION:** The Contractor shall maintain, or supervise the maintenance of all records necessary to properly account for the payments made to the Contractor for costs authorized by this contract. These records shall be retained by the Contractor for at least four years after the contract terminates, or until all audits initiated within the four years, have been completed, whichever is later. The Contractor agrees to allow State and Federal auditors, and State Agency Staff, access to all the records to this contract, for audit and inspection, and monitoring of services. Such access will be during normal business hours, or by appointment.
5. **CERTIFY REGISTRATION AND USE OF EMPLOYMENT "STATUS VERIFICATION SYSTEM":** The Status Verification System, also referred to as "E-verify", only applies to contracts issued through a Request for Proposal process, and to sole sources that are included within a Request for Proposal. It does not apply to Invitation for Bids nor to the Multi-Step Process.

### 5.1 Status Verification System

1. Each offeror and each person signing on behalf of any offeror certifies as to its own entity, under penalty of perjury, that the named Contractor has registered and is participating in the Status Verification System to verify the work eligibility status of the contractor's new employees that are employed in the State of Utah in accordance with UCA Section 63G-11-103.
2. The Contractor shall require that the following provision be placed in each subcontract at every tier: "The subcontractor shall certify to the main (prime or general) contractor by affidavit that the subcontractor has verified through the Status Verification System the employment status of each new employee of the respective subcontractor, all in accordance with Section 63G-11-103 and to comply with all applicable employee status verification laws. Such affidavit must be provided prior to the notice to proceed for the subcontractor to perform the work."
3. The State will not consider a proposal for award, nor will it make any award where there has not been compliance with this Section.
4. Manually or electronically signing the Proposal is deemed the Contractor's certification of compliance with all provisions of this employment status verification certification required by all applicable status verification laws including UCA Section 63G-11-103.

### 5.2 Indemnity Clause for Status Verification System

1. Contractor (includes, but is not limited to any Contractor, Design Professional, Designer or Consultant) shall protect, indemnify and hold harmless, the State and its officers, employees, agents, representatives and anyone that the State may be liable for, against any claim, damages or liability arising out of or resulting from violations of the above Status Verification System Section whether violated by employees, agents, or contractors of the following: (a) Contractor; (b) Subcontractor at any tier; and/or (c) any entity or person for whom the Contractor or Subcontractor may be liable.
2. Notwithstanding Section 1. above, Design Professionals or Designers under direct contract with the State shall only be required to indemnify the State for a liability claim that arises out of the design professional's services, unless the liability

claim arises from the Design Professional's negligent act, wrongful act, error or omission, or other liability imposed by law except that the design professional shall be required to indemnify the State in regard to subcontractors or subconsultants at any tier that are under the direct or indirect control or responsibility of the Design Professional, and includes all independent contractors, agents, employees or anyone else for whom the Design Professional may be liable at any tier.

6. **CONFLICT OF INTEREST:** Contractor represents that none of its officers or employees are officers or employees of the State of Utah, unless disclosure has been made in accordance with 67-16-8, Utah Code Annotated, 1953, as amended.
7. **CONTRACTOR, AN INDEPENDENT CONTRACTOR:** The Contractor shall be an independent contractor, and as such, shall have no authorization, express or implied, to bind the State to any agreements, settlements, liability, or understanding whatsoever, and agrees not to perform any acts as agent for the State, except as herein expressly set forth. Compensation stated herein shall be the total amount payable to the Contractor by the State. The Contractor shall be responsible for the payment of all income tax and social security amounts due as a result of payments received from the State for these contract services. Persons employed by the State and acting under the direction of the State shall not be deemed to be employees or agents of the Contractor.
8. **INDEMNITY CLAUSE:** The Contractor agrees to indemnify, save harmless, and release the State of Utah, and all its officers, agents, volunteers, and employees from and against any and all loss, damages, injury, liability, suits, and proceedings arising out of the performance of this contract which are caused in whole or in part by the acts or negligence of the Contractor's officers, agents, volunteers, or employees, but not for claims arising from the State's sole negligence. The parties agree that if there are any Limitations of the Contractor's Liability, including a limitation of liability for anyone for whom the Contractor is responsible, such Limitations of Liability will not apply to injuries to persons, including death, or to damages to property.
9. **EMPLOYMENT PRACTICES CLAUSE:** The Contractor agrees to abide by the provisions of Title VI and VII of the Civil Rights Act of 1964 (42USC 2000e) which prohibits discrimination against any employee or applicant for employment or any applicant or recipient of services, on the basis of race, religion, color, or national origin; and further agrees to abide by Executive Order No. 11246, as amended, which prohibits discrimination on the basis of sex; 45 CFR 90 which prohibits discrimination on the basis of age; and Section 504 of the Rehabilitation Act of 1973, or the Americans with Disabilities Act of 1990 which prohibits discrimination on the basis of disabilities. Also, the Contractor agrees to abide by Utah's Executive Order, dated March 17, 1993, which prohibits sexual harassment in the work place.
10. **SEPARABILITY CLAUSE:** A declaration by any court, or any other binding legal source, that any provision of this contract is illegal and void shall not affect the legality and enforceability of any other provision of this contract, unless the provisions are mutually dependent.
11. **RENEGOTIATION OR MODIFICATIONS:** This contract may be amended, modified, or supplemented only by written amendment to the contract, executed by authorized persons of the parties hereto, and attached to the original signed copy of the contract. Automatic renewals will not apply to this contract.
12. **DEBARMENT:** The Contractor certifies that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction (contract), by any governmental department or agency. If the Contractor cannot certify this statement, attach a written explanation for review by the State. The Contractor must notify the State Director of Purchasing within 30 days if debarred by any governmental entity during the Contract period.
13. **TERMINATION:** Unless otherwise stated in the Special Terms and Conditions, this contract may be terminated, with cause by either party, in advance of the specified termination date, upon written notice being given by the other party. The party in violation will be given ten (10) working days after notification to correct and cease the violations, after which the contract may be terminated for cause. This contract may be terminated without cause, in advance of the specified expiration date, by either party, upon sixty (60) days prior written notice being given the other party. On termination of this contract, all accounts and payments will be processed according to the financial arrangements set forth herein for approved services rendered to date of termination.
14. **NONAPPROPRIATION OF FUNDS:** The Contractor acknowledges that the State cannot contract for the payment of funds not yet appropriated by the Utah State Legislature. If funding to the State is reduced due to an order by the Legislature or the Governor, or is required by State law, or if federal funding (when applicable) is not provided, the State may terminate this contract or proportionately reduce the services and purchase obligations and the amount due from the State upon 30 days written notice. In the case that funds are not appropriated or are reduced, the State will reimburse Contractor for products delivered or services performed through the date of cancellation or reduction, and the State will not be liable for any future commitments, penalties, or liquidated damages.

15. **SALES TAX EXEMPTION:** The State of Utah's sales and use tax exemption number is 11736850-010-STC, located at <http://purchasing.utah.gov/contract/documents/salestaxexemptionformsigned.pdf>. The tangible personal property or services being purchased are being paid from State funds and used in the exercise of that entity's essential functions. If the items being purchased are construction materials, they will be converted into real property by employees of this government entity, unless otherwise stated in the contract.
16. **WARRANTY:** The Contractor agrees to warrant and assume responsibility for all products (including hardware, firmware, and/or software products) that it licenses, contracts, or sells to the State of Utah under this contract for a period of one year, unless otherwise specified and mutually agreed upon elsewhere in this contract. The Contractor (seller) acknowledges that all warranties granted to the buyer by the Uniform Commercial Code of the State of Utah apply to this contract. Product liability disclaimers and/or warranty disclaimers from the seller are not applicable to this contract unless otherwise specified and mutually agreed upon elsewhere in this contract. In general, the Contractor warrants that: (1) the product will do what the salesperson said it would do, (2) the product will live up to all specific claims that the manufacturer makes in their advertisements, (3) the product will be suitable for the ordinary purposes for which such product is used, (4) the product will be suitable for any special purposes that the State has relied on the Contractor's skill or judgment to consider when it advised the State about the product, (5) the product has been properly designed and manufactured, and (6) the product is free of significant defects or unusual problems about which the State has not been warned. Remedies available to the State include the following: The Contractor will repair or replace (at no charge to the State) the product whose nonconformance is discovered and made known to the Contractor in writing. If the repaired and/or replaced product proves to be inadequate, or fails of its essential purpose, the Contractor will refund the full amount of any payments that have been made. Nothing in this warranty will be construed to limit any rights or remedies the State of Utah may otherwise have under this contract.
17. **PUBLIC INFORMATION:** Contractor agrees that the contract, related Sales Orders, and Invoices will be public documents, and may be available for distribution. Contractor gives the State express permission to make copies of the contract, related Sales Orders, and Invoices in accordance with the State of Utah Government Records Access and Management Act (GRAMA). Except for sections identified in writing and expressly approved by the State Division of Purchasing, Contractor also agrees that the Contractor's response to the solicitation will be a public document, and copies may be given to the public under GRAMA laws. The permission to make copies as noted will take precedence over any statements of confidentiality, proprietary information, copyright information, or similar notation.
18. **DELIVERY:** Unless otherwise specified in this contract, all deliveries will be F.O.B. destination with all transportation and handling charges paid by the Contractor. Responsibility and liability for loss or damage will remain with Contractor until final inspection and acceptance when responsibility will pass to the State except as to latent defects, fraud and Contractor's warranty obligations.
19. **ORDERING AND INVOICING:** All orders will be shipped promptly in accordance with the delivery schedule. The Contractor will promptly submit invoices (within 30 days of shipment or delivery of services) to the State. The State contract number and/or the agency purchase order number shall be listed on all invoices, freight tickets, and correspondence relating to the contract order. The prices paid by the State will be those prices listed in the contract. The State has the right to adjust or return any invoice reflecting incorrect pricing.
20. **PAYMENT:** Payments are normally made within 30 days following the date the order is delivered or the date a correct invoice is received, whichever is later. After 45 days the Contractor may assess overdue account charges up to a maximum rate of one percent per month on the outstanding balance. All payments to the Contractor will be remitted by mail, electronic funds transfer, or the State of Utah's Purchasing Card (major credit card).
21. **PATENTS, COPYRIGHTS, ETC.:** The Contractor will release, indemnify and hold the State, its officers, agents and employees harmless from liability of any kind or nature, including the Contractor's use of any copyrighted or un-copyrighted composition, secret process, patented or un-patented invention, article or appliance furnished or used in the performance of this contract.
22. **ASSIGNMENT/SUBCONTRACT:** Contractor will not assign, sell, transfer, subcontract or sublet rights, or delegate responsibilities under this contract, in whole or in part, without the prior written approval of the State
23. **DEFAULT AND REMEDIES:** Any of the following events will constitute cause for the State to declare Contractor in default of the contract: 1. Nonperformance of contractual requirements; 2. A material breach of any term or condition of this contract. The State will issue a written notice of default providing a ten (10) day period in which Contractor will have an opportunity to cure. Time allowed for cure will not diminish or eliminate Contractor's liability for damages. If the

default remains, after Contractor has been provided the opportunity to cure, the State may do one or more of the following:  
1. Exercise any remedy provided by law; 2. Terminate this contract and any related contracts or portions thereof; 3. Impose liquidated damages, if liquidated damages are listed in the contract; 4. Suspend Contractor from receiving future solicitations.

24. **FORCE MAJEURE:** Neither party to this contract will be held responsible for delay or default caused by fire, riot, acts of God and/or war which is beyond that party's reasonable control. The State may terminate this contract after determining such delay or default will reasonably prevent successful performance of the contract.
25. **PROCUREMENT ETHICS:** The Contractor understands that a person who is interested in any way in the sale of any supplies, services, construction, or insurance to the State of Utah is violating the law if the person gives or offers to give any compensation, gratuity, contribution, loan or reward, or any promise thereof to any person acting as a procurement officer on behalf of the State, or who in any official capacity participates in the procurement of such supplies, services, construction, or insurance, whether it is given for their own use or for the use or benefit of any other person or organization (63G-6-1002, Utah Code Annotated, 1953, as amended).
26. **CONFLICT OF TERMS:** Contractor Terms and Conditions that apply must be in writing and attached to the contract. No other Terms and Conditions will apply to this contract including terms listed or referenced on a Contractor's website, terms listed in a Contractor quotation/sales order, etc. In the event of any conflict in the contract terms and conditions, the order of precedence shall be: 1. Attachment A: State of Utah Standard Terms and Conditions; 2. State of Utah Contract Signature Page(s); 3. State Additional Terms and Conditions; 4. Contractor Terms and Conditions.
27. **ENTIRE AGREEMENT:** This Agreement, including all Attachments, and documents incorporated hereunder, and the related State Solicitation constitutes the entire agreement between the parties with respect to the subject matter, and supersedes any and all other prior and contemporaneous agreements and understandings between the parties, whether oral or written. The terms of this Agreement shall supersede any additional or conflicting terms or provisions that may be set forth or printed on the Contractor's work plans, cost estimate forms, receiving tickets, invoices, or any other related standard forms or documents of the Contractor that may subsequently be used to implement, record, or invoice services hereunder from time to time, even if such standard forms or documents have been signed or initialed by a representative of the State. The parties agree that the terms of this Agreement shall prevail in any dispute between the terms of this Agreement and the terms printed on any such standard forms or documents, and such standard forms or documents shall not be considered written amendments of this Agreement.

**ATTACHMENT B**

**UCAT MARKETING CAMPAIGN # Q151  
RFP EVALUATION SCORESHEET**

**Firm Name:** \_\_\_\_\_  
**Evaluator:** \_\_\_\_\_  
**Date:** \_\_\_\_\_

Score will be assigned as follows:  
0 = Failure, no response  
1 = Poor, inadequate, fails to meet requirement  
2 = Fair, only partially responsive

		Score (0-5)	Weight	Points
<b>1. Relevant Experience (20 points possible)</b>		----	----	----
Previous Work Experience	5 points possible		2	
Understanding of Higher Ed and Local Community	5 points possible		2	
<b>2. Proposed Approach (25 points possible)</b>		----	----	----
Ideas and Concept for UCAT Campaign	5 points possible		1	
Methodology and Approach to UCAT Campaign	5 points possible		1	
Creativity	5 points possible		1	
Campaign Timeline	5 points possible		1	
Reach to Target Audiences	5 points possible		1	
<b>3. Qualifications (25 points possible)</b>		----	----	----
In House Abilities for Creation Production Etc.	5 points possible		2	
Sales and Designated Account Staff	5 points possible		1	
Creative Staff	points possible		2	
<b>4. References (15 points possible)</b>		----	----	----
References	5 points possible		3	
<b>5. Proposed Fee (15 points possible)</b>		----	----	----
Meet Budget Constraints	5 points possible		1	
Value of Services	5 points possible		1	
UCAT Proposed Budget Structure	5 points possible		1	
<b>TOTAL EVALUATION POINTS</b>	<b>(100 points possible)</b>		<b>Total</b>	



## **ATTACHMENT C**

### **CLAIM OF BUSINESS CONFIDENTIALITY**

Pursuant to Utah Code Ann., Subsections 63-2-304(1) and (2), and in accordance with Section 63-2-308, the undersigned company asserts the claim of business confidentiality to protect the following information submitted as part of a Request for Proposals.

This claim is asserted because this information requires protection as it includes:

G Trade secrets as defined in Section 13-24-2 (“Trade secret” means information, including a formula, pattern, compilation, program, device, method, technique, or process, that: (a) derives independent economic value, actual or potential, from not being generally known to, and not being readily ascertainable by proper means by, other persons who can obtain economic value from its disclosure or use; and (b) is the subject of efforts that are reasonable under the circumstances to maintain its secrecy.)

G Commercial information or non-individual financial information obtained from a person if: (a) disclosure of the information could reasonably be expected to result in unfair competitive injury to the person submitting the information or would impair the ability of the governmental entity to obtain necessary information in the future, [and] (b) the person submitting the information has a greater interest in prohibiting access than the public in obtaining access. This statement of reasons supporting the claim of business confidentiality applies to the following information in this proposal:

Page	Paragraph	Reason

Please use additional sheets if needed.

You will be notified if a record claimed to be protected herein under Utah Code Ann. Subsection 63-2-304 (1) or (2) is classified public or if the governmental entity determines that the record should be released after balancing interests under Utah Code Ann. Subsection 63-2-201 (5)(b) or Utah Code Ann. Subsection 63-2-401(6). See Utah Code Ann. Subsection 63-2-308.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Title

\_\_\_\_\_  
Company

\_\_\_\_\_  
Date



# UTAH COLLEGE OF APPLIED TECHNOLOGY

## MARKETING PLAN JULY 2009





# PROJECT GOALS

01



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## PROJECT GOALS

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Throughout initial meetings with UCAT, Crowell Advertising identified the following goals driving your business and marketing communication efforts.

- Identify a brand position that is own able and sustainable in the local market
  - Further define and shape the brand message for UCAT
  - Establish a master brand that can support the colleges while allowing them to still maintain their own separate identities
- Competitive and audience research to guide the brand development
  - Competitive differentiators, positions, and key learnings
  - Audience mindset (perceptions, barriers, and motivators) and make-up
- Develop a marketing communications strategy and plan to extend this brand position, further awareness-building and encourage the desired action of enrollment.
  - Tactical roadmap for marketing initiatives that support the strategy and plan

A critical piece of all of the above work hinges on determining the value of UCAT and getting the individual campuses to buy-in on the value.



# CURRENT SITUATION

02



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## CURRENT SITUATION

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The mission of the Utah College of Applied Technology (UCAT) is to provide, through its regional campuses, market-driven career and technical education to both secondary and adult students that meet the demand by Utah employers for technically skilled workers.

This is accomplished through competency-based education and training programs, which may be long-term, short-term, apprenticeship, or custom-designed for individual employer needs. Students are assisted in acquiring the basic skills necessary to succeed in these technical training programs and prepare for high-skill, high-wage and high-demand jobs. Most of the career programs are offered in an open-entry, open-exit format providing flexibility for students and employers.

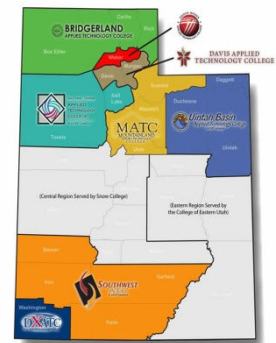
UCAT plays a significant role in the economic development of Utah. UCAT's 8 college campuses and 79 instructional locations are key variables, assets and resources to be leveraged in creating, encouraging and sustaining economic development within the regions of the state. UCAT prepares students to enter, re-enter, upgrade, or advance in the workplace which responds to meet the high demands of a growing technical workforce. As new industries develop and employment demands change, UCAT is equipped to develop new curriculum and programs to adapt to the changing needs of today's world.

According to the annual report, UCAT increased the number of students enrolled during the 2007-2008 school year by nearly 12 percent. Membership hours at UCAT's eight campuses increased 4.3 percent – the highest growth in UCAT's seven-year history. Headcount also grew by 11.9 percent for students enrolled in regular state-funded programs. With Custom Fit, which provides training for Utah companies through UCAT campuses and affiliate institutions, UCAT programs served approximately 60,000 students.

Even with the success and growth numbers, UCAT faces a marketing challenge as there is currently no awareness or brand value for UCAT except with the legislature and board of regents. The general public recognizes the individual college campus brands; however, they are unaware of the value UCAT brings. UCAT has been wrestling with the best way to position the organization to lead to greater success.

UCAT's perceived role:

- Political voice
- State supported institution
- Determine new programs
- Provides credibility and flexibility
- Manages the student information database
- Allows the campuses to serve as a resource to one another



Through two brand workshops with the marketing/PR committee and campus presidents and our own internal research, we identified the following strengths and barriers to UCAT's success:

Strengths for success:

- Lower tuition/ROI
- Free HS tuition
- Employer designed, Custom Fit
- Partnerships
- Accredited
- State entity/stability/credibility
- Flexibility
- Affordable
- Open-entry, open-exit
- Regional/local (8 colleges/79 instruction locations)
- Short-term
- Hands-on Training
- Job placement
- Self-paced Learning Format
- Success: higher completion, placement, & licensure than National Standard
- Meet demand for technical training

Barriers to success:

- No awareness
- Complicated & unfamiliar enrollment system
- Technical colleges aren't filling the void between public and higher education
- Negative perception
- Don't offer student loans
- Additional math/science classes as part of high school core curriculum
- No consistency across campuses
- Varying opinions about the value of UCAT externally
- Funding limitations or cuts
- High schools and community colleges competing for students – offering more CTE classes
- Technical colleges are seen as the "last choice"
- Economic impact



# MARKET LANDSCAPE

03





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## MARKET LANDSCAPE

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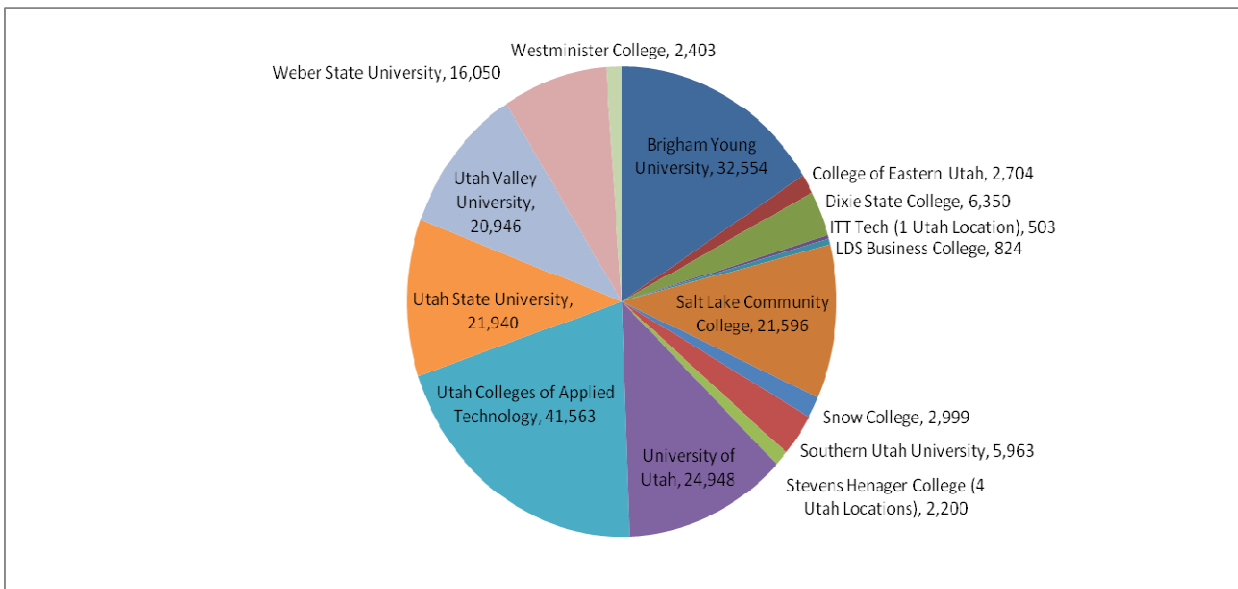
*Workforce demands in quantitative skills continue to increase; yet, our workforce preparation is inadequate. We can and must do better in embracing our knowledge-based economy. Every child ought to have the opportunity to prepare for post-secondary training. This will be our economic development engine and our strongest tool in attracting companies to Utah.*

*– Jon Huntsman, 2009 State of Utah Address*

To understand the industry challenges and areas of opportunity, we conducted research to identify what is happening in the market. The following insights were considered as we shaped the brand position for UCAT:

- Increasing demand for technical-skilled workers
  - Almost half ( 47%U of Utah jobs are middle-skilled
  - More students are entering the workforce with a degree, most lack the hands-on skills necessary to just jump right in without additional on the job training
  - 65.8% of all jobs require some post-secondary training, only 20% of all Utah jobs require a bachelors
  - Nationwide enrollment in CTE rose 57% from 2000-2004
  - UCAT enrollment increased nearly 12% last year
  - Utah High school dropout rates are increasing
    - Two thirds of 9<sup>th</sup> graders will not go to college. About 20% of those will drop out before graduating from high school.
- Today's workforce is distinctly different from a generation earlier.
  - Changing technology, greater job instability and higher industry expectations require adults to continue learning throughout their careers.
  - 40% of all adults participate in some type of work-related formal education and about half is provided by business or industry
  - Increasing numbers for minorities & adults
  - Retiring of baby boomers
  - Increasing competition in global economy
- Economy is causing changes within the education.
  - Utah's unemployment rate is up 2.1% from year (5.4% from 3.3%)
  - Economy is shifting the demographic as more adults are forced to head back to school for further education or a career change
  - A great deal of uncertainty among college-bound students & their parents
  - Cost is an enhanced barrier
  - Students college plans may change as a result of the current economy:
    - Enroll in a less expensive college
    - 7% will work while attending college
    - Rely more heavily on financial aid counseling
    - Obtain a larger loan
    - Attend a college closer to home

- Career and Technical Education is in EVERY Utah School
  - 213,000 secondary and postsecondary students
    - Over 198,000 7-12 grade participate in CTE
    - Over 11,500 secondary students attend through UCAT
    - 29,762 post-secondary students attends through UCAT
  - Course programs are offered in:
    - All 40 school districts
    - All 141 middle schools
    - All 109 high schools
    - 9 post-secondary institutions (community colleges, technical colleges, skill centers, public/private 2-4 yr colleges)
  
- Stronger Need to Differentiate
  - Locally, the market is saturated with private vocational and technical institutions
    - 92 Beauty, Technical and Trade Schools
    - 18 Colleges, Universities, and Professional Schools
  - There is growing competitive pressure from community colleges, traditional universities and technical colleges that offer industry-specific certification programs
  - Growing competition from online programs
  - Online, generic educational terms are not only extremely competitive but bigger colleges monopolize terms
  
- UCAT accounts for a large percentage of students seeking further education.
  - Advertising as collective organization gives further muscle against larger institutions, makes UCAT more competitive.



[www.USCollegeSearch.org](http://www.USCollegeSearch.org)

## RESEARCH

Nationally nearly half (about 45 percent) of all job openings between 2004 and 2014 will be at the middle-skill level. This compares with one-third of job openings in high-skill occupational categories and 22 percent in occupations requiring no more than a high school degree. This holds true in Utah, as well. Almost half of our jobs in 2006 were middle-skill jobs (47 percent), and our projections to 2016 show this holding steady.

"Overall, we argue that the demand for workers to fill jobs in the middle of the labor market—those that require more than high-school, but less than a four-year degree—will likely remain quite robust relative to its supply... Accordingly, we see a need for increased U.S. investment in high-quality education and training in the middle of the skills range—not just for college graduates in science, technology, engineering, and math (STEM) fields."

*--America's Forgotten Middle-Skill*

*Jobs. <http://www.skills2compete.org/atf/cf/%7B8E9806BF-4669-4217-AF74-26F62108EA68%7D/ForgottenJobsReport%20Final.pdf>*

There is an increasing demand for high-quality education and training in the middle of the skills range. Middle-skill jobs are key to our nation's health, its infrastructure and its economic growth. Many of these jobs cannot be outsourced: from the care of our sick and elderly, to the repair of our computerized cars, to the running and maintenance of our factories' advanced machinery, to the construction of our nation's bridges and buildings. Middle-skill jobs provide good wages and career paths for Utah's workers.

*-Thrive. The Skills Imperative. 2008.*

*<http://www.compete.org/publications/detail/472/thrive/>*

The U.S. Bureau of Labor Statistics predicts that 15 of 22 jobs will require a skill or craft, and jobs requiring an associate degree will make up 40% of total job growth between 1998 and 2008. Culinary schools are experiencing increases in applications. Night and weekend programs continue to be attractive to consumers. Many courses are being taught online despite high demand for skilled labor, fewer students are choosing trade professions.

Nationwide, enrollment in career and technical education, both secondary and postsecondary, rose 57% from 2000 to 2004. At the beginning of 2007, there were 15 million students taking career and technical education (CTE) courses. The business outlook for this category continues to be strong.

Technical and trade schools may be partially funded by the Workforce Investment Act and Perkins grants (federal funds). Schools receive approximately \$1.3 billion annually from these programs, accounting for about 8- to 10% of budgets. However, in 2008, pending federal legislation may reduce the amount of these funds and attempt to encourage state entities to fund the technical and trade career programs. This would

result in schools having to charge higher tuition rates. In response, some schools have established links and partnerships with local employers who may partially fund the cost of employee training.

Numerous state institutions, community colleges and privately-funded universities exist in Utah. In particular, there is growing competitive pressure from community colleges, traditional universities and technical colleges that offer industry-specific certification programs, particularly in the computer information field. In addition, there is growing competition from online programs (both by market-funded and other traditional institutions) and site-based, market-funded school programs.

*-Ad-ology Report. Marketing Research & Insights. Technical & Trade Schools. April 3, 2009. See Appendix.*

According to the Office of Vocational and Adult Education, nearly 70 percent of all job openings in 2009-10 will require work-related training. With an estimate of approximately 2 million energy-efficiency and renewable-energy jobs being created over the next two years, CTE will play a critical role in workforce training for this emerging field and many other industries. "Workforce development, including myriad green-collar programs at community colleges, is the fastest growing area of higher education services in many states," said Steve Hoiberg, marketing manager of higher education at Siemens. "We see a direct benefit from CTE programs related to this issue."

*-Office of Vocation and Adult Education.*

<http://www.ed.gov/about/offices/list/ovae/index.html>

There are over 213,000 secondary and postsecondary CTE students in Utah.

- Over 198,000 students participate in CTE (grades 7-12).
- Over 11,500 students attend courses through the Utah College of Applied Technology.

Nationally there are 11 million secondary and postsecondary career and technical education students, according to the U.S. Office of Educational Research and Improvement.

In Utah, CTE programs are offered in all 109 high schools and all 141 middle schools. There are nine post-secondary institutions in Utah that offer technical programs, including community colleges, technical colleges, skill centers, and other public and private two-year and four-year colleges.

Is there any proof that CTE works? Yes.

- Students who take two or more CTE courses are less likely to drop out of high school.
- CTE graduate are 10-15% more likely to be in the labor force, and earn 8-9% more than graduates of academic programs, according to a 2001 Russel Sage study.
- Secondary students who graduate with a career and technical education concentration are 2 ½ times more likely to be employed while pursuing postsecondary education than are "college prep" students.

- High school CTE programs prepare students for the many high paying, high-tech jobs requiring less than a bachelor's degree.
- Students concentrating in CTE have test scores equal to those who are "college prep" students.
- Students in rural schools are more likely to be involved in vocational education. Rural schools serve 32.2% of all high school graduates but 40.1% of all occupational concentrators.

*-State Office of Education. [http://www.schools.utah.gov/cte/cteintro\\_about.html](http://www.schools.utah.gov/cte/cteintro_about.html)*

Career and Technical Education jump-starts students' careers by preparing them for jobs while still in, or just out of, high school. Students gain an advantage in increasing their earning power by entering the job market early. In Utah, all graduating students have taken a career and technical education course in high school, and approximately 30% of all high school career and technical graduates enter some form of post-secondary program.

*Preparing students for meaningful work is an important goal of career and technical education because of the widening skills gap in the nation's workforce.*

- While about 65.8% of all jobs require some post-secondary training, only 20.8% of all jobs in Utah require at least a bachelor's degree.
- Career and technical education prepares students for tomorrow's workplace. Career and technical educators work closely with the Department of Workforce Services and Utah employers to make sure students have the skills the labor market demands.

*-Association for Career and Technical Education.  
[http://www.acteonline.org/profile\\_ut.aspx](http://www.acteonline.org/profile_ut.aspx)*

Utah's unemployment rate as of May 2009 was 5.4 percent. A year earlier it was only 3.3 percent. The current economy has forced a number of people to head back to the classroom for a career change. In fact, it appears the demographic may be shifting just a bit. College isn't just for the 20-year-old frat boys anymore. Whether it is because of possible layoffs, business closures, home foreclosures and other sources of lost income – many adults are hanging up their professional hats in search of that elusive graduation cap and gown.

*-KUTV, Channel 2 News. Utahs- Unemployment Rate Hits 5.7 percent.*

Though many see the recession as a reason to head back to school, adult education programs throughout the state are also suffering because of the downturn. They're being asked to do more with about 10 percent less funding. Statewide, enrollment in such adult education programs was up about 19 percent this past school year compared with the one before, according to the Utah State Office of Education. It's a boom that comes as adult education programs face 10 percent cuts in both state and federal funding this coming school year -- also because of the economy.

*-Salt Lake Tribune, July 13, 2009. Economy Sends Adults Back to High School.  
[http://www.sltrib.com/news/ci\\_12818287](http://www.sltrib.com/news/ci_12818287)*

There is no doubt that the distressed state of the current economy is injecting a great deal of uncertainty among college-bound students and their parents with regard to college selection and, more fundamentally, their ability to pay. To understand how current economic conditions may influence college selection; quantitative data and qualitative data were collected relating to how current economic conditions may influence college selection; perceived values that may mitigate perceptions of high cost, and; the kinds of advice that student and parents may find particularly helpful from the financial aid managers.

When asked how their college plans may change as a result of the current economy, the most commonly cited responses were: "enroll in a less expensive college"; "work while attending college"; "rely more heavily on financial aid counseling"; "obtain a larger loan", and; "attend a college closer to home". The New England region recorded the highest percentage of respondents who indicated that they are likely to enroll in a less expensive college (64%). The two regions that came closest to this percentage of responses were the Middle States and West regions, both of which indicated 53% of respondents predicting the need to enroll in a less expensive college.

Regarding a potential shift of enrollment from four-year institutions to community colleges, 11% of this study's respondents indicate a likelihood of doing so. The region of the country most likely to see a change from enrollment in four-year institutions to community colleges is the West region. There, 14% of respondents indicate this likelihood.

Respondents were asked which will weigh more heavily in their college selection decision: the amount of scholarships, grants and tuition discounts a college offers, or the actual out-of-pocket expense to attend the college after all scholarships, grants, and discounts. 74% indicated that the actual out-of-pocket expense weighs more heavily in their college selection. This factor was less critical for respondents in the New England region where 61% felt this way. In this region, 39% believed that the package of scholarships, grants and discounts is a more decisive factor.

Midwest region, 76% of students will work to help pay for college. This compares to a low of 55% of those in the New England region in which the student will work while attending college. 60% of students in households within the higher income bracket will work while attending college compared to 81% of students working from households of less than \$80,000 annual income.

*-Report on the Impact of the Economy On College Enrollment. January 2009. See Appendix A.*



## COMPETITOR ANALYSIS

04



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## COMPETITOR ANALYSIS

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The Crowell team conducted a thorough competitive analysis to discover strengths and weaknesses, differentiators and opportunities for UCAT through both primary and secondary research. Six college campuses (ITT Technical Institute, Stevens-Henager, Eagle Gate, Everest, Utah Career College, DATC) were secret shopped to acquire a first-hand understanding.

The key insights learned:

- No strong market leader
- Little differentiation between the colleges as they are all touting:
  - Hands-on training
  - Affordable
  - Short-term/Accelerated
  - Flexible
  - Online
  - Accredited
  - Career Placement
- By simply saying what your brand is, does not mean you own it
  - Saying and fulfilling is critical to brand success
- Prospective students utilize various ways to interact with colleges: live chat, tours, call, request info, applying.
- UCAT has the largest market share.

UCAT's Differentiators:

- Lower tuition/ROI
- Free HS tuition
- Employer designed, Custom Fit
- Partnerships
- State entity/stability/credibility
- Flexibility
- Open-entry, open-exit
- Regional/local (8 colleges/79 instruction locations)
- 77 career program areas
- Success: higher completion, placement, & licensure than National Standard

### RESEARCH

#### ITT TECHNICAL INSTITUTE:

Brand Position:

- Leading technology-focused college that provides students with the skills and knowledge for the future.
  - Messaging: *We are committed to helping men and women develop the skills and knowledge to pursue many opportunities in today's fastest growing career fields.*



What makes this true?

- Tagline: *Education for the Future*
- 6 schools with a blend of traditional academic content and applied learning concepts.
- Over 100 campuses across the nation

Secret Shopper Experience:

- Friendly, greeted student with a drink
- Impressive presentation
  - Testimonials of successful graduates woven throughout
  - Highlighted Benefits:
    - 6 schools
    - Hands-on training
    - Convenient class schedules
    - Career services
    - Year round classes
    - Accreditation
    - Online classes
    - Advanced degrees.
- Re-structured idea of a vocation college and left shopper questioning own degree.

Key findings:

- Website showcases their brand
  - Rotating banners support the brand messages
  - List key benefits on home page
- Consistent marketing materials
- 3 distinct call-to-actions on the home page
- Impressive experience and presentation made the shopper question his own degree.

ITT-Tech.edu

The screenshot shows the ITT-Tech.edu website with several annotations:

- Tagline supports the brand.**: Points to the ITT logo and the tagline "EDUCATION FOR THE FUTURE."
- Call to Actions**: Points to the "Schedule a Campus Tour", "Request a Brochure", and "Apply Now" buttons.
- Over 100 Campuses Nationwide**: Points to a button labeled "Select a Campus".
- Rotating images and messages support the brand.**: Points to a banner for "BUILD A" featuring a construction worker, with "School of Drafting and Design" listed below.
- Key Messaging**: Points to the main text area describing ITT's commitment to helping men and women develop skills and knowledge.
- Showcase the 6 schools**: Points to a list of six schools: School of Information Technology, School of Electronics Technology, School of Drafting and Design, School of Business, School of Criminal Justice, and School of Health Sciences.
- List benefits (more down the pg)**: Points to a "Programs" section at the bottom of the page.



## STEVENS-HENAGER COLLEGE

### Brand Position:

- Train generations of graduates for new careers in high demand jobs through fast programs and simple processes
  - *"Since 1891, we make it easy to start college."*

### What makes this true?

- Fast Flex programs
  - "Complete accelerated Occupational Associate's Degree in 20 months or less, Bachelor's Degree in 36 months or less, or Master's Degree in as few as 15 months"
  - Flexibility of taking part of classes at home, online and on campus
- Free laptop students
- Emphasis assistance from financial aid to job placement

### Secret Shopper Experience:

- Impressive campus
- Extremely accommodating staff, genuine
  - Campus representative felt like a caring grandpa
- Presentation was from a binder that student took home
  - Highlighted Benefits:
    - Assist in every step of your education
    - 95% job placement
    - Lap top
- Exceptional follow-up call, remembered personal details

### Key finding:

- May not be the most aesthetically pleasing BUT they fulfill the brand across each touch point (marketing materials to final contact)

StevensHenager.edu

**EAGLE GATE**

Brand Position:

- The leader in career education in Utah through student-centered training and education of the highest quality
  - "Set Yourself Apart."

What makes this true?

- Teach the skills that apply directly to the marketplace and that employers want to hire
- Programs are developed with industry professionals who assist with curriculum development and also recruit graduates
- Hands-on learning, Accredited degrees, flexible classroom and online courses, and accelerated programs

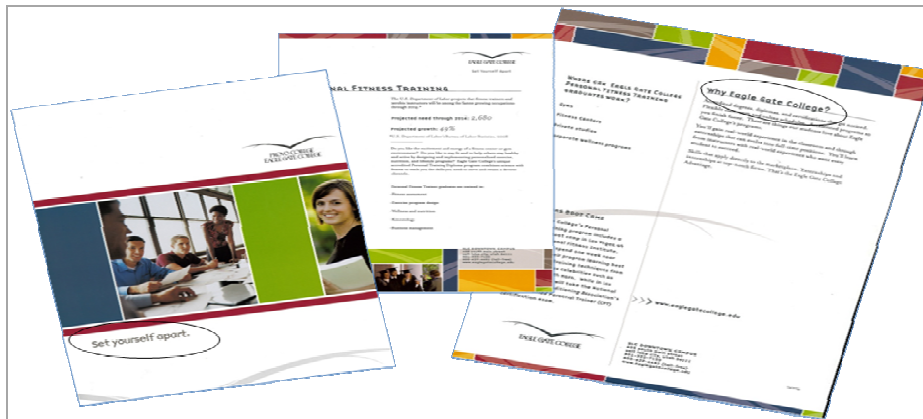
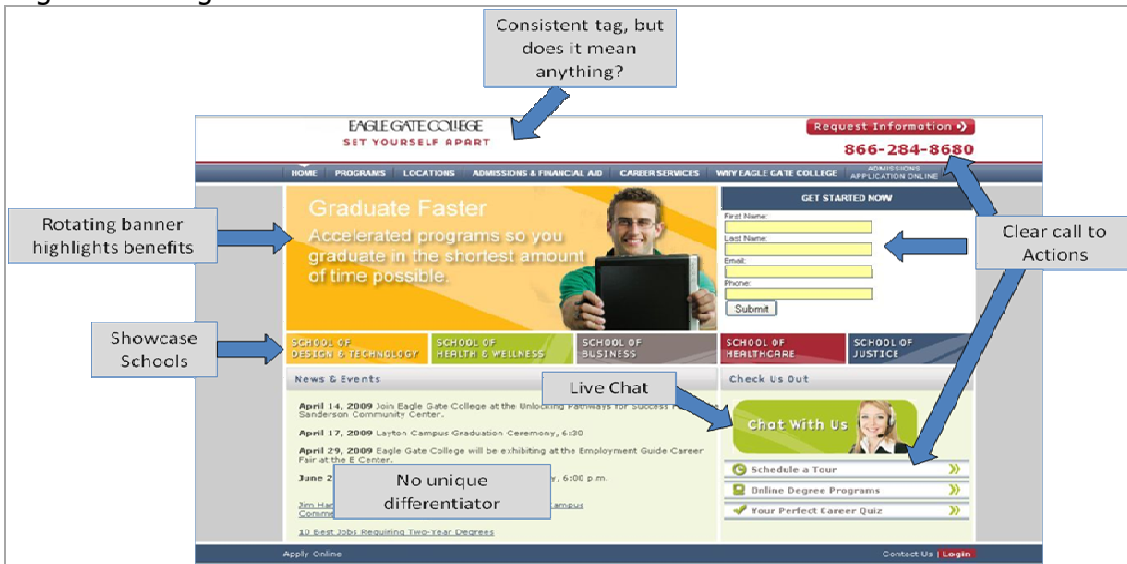
Secret Shopper Experience:

- Convenient Chat Box
  - Supplied contact information and representative called within 15 minutes
- Genuine representative – took real interest in shopper’s situation
- Spatial limitations; however, impressive training facilities
- No real benefits stood out

Key Findings:

- Professional site: easy to navigate, chat feature, clear call to action, cohesive materials
- Saying nothing unique
- Doesn’t fulfill brand promise

EagleGateCollege.edu



## EVEREST

### Brand Position:

- Career Training for Life.
  - Messaging: *With over 90 campuses in the Everest Career Education Network, you'll get the education you need to get on with your life.*

### What makes this true?

- Instructors with "real world training" offer practical hands-on training in approximately 20 fields of study.
- Short-term career training.
- Help graduates find jobs.
- Employers recognize the quality of our graduates.

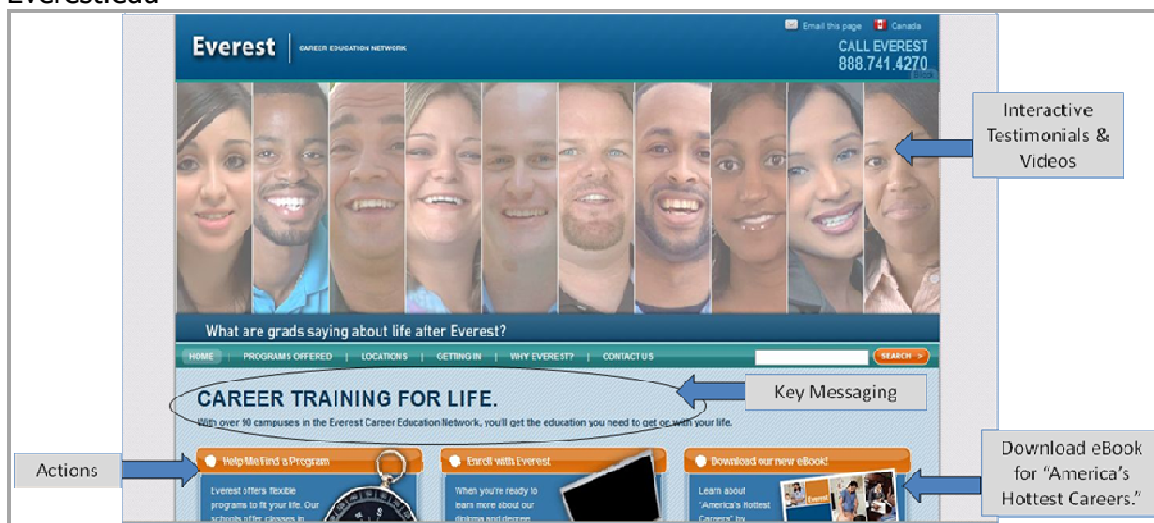
### Secret Shopper Experience:

- Unimpressive location
- Cold, sterile
- Chat box is poorly programmed
- Cohesive marketing materials; however, nothing unique stood out about the school
- Young tour guide, un-experienced, felt like a sales pitch
- Referral program felt gimmicky
  - Refer a friend for an imitation ipod.

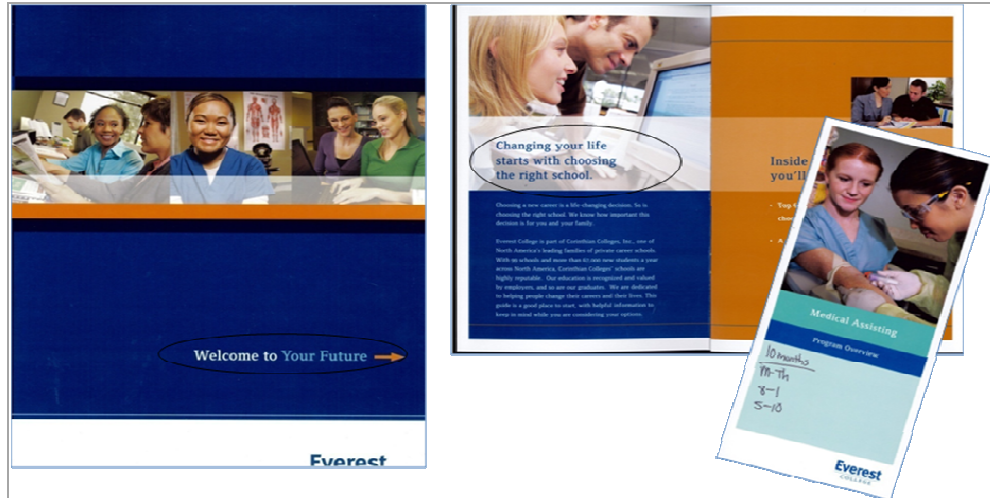
### Key Findings

- Cool web features.
  - Interactive testimonials & videos, chat, eBook.
- Messaging isn't consistent.
  - Career Training for Life, Change your life, Welcome to your Future.

### Everest.edu







## UTAH CAREER COLLEGE

### Brand Position:

- Utah Career College provides hands-on training that prepares students for careers in business, industry and government.
  - “Practical training for today’s workforce.”

### What makes this true?

- Providing career training since 1977.
- Degree programs that meet the needs of employers.
- Personal attention for every student.
- Instructors with experience in the field.
- Accredited career programs.
- Every program is regularly reviewed by a Program Advisory Committee to ensure students receive the most up-to-date training.

### Secret Shopper Experience:

- Smaller, but nice campus
- PowerPoint Presentation [www.utahcollege.edu/presentation](http://www.utahcollege.edu/presentation)
- Tour guide was younger but professional
- 75% of presentation was about the student, 25% about the college

### Key Findings

- Brand fulfilled through the messaging; however, the visuals don’t support the brand.
- Great Content.
- Similar messages to UCAT, similar name
  - Greater need to differentiate

UtahCollege.edu

The image shows a screenshot of the Utah Career College website with several callouts and annotations. At the top left, a callout box contains the text: "About Us: 'We send graduates into the workforce with a 21<sup>st</sup>-Century education.'" The main header features the Utah Career College logo and a navigation menu with items like Home, Programs, Online Education, Campus Locations, Admissions, Financial Aid, About Us, Military, Why Choose BCC? and Faculty. A search bar is located in the top right corner. The main content area is divided into two columns. The left column features a large graphic of the Utah Career College logo and a section titled "Utah Career College: Practical Training for Today's Workforce" with a list of bullet points: "Students learn high-demand skills.", "Instructors are industry professionals.", "Small classes mean individual attention.", and "Education translates into career success." A callout box labeled "Supports Brand Messaging" has arrows pointing to the logo and the bullet points. The right column features a "Get Started Now" section with three icons: "Call Us", "Request Information", and "Apply Now". A callout box labeled "Easy to get started: Call, Request Info, Apply Now" has an arrow pointing to these icons. Below the icons is a form with fields for First Name, Last Name, Phone, Email, and Campus (a dropdown menu with "Select a Campus" selected), and a "Submit" button. At the bottom of the right column is a "News and Events" section.

See Secret Shopper report in Appendix B.



**TARGET AUDIENCE**

**05**





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## TARGET AUDIENCE

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To identify the emotional and rational characteristics of the target audience, we analyzed UCAT's student database; conducted three online surveys to high school students, adults seeking further education, and influencers; one-on-one interviews with former students; and reviewed industry reports. This allowed our team to better understand the audiences make up which assisted in shaping the *right* key messages and marketing strategy.

When we began this project, the UCAT team identified the audience as students, adults, employers, and influencers. Based on our research findings, we have further segmented those audience groups according to their life stages (outlined below). People's lives are constantly changing. A person will go to school, get a job, move, get married, have children, change jobs, kids leave and changes continue. Each life stage is transitory and brings a different set of challenges and motivators.

### Audience Groups & Life Stages:

#### High School Students:

- Seeking early skills
- College-bound
- Acquire skills/certificate training

#### Adults Students:

- Acquire specific skill training
- Skill advancement/growth
- Fulfill fragmented education
- Career change

#### Influencers:

- Parents
- Teachers/Counselors
- Media
- Legislature/government/board of regents

#### Employers:

- Hiring employees
- Upgrade employees skills

### Key Research Findings:

- Each life stage brings a different set of challenges and motivators.
- Disconnect between the positive perception of Technical Education and actually wanting to enroll.
- Greater need to educate to change perceptions.
- Average UCAT student is 27. Majority of UCAT students are looking to re-enter, acquire skills, further education, fulfill fractured education.
- Students stick close to the campus where they live.

### Opportunity:

By communicating a broader brand message, you hit a larger audience and expand the opportunity. The "Options" message speaks to all the audience groups in various life stages.

## RESEARCH

### HIGH SCHOOL STUDENTS

#### Motivators:

- Instant gratification
- View today's luxuries as necessities
- More money
- Better jobs, opportunities
- Head start to college, fulfill prerequisites
- Acquire skills
- Gain a competitive edge
- Right programs
- High job placement
- Location, only willing to travel 15-20 minutes from their house
- Flexibility, want their schedules to work around family, friends, and work
- Rely heavily on peers opinions
- Hands-on Training
- Free tuition
- 96.8% of students plan to attend college after they graduate
- Due to the economy - looking to enroll in a less expensive college, 7% will work while attending college, attend a college closer to home, rely more heavily on financial aid counseling
- Attract this group by recognizing their respect for friends' opinions, their optimism, and their strong feeling of identity

#### Barriers:

- Doesn't offer the right programs
- Cost is an enhanced barrier
- Not perceived as a real college
- Disconnect between their positive perception of Technical Education and actually wanting to enroll.
- Unaware of the benefits/value
- Location

#### Perceptions of Career and Technical Education:

- It prepares us for college and for other occupations.
- CTE is a great way for people to experience different lines of work and help them plan for their future so they can find a career that suits them.
- A great way to acquire skills.
- A beneficial way to learn skills needed in the work force and for a future career.

- A great way to explore new career paths and gain a higher understanding of new skills.
- Not a real college.
- Career and Technical Education is a good “alternative” to college. Not seen as a valid option.

#### Communication:

- Prefer to learn about college through the Internet, guest speakers in class, family/friends, and school counselors
- Immersed in a digital world since birth

#### Resources:

18 Under Online Survey\_ Crowell: See Appendix B

SDS Life Stage Clusters: <http://www.adconsultant.com/free/SDS-Life-Stage-Clusters.pdf>

Report on the Impact of the Economy On College Enrollment. January 2009: See Appendix A.

Negative perception still surrounds career tech education. Published May 19, 2009.

<http://www.limaohio.com/news/career-37483-education-technical.html>

## ADULTS

#### Motivators:

- Utah's unemployment rate is up 2.1% from year (5.4% from 3.3%)
- The current economy has forced a number of adults to head back to the school for further education or a career change
- Time and money are the two top concerns
- Has the right programs
- Locations
- Hands-on training
- Quality education, flexibility
- This group continually reeducating itself and seeking more information
- Peer recommendations are important
- Mix of learning styles

#### Barriers:

- No student loans or financial
- Hard to pay out of pocket – don't want to go in debt.
- No lectures or interactive learning
- Cost is an enhanced barrier
- Self-motivation, hard to keep up
- Unreliable and impersonal instructors
- Over crowded labs
- In rural areas, high school students are perceived to receive precedence over adult students
- Negative perceptions

### Perceptions of CTE:

- Specific skills , training and job placement
- Advanced skills
- Stepping stone
- Continuing education
- Hands, on real world experience and training
- Allows advances in the workplace
- More focused and directed educational experience
- Short and quick
- Poor training
- Expensive
- Cheap college
- Limits opportunities
- The teachers are not as qualified as colleges or universities
- ATC colleges are for those who can't go to a 4 yr school, an alternative

### Communication:

- Don't want to be "sold" anything, instead prefer a realistic and efficient approach to everything, want the facts
- Adults are online and prefer to receive information there

### Resources:

18 Over Online Survey\_ Crowell: See Appendix B

SDS Life Stage Clusters: <http://www.adconsultant.com/free/SDS-Life-Stage-Clusters.pdf>

Report on the Impact of the Economy On College Enrollment. January 2009: See Appendix.

One-on-one interviews with former students. See Appendix B.

## INFLUENCERS

### Motivators:

- Understand individuals are in different circumstances and education opens the door to opportunity
- Believe vocational schools can put people to work fast for better or comparable pay

### Barriers:

- Believe unawareness, limited visibility and lack of resources are preventing students from seeking Technical Education
- Have high aspirations and want students to attend a four-year institution to receive a *real* education
- View it as the "easy way out"

Perceptions of CTE:

- Specific-skill training
- Short-term, Flexible, Practical, Affordable
- Vital part of preparation, helps students get and keep jobs and function in society
- Post high school training is critical to succeed in today's job market
- A quick way to obtain the skills needed (that an employer wants)
- A great resource for students who are getting ready to graduate from high school but may not do so well in a college setting
- Helps adults (including young adult students) in career support and re-entry
- Important tool in finding job placements in a short time
- Opens many doors for those entering the competitive labor market for the first time.
- Is very important to have many options available to potential students.

Resources:

Influencer Online Survey\_Crowell: See Appendix B  
 Career Paths That Break the Stereotypes\_ Los Angeles Times.

**UCAT'S DEMOGRAPHIC PROFILE**

After analyzing the UCAT 2007-2008 student database, we learned the following:

- Average student :27 yrs old
- 28% secondary students; 72% post secondary students

	Secondary Students	Postsecondary Students	Secondary %	Postsecondary %	Average Age
<b>BATC</b>	2,114	5,396	28%	72%	27
<b>DATC</b>	1,968	5,215	27%	73%	25
<b>DXATC</b>	642	2,208	23%	77%	32
<b>MATC</b>	1,881	3,676	34%	66%	27
<b>OWATC</b>	2,277	6,772	25%	75%	26.5
<b>SLATC</b>	351	1,583	18%	82%	29.5
<b>SWATC</b>	1,080	1,393	44%	56%	24.5
<b>UBATC</b>	1,488	3,519	30%	70%	28
<b>UCAT</b>	<b>11,801</b>	<b>29,762</b>	<b>28%</b>	<b>72%</b>	<b>27</b>

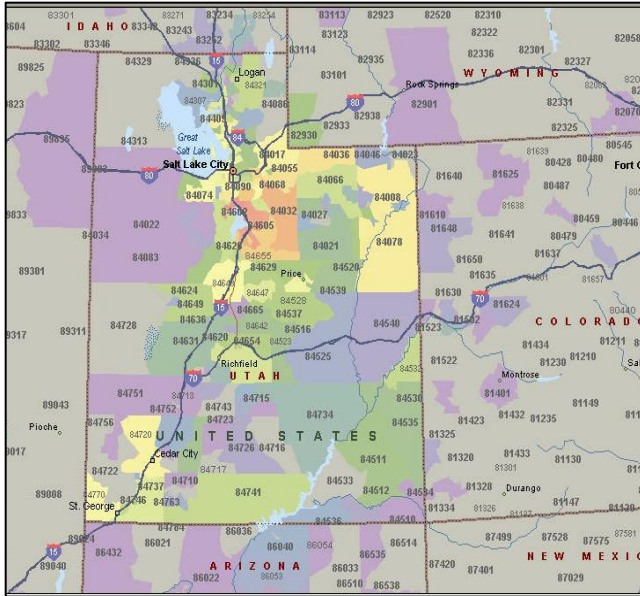
-% of Secondary/Postsecondary Students & Average Age

**GEOGRAPHIC MAPPING INSIGHTS**

- Geographic mapping revealed students stick close to the campus where they live and are only willing to drive 15-20 minutes. Students either pull from the campus zip code or immediate surrounding zips.
- Due to larger isolated areas and lower population density, rural areas pull students from more surrounding areas.

- MATC is the exception and draws students from all across Utah. Without performing further research, our assumption is that students travel to attend MATC to experience the college life.

**MATC STUDENT GEOGRAPHIC MAP**



*See Appendix D for all campus maps.*



**BRAND POSITION**

**06**



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## BRAND POSITION

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A solid brand foundation is critical to UCAT's success. A clear brand vision will help drive marketing communication activities that *support* the brand, goals and establish the position. Before a master brand can be established and supported, there has to be collective agreement from all the campuses that marketing as a collective institution and extending a broader brand message will actually lend greater results. The power of consensus in brand positioning cannot be over-emphasized. Consensus serves as the glue in the coming weeks, months and years. Without it brand focus can be lost.

Part of going through the brand process was to validate and demonstrate the value of the brand. After all of the work, it became clear there is significance in establishing a master brand.

### Value of UCAT:

- UCAT is endorsed by the state
- Fulfills the *Options* position
  - Locations, Programs, Employer driven
- Broadens Base
  - Opens regions that were not being served
  - Reach groups that didn't see UCAT as an option or understand the benefits
- Collaborative marketing provides muscle
  - Consistency and continuity
  - Power & strength in the collective group
  - UCAT's value is defined – means something
  - Doesn't compete with campus brands but supplements efforts
- The overall umbrella for the campuses and encapsulates the vision, values, personality, positioning and image.

### Key Research Findings:

From looking at UCAT's current situation, the market landscape, competitors and audience, the following insights were gleaned:

- Increasing demand for career and technical education
- No differentiated brand leader
- Stronger need to communicate the uniqueness and value of the brand - while also highlighting flexible and affordable attributes to be competitive
- Audience views Technical Education positively; however, unaware of the full benefits and options
- Need for education, greater awareness for UCAT to show how learning applies to different life stages
- Image/Visuals (part of the brand) provide credibility and value
- Economy is changing the needs for education
- Differentiators are because of UCAT, value exists in the brand



This collective research helped guide us to the recommended brand position that not only differentiates UCAT from its competitors but is also memorable, unique and sustainable. It will serve as the basis for all future communications and customer touch-points. The most powerful positioning is reduced to one simple and easily understood message. For UCAT, it all boils down to *OPTIONS*.

### **BRAND POSITION:**

- The *options* are what sets UCAT apart.

#### High School

- Options for college bound students
- Options for certificate/skill training
- Options for students who need different learning style

#### Adult Students

- Options to start a new career
- Options to fulfill fragmented education
- Options for career advancement

*Utah College of Applied Technology provides world class training that meets the needs of Utah's employers by providing a variety of options for students in different life stages.*

Regardless of the life stage the audience group is in, UCAT has the *options* to enable them to succeed. Whether they are seeking immediate skills to enter the workforce, advanced or further training to gain a competitive edge, early skills to assist them through higher education, a flexible class schedule that fits around work and their family – UCAT provides a variety of options to fit their needs.

We will capitalize on this brand position by further defining the message and demonstrating the value that makes this true (defined under Brand Messaging).

### **BRAND MESSAGING:**

The marketing message is vital to UCAT's success. Through the messages communicated, you tell the audience groups why they should care, what action you want them to take, the brand position you want to own, and speak directly to them with benefits statements that resonate with them. Through consistent messaging, you begin to establish a position and overcome negative perceptions. You educate the customer and the raise the bar on expectations.

Beyond saying it, it is critical that the value is fulfilled repeatedly through each touch point with the brand (web site, initial contact to job placement, communication leading up to registration, instruction provided on campus). This demonstrates and validates the value you communicate.

The following messaging platform is the foundation to all your marketing efforts. Regardless of the medium being used, the message communicates the value and supports the brand position.

Utah College of Applied Technology : Brand Messaging		
Brand attributes:	The personality traits & attributes—the emotional side of the brand.	<ul style="list-style-type: none"> <li>➤ Approachable</li> <li>➤ Attainable</li> <li>➤ Catalyst</li> <li>➤ Empowering</li> <li>➤ Genuine</li> <li>➤ World Class</li> <li>➤ Professional</li> <li>➤ Knowledgeable</li> </ul>
Value proposition	What is the value that we bring? Why should the customer care?	Utah College of Applied Technology provides world class training that meets the needs of Utah's employers by providing a variety of options for students in different life stages.
Brand position	What is unique? What do we own or want to own?	Provide options that allow secondary and adult students to acquire technical skills in various life stages.
Tagline	<i>The way forward.</i>	
Key Messages:	<p><u>Flexibility:</u> Statewide locations – 8 colleges &amp; 79 instruction sites, 77 career programs, accredited, open-entry and open-exit enrollment, self paced, online classes, short-term graduation</p> <p><u>Affordable:</u> HS free tuition, lower tuition - \$1.50 per classroom hour, scholarships</p> <p><u>Hands-on Training:</u> Outstanding equipment and facilities, industry-expert instructors, internships, externships</p> <p><u>Job Placement:</u> Employer designed programs, partnerships</p> <p><u>Employer Training:</u> Customized-training, custom-fit programs, internships, externships</p>	

Utah College of Applied Technology : Life Stage Messaging	
Life Stage/Audience	Options
HS: College bound students	<ul style="list-style-type: none"> <li>•Stepping stone; excellent first step to either job or further education.                             <ul style="list-style-type: none"> <li>- Students can acquire skills for better paying jobs to put themselves through school.</li> <li>- Exposure to a potential career, hands on experience.</li> </ul> </li> <li>•Students can finish an ATC program that will provide high-demand career opportunities upon high school graduation.</li> <li>•Free tuition.</li> </ul>
HS: Certificate/skill training	<ul style="list-style-type: none"> <li>•Opportunity to acquire a better paying job in a shorter time.</li> <li>•Provide the skills employers need most, approx. 50% of Utah's jobs are for middle skilled workers.</li> <li>•Students can finish an ATC program that will provide high-demand career opportunities upon high school graduation.</li> <li>•Hands-on learning style, self paced.</li> <li>•Employer driven – great job placement.</li> </ul>
Adult: Start a new career Adult: Fulfill fragmented education	<ul style="list-style-type: none"> <li>•Opens the door to opportunity .                             <ul style="list-style-type: none"> <li>- Easy point of entry</li> <li>- 77 career options.</li> <li>- Better paying jobs in a shorter time.</li> <li>- High demand for middle skill jobs.</li> </ul> </li> <li>•Provide options to suit your life's schedule:                             <ul style="list-style-type: none"> <li>- Open entry/open exit, night classes, self paced, 8 colleges, 76 instructional sites</li> </ul> </li> <li>• Employer driven – great job placement</li> <li>• Affordable- \$1.50 hr</li> </ul>
Adult: Career advancement	<ul style="list-style-type: none"> <li>•Provides the options to escalate skills.                             <ul style="list-style-type: none"> <li>- 77 program options.</li> <li>Open entry/open exit, night classes, self paced</li> </ul> </li> <li>•Education is affordable.</li> <li>• Customized by employers</li> <li>•Locations that are close to you.                             <ul style="list-style-type: none"> <li>- 8 colleges, 76 instructional sites</li> </ul> </li> </ul>

## GOALS & OBJECTIVES

07



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## **GOALS & OBJECTIVES**

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- Sustain growth
  - Increase students and student hours
- Create and communicate a differentiated position in the market
- Increase brand awareness for UCAT

*In order for these goals to be accomplished, the entire team has to be in agreement and buy-in on the value of UCAT as the master brand.*



# MARKETING STRATEGY & PLAN

08



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## MARKETING STRATEGY & PLAN

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*Strategy, as defined in Webster's New World Dictionary, is all about "maneuvering into the most advantageous position".*

### Communication Strategy:

The communication strategy determines the most effective method of communicating with the marketplace. We recommend a three pronged approach:

- Establish master brand
  - Anchor the colleges to a brand position that differentiates
  - Allow them to still maintain their separate identities
- Educate on the value of that brand
- Continue to push sub brands
  - Strength in the individual brands

### Marketing Strategy:

The marketing strategy is shaped by the overall business goals. It serves as the foundation of the marketing plan.

- Rely on mass communications to educate on the value of UCAT
- Rely on the sub brands to piggyback and fulfill the UCAT message
  - Tactics to complement existing marketing activities

### Marketing Plan:

The marketing plan is the practical application of the marketing strategy. It is the specific roadmap and tactical plan. With the recommendations below, we have developed a plan that will provide the greatest exposure and impact with the budget allotted, support the individual campuses existing marketing activities, and build brand awareness for UCAT.

The tactics are divided into two phases:

- Infrastructure development
- Push the message

### PHASE I: INFRASTRUCTURE DEVELOPMENT

Before any mass marketing efforts, UCAT needs to get ready to go to market by developing an infrastructure to support the brand. We recommend:

- Identity
- Creative development (template look & feel)
- Website

### **Identity:**

An identity is a visual representation of your brand position and becomes a promise of performance and quality. It is fundamental to consumer recognition and symbolizes the brand's value. This is fulfilled through:



### *Logo:*

A corporate identity or “logo” speaks of your organization and must embody all that it stands for. With this knowledge, there is need to create a logo that will resonate with the audience and leave no doubt as to what UCAT stands for. Final design should include recommended style direction for font usage and color palette.

### *Brand Guidelines:*

Develop brand guidelines to ensure the brand is used consistently. It provides relevant instructions as to apply the brand across marketing communication materials while also providing a degree of creative freedom.

### **Creative Development:**

#### *Templates:*

Templates provide consistency across marketing communication materials, extends the brand to the college campuses, and also save on resources. The templates will allow individual campuses to have control over the look and feel, messaging and logo; however, it will be anchored to UCAT and fulfill the brand position.

- Develop templates such as flyer, print ad, direct mail, and html.

#### *Photo shoot:*

Photography can be one of the most powerful ways of illustrating a brand. It should always be of high quality. We recommend capturing a number of photos through a 1-2 day shoot that the entire group will have access to. This not only gives everyone access to high quality photos, but it also provides a further consistency.

### **Website:**

Not only is 73% of the population online, but we also learned through our online surveys that is it the preferred way prospective students search for information.

- Fulfills all marketing communications; one central location to send audience groups for information
- Supports the brand position and serves as a portal to the individual colleges
- A powerful conversion tool.
- Identify goals, desired actions, content for the web site, such as:
  - Highlight successful students in various life stages (emotional)
  - Search functionality allows students to search for colleges by program and location
  - SEO/Optimized

### PHASE II: PUSH THE MESSAGE

Once the infrastructure has been developed, there is a recognizable and consistent identity and a place to fulfill the marketing communications. UCAT is ready to push the brand message to the audience groups. Again, the following recommended will provide the greatest exposure and impact with the budget allotted, support the individual campuses existing marketing activities, and build brand awareness for UCAT.



## UCAT:

### Public Relations

- Public Relations has the power to reach thousands of people statewide, generating many valuable leads.
- Allows us to educate prospective students, influencers and employers on the value of UCAT and tell the deeper story.
- Will stimulate awareness of the UCAT brand and develop a stronger image for the organization.

### Direct (print, email)

- Direct marketing is the best way to push the message along with an offer to encourage immediate action.
- Targeted, flexible, personal, interactive, measurable, cost-effective
- Utilize partnerships and existing to educate on the value.
- Send to website to fulfill.

### Online

- Online is cost efficient, targeted, data-driven
- For increased exposure and integration with other communication activities, UCAT needs to be easily found.
- Your competitors have a strong presence online, highly competitive
- Need to play off branded terms to be competitive.
  - We recommend a mix of the following online activities:
  - Search
  - Online Directories
  - Display Advertising
  - Social Networks

## SUB BRANDS:

The sub brands are a critical piece of the puzzle as we are relying on the individual marketing plans and budgets to help establish and sustain the brand position. The campuses will have their own strategy and marketing plans that fulfill their own message and goals; however, they should build on and integrate with the UCAT brand and marketing communications.

To enable this integration, we recommend they use the tools developed to anchor to UCAT and fulfill the brand position:

- **Messaging Platform**
- **Templates**
- **Photography**

## IMPORTANT NOTE:

The outlined marketing plan is based on a proposed budget. When developing this plan, it was based on a number of variables such as no consensus on the value of the UCAT master brand, plan built on a proposed budget and no approval on the co-op program.

Once we know who's in support and the final budget, we can further flush out the plan with specific details and recommendations. We will maximize the dollars you do have to get the best results. If additional dollars were available, we could also look at other mediums to reach a broader audience. This may include:

#### TV:

Television is often called "king" of the advertising media, since a majority of people spend more hours watching TV per day than any other medium. It combines the use of sight, color, sound and motion -- and it works. TV has proven its persuasive power in influencing human behavior time and time again.

- Give a product or service instant validity and prominence
- Easily reach the audiences you have targeted
- Since there are fewer television stations than radio stations in a given area, each TV audience is divided into much larger segments, which enables you to reach a larger, yet, more diverse audience.

#### Radio:

Since its inception, radio has become an integral part of our culture. In some way, it touches the lives of almost everyone, every day. Radio, as a medium, offers a form of entertainment that attracts listeners while they are working, traveling, relaxing or doing almost anything.

- Radio allows for target selection based on:
  - Geography - listeners will be in a concentrated area defined by the station's signal,
  - Time of day - the audience will change between morning drive, midday and overnight programming.
  - Format - different audiences can be reached by choosing different formats such as talk radio, alternative rock, blues rock, classical, or easy listening

#### Outdoor:

Included in the "outdoor" classification are benches, posters, signs and transit advertising (the advertising on buses, subways, taxicabs and trains). Outdoor advertising reaches its audience as an element of the environment.

- People are exposed to it whether they like it or not. In this sense, outdoor advertising truly has a "captured audience."
- Messages work on the advertising principle of "frequency." Since most messages stay in the same place for a period of a month or more, people who drive by or walk past see the same message a number of times.
- Particular locations can be acquired for certain purposes. A billboard located a block in front of your campus can direct people to your location. Or you can reach rural areas efficiently by placing a billboard in each small town.

## RECOMMENDED BUDGET & CO-OP PROGRAM

09





## RECOMMENDED BUDGET & CO-OP PROGRAM

To fund the recommended efforts, we propose UCAT supports the infrastructure development and a co-op program supports the mass media efforts.

<b>RECOMMENDED BUDGET</b>	
<b>PHASE I: Infrastructure Development (UCAT)</b>	
Logo & Branding Guidelines	\$8,000 - \$10,000
Web site Development	\$20,000
Public Relations	\$15,000 - \$20,000
UCAT Sub Total:	\$43,000 - \$50,000
<b>PHASE II: Mass Efforts (Co-op)</b>	
Creative Development (4 templates, photo shoot)	\$20,000
Marketing Media Plan & Execution *Detailed plan will be provided after final budget approval.	\$56,000
Co-Op Sub Total:	\$76,000
<b>GRAND TOTAL:</b>	<b>\$119,000 – \$126,000</b>

To organize a co-op program, we have taken a percentage of each campuses budget. Since each campus budget varies and is mandated by the individual college, the reasonable option is to base the percentage on a weighted average of total students.

<b>RECOMMENDED CO-OP PROGRAM</b>		
	<b>Total Students</b>	<b>% of Budget to UCAT *Based on a Weighted Average of Total Students</b>
<b>BATC</b>	7,510	18.07%
<b>DATC</b>	7,183	17.28%
<b>DXATC</b>	2,850	6.86%
<b>MATC</b>	5,557	13.37%
<b>OWATC</b>	9,049	21.77%
<b>SLATC</b>	1,934	4.65%
<b>SWATC</b>	2,473	5.95%
<b>UBATC</b>	5,007	12.05%
<b>UCAT</b>	41,563	100%
<b>CO-OP BUDGET: \$76,000</b>		

**METRICS**

**10**



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## METRICS

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Diligent reporting and analytics will help monitor the traction and impact of the campaign. It will also serve to help minimize risk. In other words, this is tactics are modified to expand on successes and to eliminate tactics that are under-performing.

- The web is critical to track the effectiveness of the advertising
  - Web site (see where traffic is coming from, who is visiting, what information they're interested in, what campuses they visit)
  - Display (click-through and view-through numbers, conversions)
  - Search (track effective keywords)
  - Offers – targeted advertising offer that we can use to measure the response (tracking URL)
- A landing page focused to each campaign allows traffic measurement via website analytics.
- If feasible, phone logs also help gauge the source of the lead.



## APPENDIX A: RESEARCH



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## **APPENDIX A: RESEARCH**

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Includes the following purchased reports:

- Ad-ology Industry Report. Technical & Trade Schools
- Report on the Impact of the Economy On College Enrollment





# TECHNICAL AND TRADE SCHOOLS

in the  
Salt Lake City Market

April 3, 2009

[ad-ology.net](http://ad-ology.net)

## REPORT DETAILS

<b>Report ID Code</b>	6E50D110-FC3F-4807-53DA14FDB5111E77
<b>Report Date</b>	April 3, 2009
<b>Company Name</b>	Crowell Advertising
<b>Company Address</b>	12 S. 400 W. Suite 200 Salt Lake City, UT 84101 Ph: 801-531-0533
<b>PROJECT INFO</b>	
<b>Project Name</b>	Utah Applied Technology
<b>Business Type</b>	Technical and Trade Schools
<b>Primary Market</b>	Salt Lake City, UT
<b>ADDITIONAL INFO</b>	
This report is available for download in the My Reports section of the Ad-ology® web site. It can also be found in the My Prospects section; Select this prospect and click its "Files" tab.	

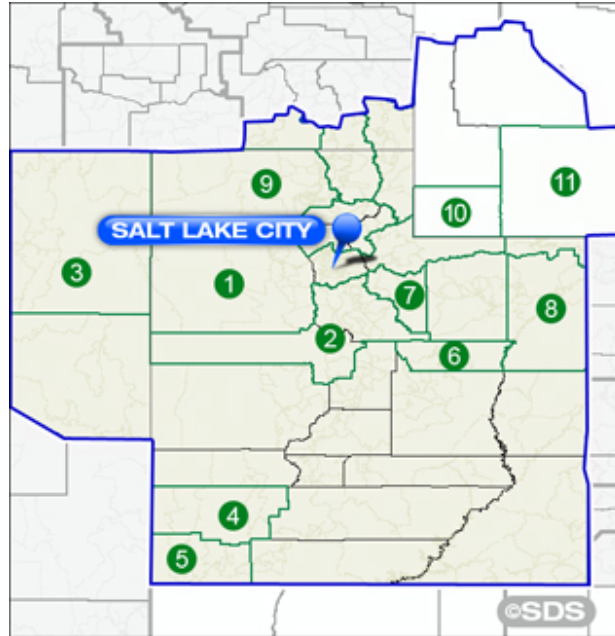
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## DEFINING YOUR MARKET



### SALT LAKE CITY MEDIA MARKETS

- |                  |                     |
|------------------|---------------------|
| 1 Salt Lake City | 7 Heber             |
| 2 Provo/Orem     | 8 Vernal            |
| 3 Elko           | 9 Brigham City      |
| 4 Cedar City     | 10 Evanston, WY     |
| 5 Saint George   | 11 Rock Springs, WY |
| 6 Price          |                     |

### METRO MARKETS

Shown inside **green** boundaries above.

CBSA	Households
Vernal, UT	9,522
Price, UT	7,440
Evanston, WY	7,155
Heber, UT	6,518
St. George, UT	45,971
Logan, UT-ID	37,535
Salt Lake City, UT	369,354
Elko, NV	17,326
Ogden-Clearfield, UT	165,712
Rock Springs, WY	15,066
Brigham City, UT	14,846
Cedar City, UT	14,314
Provo-Orem, UT	140,900

### TV MARKET

Shown inside **blue** boundaries above.

912,000 households

Your location is in the Salt Lake City television market or DMA (designated market area) as defined by Nielsen Media Research.

This area consists of the following 39 counties: Bear Lake, Beaver, Box Elder, Cache, Carbon, Daggett, Davis, Duchesne, Elko, Emery, Eureka, Franklin, Garfield, Grand, Iron, Juab, Kane, Lincoln, Millard, Morgan, Oneida, Piute, Rich, Salt Lake, San Juan, Sanpete, Sevier, Sublette, Summit, Sweetwater, Tooele, Uinta, Uintah, Utah, Wasatch, Washington, Wayne, Weber, White Pine.

# TABLE OF CONTENTS



**I**

**Category**

**II**

**Competition**

**III**

**Customers**

**IV**

**Client**

**V**

**Methodology+Definitions**

[ad-ology.net](http://ad-ology.net)



**Category**

[ad-ology.net](http://ad-ology.net)



## INTRODUCTION

### Category

- *Industry Intelligence*

- **What you will learn in this section:**

Industry Intelligence provides an insightful industry overview of the client's Primary (and optional Secondary) business type, operating in the selected market. Here, you will discover typical traits for your Client with:

- Industry Overview
- Opportunities & Challenges
- Market Sales Potential
- Annual Sales Per Location
- Peak Sales
- Top Products
- Top Factors for this type of account \*
- Ad Copy Points
- Other potential important facts \*

- **Possible Applications:**

Educate your New Business Team about your Clients business. Educate your Client about their competition and market, using relevant, comparative insights.

- *Advertising/Media Strategy*

- **What you will learn in this section:**

Typical media selections for an advertising campaign, based on industry averages and more. The co-op policies listed in this section are from manufacturers/companies that have a track record of easy-to-work-with plans.

- Annual Ad Budget
- Preferred Ad Dates/Times
- Top Advertising Media Used
- Potential Co-op programs \*

- **Possible Applications:**

Determine the typical advertising budget for this type of account in the selected market. Use this as a base for any media buying services or consultation your agency may provide. Use of co-op funds can maximize your account's ad budget by allowing them to run larger schedules without increasing their out-of-pocket expenses. Manufacturers may also include funds for Advertising Agency work.

## INDUSTRY OVERVIEW

Technical and trade schools provide training and education that leads to the equivalent of an associate's degree and/or licensure in a specific profession such as auto mechanics or licensed practical nursing. These schools may also offer training on general workplace skills and they may specialize in one type of training such as cosmetology or they may offer multiple programs. Providers of technical and training programs operate either as profit or non-profit organizations and work directly with students as well as with businesses and high schools.

Industry leaders in this field include DeVry and ITT Education Services. The independent schools compete with each other as well as with programs offered through secondary schools to high school students.

Technical and trade schools may be partially funded by the Workforce Investment Act and Perkins grants (federal funds). Schools receive approximately \$1.3 billion annually from these programs, accounting for about 8- to 10% of budgets. However, in 2008, pending federal legislation may reduce the amount of these funds and attempt to encourage state entities to fund the technical and trade career programs. This would result in schools having to charge higher tuition rates. In response, some schools have established links and partnerships with local employers who may partially fund the cost of employee training.

Nationwide, enrollment in career and technical education, both secondary and postsecondary, rose 57% from 2000 to 2004. At the beginning of 2007, there were 15 million students taking career and technical education (CTE) courses. The business outlook for this category continues to be strong.

[Sources: [The Boston Globe](#) "Technically Speaking." May 13, 2007; Association for Career and Technical Education. Accessed August 2008; Gaviola, N. and Zhou, L. "Revenues and Expenditures for Public Elementary and Secondary School Districts: School Year 2004-05 (Fiscal Year 2005) (NCES 2007-355)." U.S. Department of Education.]

## OPPORTUNITIES & CHALLENGES

- The U.S. Bureau of Labor Statistics predicts that 15 of 22 jobs will require a skill or craft, and jobs requiring an associate degree will make up 40% of total job growth between 1998 and 2008
- Culinary schools are experiencing increases in applications
- Night and weekend programs continue to be attractive to consumers
- Many courses are being taught online
- Despite high demand for skilled labor, fewer students are choosing trade professions

## ANNUAL SALES PER LOCATION

\$0.75 MILLION annually per location - statewide average based on sales figures from 30 Other Technical and Trade Schools in Utah. \$1.52 MILLION annually per location - national average based on sales figures from 3335 Other Technical and Trade Schools \$0.99 MILLION annually per location - statewide average based on sales figures from 13 Other Technical and Trade Schools in Idaho. \$1.16 MILLION annually per location - statewide average based on sales figures from 35 Other Technical and Trade Schools in Nevada. compiled by the U.S. Census Bureau's latest Economic Census.

## MARKET SALES POTENTIAL

Consumer expenditures of key products/services for Technical and Trade Schools in the Salt Lake City DMA are highlighted below. Expenditure data does not contain commercial sales and is based on projected 2008 data from the U.S. Bureau of Labor Statistics compiled by EASI for Ad-ology.net.

MERCHANDISE/SERVICE LINE	ANNUAL SALES TO CONSUMERS
OTHER SCHOOLS TUITION	\$ 23.69 million
OTHER SCHOOL EXPENSES INCLUDING RENTALS	\$ 52.06 million

## TOP PRODUCT CATEGORIES

- Student tuition
- Career counseling
- Outplacement services
- Resume preparation
- Adult basic education

[Source: Amacai Yellow Pages advertising research]

## ADDITIONAL AD COPY POINTS

Remind your advertiser to attract more attention by listing offered goods and services in their copy. Here are a few items commonly offered by

### Technical and Trade Schools:

- Resume rewrites
- Financial aid
- Professional certification programs
- Convenient locations
- Night & weekend degree programs
- ESL welcome
- Placement office
- Continuing education programs
- Intern programs
- Online classes
- Tutoring

## ANNUAL ADVERTISING BUDGET

Approximately 5.6% of retail sales.

IRS SOI TAX STATS for educational services [2005-2006].

This amounts to an estimated ad budget of \$42,279 for average size Other Technical and Trade Schools in the state of Utah, based on sales figures from the latest U.S. Census Bureau Economic Census.

Calculate your Advertising Budget based on this percentage of your actual sales and the competitiveness of your market.

Annual Sales = \_\_\_\_\_  
(multiply)            x 0.056  
Avg Ad Budget = \_\_\_\_\_

## TOP ADVERTISING MEDIA USED

Cable television, yellow pages, billboards, radio, daily newspapers, Internet (websites, directories), public service announcements

[Source: Sales Development Services, 2008]

## CO-OP

**An average of \$6,908 per year in co-op advertising/vendor marketing funds are allocated for Other Technical and Trade Schools in the state of Utah** that sell new, brand name merchandise, based on industry averages and the Sales Development Services Co-op Index.

*To find manufacturer co-op plans that are Pre-Approved for Advertising Agencies, log into Ad-ology Pro and click Co-op Source Reports under the Co-op Advertising tab. Use the drop down menu in Step 2 to spotlight Advertising Agencies.*



## ADDITIONAL RESOURCES

- [SDS Life Stage Clusters](#)  
A New Generational Marketing Classification System
- [Association for Career and Technical Education](#)  
An organization for the career and technical educational professionals.
- [ModelNetwork.com](#)  
ModelNetwork.com features a database of represented and unrepresented talent, photographers, stylists, production personnel, industry news, resources, and interactive content.
- [Office of Vocational and Adult Education](#)  
Resources for consumers and providers of vocational education.
- [Trade Schools](#)  
Links to trade schools by type and geographic location
- [United States Distance Learning Association](#)  
Trade group of distance learning institutions
- [Related Sites on the Internet](#)  
that may provide additional information about Technical and Trade Schools.



INDUSTRY  
MARKETING  
INSIGHTS



**Competition**

[ad-ology.net](http://ad-ology.net)

## INTRODUCTION

### Competition

- **What you will learn in this section:**

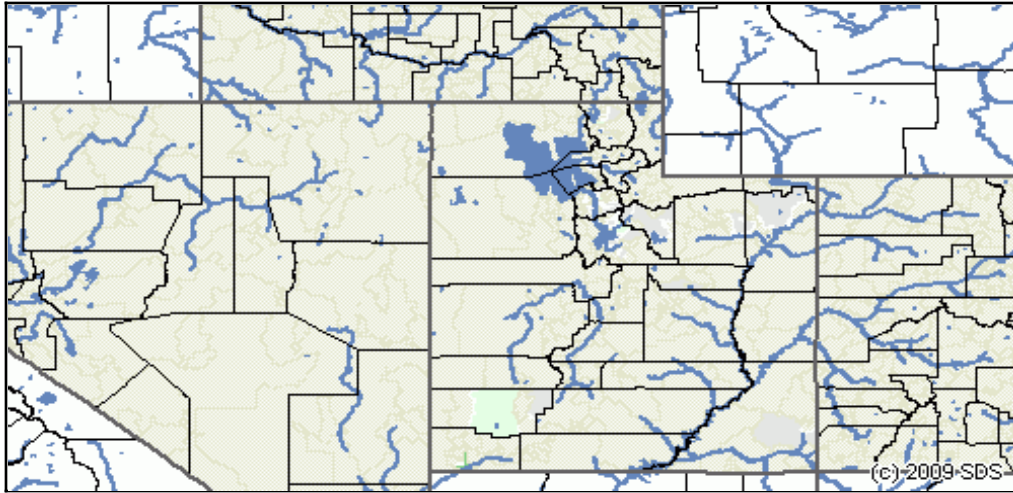
The Chief Marketing Officer Council explores the planned investments, organizational changes, process improvements and performance indicators for some of the Top Marketers in the business. With more than 3,000 members, the CMO council survey, sponsored by Ad-ology Research, is the most powerful, insightful, respected studies of it's kind. Locations of Local and National competitors near your client. Find profiles and Marketing Strategy of the Top 5 National (or large regional) competitors. Alert your client that Local competition may come from unrelated types of business.

- CMO Survey
- National Account profiles
  - Top 5 National Competitors (compiled from 10K reports)
  - Recent National Developments for this type of account \*
- Local competitors
  - Market Competition
  - Market Employment Estimates
- **Possible Applications:**

Use this section to learn Best Practices from the nations top-marketing experts. Develop a marketing plan that counters, offsets or balances your client's indigenous rivalry.

**MARKET COMPETITION BY NUMBER OF ESTABLISHMENTS**

**2008 ESTIMATED  
 MARKET COMPETITION  
 TECHNICAL & TRADE SCHOOLS (EST)**



**Standard 30 Mile Radius Sales Zone**

Top local competitors are other **Technical and Trade Schools** in your market. Also, **Beauty and Barber Schools, Colleges, Universities** and **and Professional Schools** in your market.

For specific business names and mini business profiles, use Ad-ology's free Bizfinder tool - available online at <http://www.ad-ology.net/public.cfm?Page=biz>

BUSINESS TYPE	TOTAL IN TV MARKET
Beauty and Barber Schools/Technical and Trade Schools	92
Colleges, Universities, and Professional Schools	18

**SOURCES: 2008 Census Bureau data compiled by EASI and ad-ology.com.**

## TOP NATIONAL PLAYERS - Company Profiles

### 1. DEVRY

#### DEVRY INC.

Principal Executive Offices  
1 Tower Lane, Suite 1000  
Oakbrook Terrace, IL 60181-4624

**Phone:** 630-571-7700

**Fax:** 630-571-0317

#### Know This Competitor

- **BUSINESS NAMES/TYPES INCLUDE:** **Advanced Academics** (On-line education ) ; **Becker Professional Review** (Test preparation and education services ) ; **Chamberlain College of Nursing** (Nursing programs ) ;  **DeVry University** (Technical schools ) ; and **Ross University** (Medical/Veterinary education ) .

DeVry University offers undergraduate and graduate degree programs at 91 locations in major urban areas of 26 states, as well as through DeVry University Online.

[Source: DeVry Inc. Form 10-K. Aug. 27, 2008].

- **ANNIVERSARY DATES:** The company's next major anniversary will be their 25th in 2012.

DeVry Inc. was created in 1987 through the merger of DeVry Institutes and Keller Graduate School of Management.

[Source: Company Web site. Sept. 2, 2008].

**The next major anniversary for Advanced Academics** will be their 10th in 2010.

Founded in 2000, AA provides online secondary education to school districts throughout the United States. DeVry acquired Advanced Academics in October 2007.

[Source: DeVry Inc. Form 10-K. Aug. 27, 2008].

**The next major anniversary for Becker Professional Review** will be their 55th in 2012.

Founded in 1957 as the Becker CPA review and acquired by DeVry in 1996, it prepares candidates for the Certified Public Accountant and Chartered Financial Analyst professional certification examinations, and offers continuing professional education programs and seminars in accounting and finance. These classes are taught in nearly 300 locations, including sites in 27 foreign countries and DeVry University teaching sites.

[Source: DeVry Inc. Form 10-K. Aug. 27, 2008].

**The next major anniversary for Chamberlain College of Nursing** will be their 120th in 2009.

Formerly Deaconess College of Nursing, it was founded in 1889 and acquired by DeVry in March 2005. Chamberlain offers several nursing degree and degree completion programs at its four campuses in the United States and online.

[Source: DeVry Inc. Form 10-K. Aug. 27, 2008].

**The next major anniversary for DeVry University** will be their 80th in 2011. Dr. Herman DeVry founded the first DeVry technical school in Chicago in 1931 as an electronics school.

- **ANNUAL SALES PER LOCATION:** Averages approximately \$11.25 MILLION based on the latest annual sales figures from the company.  
Total consolidated revenue for fiscal year 2008 was \$1.091 billion, an increase of \$158.4 million, or 17%, as compared to 2007.

[Source: DeVry Inc. Form 10-K. Aug. 27, 2008].

- **PEAK SALES MONTHS/SEASONS FOR DEVRY INC.:**

Generally, the schools' highest enrollment and revenue typically occur in the fall, which corresponds to the 2nd and 3rd quarters of DeVry's fiscal year. Enrollment is slightly lower in the spring, and the lowest enrollment generally occurs during the summer months. Becker's seasonal pattern is somewhat less pronounced, as the CPA exam is offered 8 times during the year.

[Source: DeVry Inc. Form 10-K. Aug. 27, 2008].

- **TOP PRODUCT CATEGORIES:**

## TECHNICAL AND TRADE SCHOOLS in the Salt Lake City Market

For DeVry Univ., Ross and Chamberlain, enrollment by degree program for Fall 2007 was:

- Doctoral 6.8%
- Master's 21.3%
- Bachelor's 61.4%
- Associate 10.5%

Enrollment by field was:

- Technology 30.8%
- Business 57.1%
- Medical/Health 12.1%

[Source: DeVry Inc. Form 10-K. Aug. 27, 2008].

- **BUDGET/FISCAL YEAR:** July-June.

- **ANNUAL ADVERTISING BUDGET:**

Advertising expenses were \$135.1 million, \$112.6 million and \$107.1 million for fiscal years 2008, 2007 and 2006, respectively.

[Source: DeVry Inc. Form 10-K. Aug. 27, 2008]

- **LOCAL ADVERTISING BUYING DECISION-MAKERS:**

Paul E. Eppen is chief marketing officer for DeVry, Inc.

**DeVry University**

John Birmingham became Chief Marketing Office in February 2008. DraftWorldwide, Chicago, is lead advertising agency. Contact the agency at 312-944-3500. DeVry University uses On Ideas of Jacksonville, Fla. as of August 2007.

[Sources: Lentini, Nina. News Brief. Media Post's Marketing Daily. Feb. 27, 2008; "On Ideas Names Creative Chief." Adweek.com. Aug. 20, 2007].

Mphasis Integrated, based in Denver, is lead agency for the university's Keller Graduate School of Management.

**Chamberlain College of Nursing**

Stephanie Gallo is marketing manager. She can be contacted at 630-706-3399 and [sgallo@chamberlain.edu](mailto:sgallo@chamberlain.edu).

- **TOP ADVERTISING MEDIA USED:** Newspapers, magazines, radio, television, outdoor advertising, direct mail, Internet, telemarketing, Web site.

In January 2008, DeVry University launched a career-focused brand campaign, entitled "We Major in Careers." The creative content is based upon "real students / real stories" who provide a testimonial on a DeVry University education and graduate employment success. "We Major in Careers" is an integrated campaign that includes Internet, broadcast and print advertising, as well as direct mail and local marketing efforts.

Chamberlain cultivates alumni referrals and participates in information seminars and career fairs, and advertises in health-care career publications.

[Source: DeVry Inc. Form 10-K. Aug. 27, 2008].

- **CAUSE/CHARITY/COMMUNITY INVOLVEMENT:** The company offers \$25 million in scholarships. [Click here for more information on their cause/charity/community involvement.](#)

## Know This Competitor's Client

- **TARGET CUSTOMERS FOR DEVRY INC.:** The company targets high school students and graduates to enroll in 4 degree programs -- which comprise nearly 2/3's of the company's revenue.

Becker markets its courses directly to potential students and to selected employers, primarily the large national and regional accounting and financial services firms.

[Source: DeVry Inc. Form 10-K. Aug. 27, 2008].

- **TOP REASONS CUSTOMERS CHOOSE THIS ACCOUNT:** Classes are conveniently scheduled around work commitments. This includes weekend course work and course delivery via the Internet.

DeVry's courses include input from employers, thus improving employment opportunities for its graduates.

[DeVry, Inc. 2007 Form 10-K]

## Know Their Competitors



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TECHNICAL AND TRADE SCHOOLS in the Salt Lake City Market

• **TOP COMPETITORS:**

Numerous state institutions, community colleges and privately-funded universities. In particular, there is growing competitive pressure from community colleges, traditional universities and technical colleges that offer industry-specific certification programs, particularly in the computer information field. In addition, there is growing competition from online programs (both by market-funded and other traditional institutions) and site-based, market-funded school programs.

[Source: DeVry Inc. Form 10-K. Aug. 27, 2008].

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TECHNICAL AND TRADE SCHOOLS in the Salt Lake City Market

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TECHNICAL AND TRADE SCHOOLS in the Salt Lake City Market



**Customer**

[ad-ology.net](http://ad-ology.net)

## INTRODUCTION

### Customer

- **What you will learn in this section:**

Go beyond demographics and consider Generation, Family Status, Marriage Status and Income Level with Life Stages. Consumer spending in every relatable category for the top 50 Zip Codes for the selected DMA (or all 210 TV Markets ranked from highest to lowest when the market selection is National Overview). Subscribers have access to all zip codes for every market with Ad-ology PRO.

- Trends & Opportunities

- Recent Research/Reports
- Consumer Spending by LIFESTAGE
- Consumer Spending by ZIP CODE \*\* (Also available for House Hold or Per Person averages)
- Expendable Income Outlook

- Market Makeup

- Demographics
- Internet Usage
- Digital Trends
- Ethnic Consideration \*
  - Asian, Black & Hispanic Households
  - Second Language Considerations
- Time Spent Getting to Work \*

- **Possible Applications:**

Life Stages - A single, 34 year-old female, earning a high income spends her money quite differently than a married, 34 year-old Mother earning a moderate income. Use the Life Stage charts to identify the true target market for your client.

Determine the geographical "hot spots" for spending on the products or services relevant to your client.

Discover shopping habits of consumers where they live, thereby avoiding bargain hunter zones with luxury item marketing (or vice versa).

Trends may help identify opportunities and challenges for your account.

## TARGET CUSTOMERS

Recent high school graduates or adults looking to change careers. A large client base is small businesses who will look to trade/technical schools to keep employee skills sharp.

Large businesses may also represent another customer base. Mercer Human Resource Consulting notes that 85% of large firms - those that employ 1,000 or more - have tuition-assistance or some type of education assistance programs. ["Corporate Tuition Aid Appears to Keep Workers Loyal", *Wall Street Journal*, 5.21.2007]

For modeling schools, the typical characteristics of potential models are women with a height of 5'9" to 6', around size 6, 34B-24-34, and 14-21 years of age. For men the guidelines are height around 6' (a couple of inches over or under), size 40R. But, there are also specialized areas of modeling, such as plus-size and petite, that some schools may also consider. [Source: Modeling Advice.com]

## TARGET CUSTOMERS BY MILE RADIUS

Most customers are drawn from a 30 mile radius. These non-residential programs serve a market than can easily commute to classes.



TOP CUSTOMERS BY LIFE STAGE

2008 ESTIMATED  
**CONSUMER SPENDING BY LIFE STAGE FOR  
OTHER SCHOOLS TUITION  
IN THE SALT LAKE CITY MARKET**

LIFE STAGE CLUSTER		EXPENDITURES PER HH	TV MARKET HOUSEHOLDS	TV MARKET EXPENDITURES
1	1982- Married with Children Higher Income	\$27.11	1,776	\$48,159
2	1982- Married, No Children Higher Income	\$17.33	1,723	\$29,863
3	1982- Non-Family Higher Income	\$16.72	1,322	\$22,113
4	1972-1981 Single Parent with Children Higher Income	\$15.82	1,358	\$21,499
5	1982- Single Parent with Children Moderate Income	\$14.38	2,858	\$41,108
6	-1931 Married with Children Higher Income	\$13.84	2,019	\$27,940
7	-1931 Single Parent with Children Moderate Income	\$12.25	1,738	\$21,288
8	1952-1961 Single Parent with Children Higher Income	\$10.90	1,898	\$20,686
9	-1931 Non-Family Higher Income	\$8.59	1,610	\$13,832
10	1932-1941 Married with Children Higher Income	\$8.51	3,705	\$31,543
11	1932-1941 Single Parent with Children Moderate Income	\$8.12	2,471	\$20,082
12	1982- Married with Children Moderate Income	\$7.68	9,704	\$74,503
13	-1931 Married, No Children Higher Income	\$7.31	2,389	\$17,478
14	1972-1981 Single Parent with Children Higher Income	\$7.19	3,092	\$22,250
15	1982- Single Parent with Children Lower Income	\$6.55	3,716	\$24,339
16	1932-1941 Non-Family Higher Income	\$6.49	2,370	\$15,395
17	1932-1941 Single Parent with Children Lower Income	\$5.83	2,300	\$13,418
18	1952-1961 Single Parent with Children Higher Income	\$5.75	4,131	\$23,757
19	1952-1961 Single Parent with Children Lower Income	\$5.71	2,148	\$12,255
20	1982- Married, No Children Moderate Income	\$5.12	10,335	\$52,927
<b>TOTALS</b>		<b>\$10.56 Avg.</b>	<b>62,663</b>	<b>\$554,436</b>

SOURCE: 2008 US Department of Commerce Consumer Expenditure Survey compiled by EASI Demographics and AdMail.

TECHNICAL AND TRADE SCHOOLS in the Salt Lake City Market

2008 ESTIMATED  
**CONSUMER SPENDING BY LIFE STAGE FOR  
OTHER SCHOOL EXPENSES INCLUDING RENTALS  
IN THE SALT LAKE CITY MARKET**

LIFE STAGE CLUSTER		EXPENDITURES PER HH	TV MARKET HOUSEHOLDS	TV MARKET EXPENDITURES
1	1982- Married with Children Higher Income	\$54.46	1,776	\$96,735
2	1982- Married, No Children Higher Income	\$34.81	1,723	\$59,984
3	1982- Non-Family Higher Income	\$33.59	1,322	\$44,417
4	1972-1981 Single Parent with Children Higher Income	\$31.79	1,358	\$43,185
5	1982- Single Parent with Children Moderate Income	\$28.89	2,858	\$82,572
6	-1931 Married with Children Higher Income	\$27.80	2,019	\$56,121
7	-1931 Single Parent with Children Moderate Income	\$24.60	1,738	\$42,761
8	1952-1961 Single Parent with Children Higher Income	\$21.89	1,898	\$41,551
9	-1931 Non-Family Higher Income	\$17.25	1,610	\$27,783
10	1932-1941 Married with Children Higher Income	\$17.10	3,705	\$63,359
11	1932-1941 Single Parent with Children Moderate Income	\$16.32	2,471	\$40,337
12	1982- Married with Children Moderate Income	\$15.42	9,704	\$149,651
13	-1931 Married, No Children Higher Income	\$14.69	2,389	\$35,108
14	1972-1981 Single Parent with Children Higher Income	\$14.45	3,092	\$44,692
15	1982- Single Parent with Children Lower Income	\$13.15	3,716	\$48,889
16	1932-1941 Non-Family Higher Income	\$13.04	2,370	\$30,922
17	1932-1941 Single Parent with Children Lower Income	\$11.72	2,300	\$26,953
18	1952-1961 Single Parent with Children Higher Income	\$11.55	4,131	\$47,720
19	1952-1961 Single Parent with Children Lower Income	\$11.46	2,148	\$24,616
20	1982- Married, No Children Moderate Income	\$10.29	10,335	\$106,312
<b>TOTALS</b>		<b>\$21.21 Avg.</b>	<b>62,663</b>	<b>\$1,113,666</b>

SOURCE: 2008 US Department of Commerce Consumer Expenditure Survey compiled by EASI Demographics and AdMail.

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TECHNICAL AND TRADE SCHOOLS in the Salt Lake City Market

TECHNICAL AND TRADE SCHOOLS in the Salt Lake City Market

## TOP CUSTOMERS BY ZIP CODE

**2008 ESTIMATED  
CONSUMER SPENDING ON  
OTHER SCHOOLS TUITION  
PER ZIP CODE IN THE SALT LAKE CITY MARKET**

RANK	ZIP CODE - CITY	SPENDING PER ZIP CODE	PERCENTAGE OF TV MARKET
1.	<b>84121</b> - Cottonwood Heights	\$ 0.58 million	5.3%
2.	<b>84118</b> - Kearns	\$ 0.52 million	4.8%
3.	<b>84010</b> - Bountiful	\$ 0.46 million	4.2%
4.	<b>84088</b> - West Jordan	\$ 0.44 million	4.0%
5.	<b>84119</b> - West Valley City	\$ 0.43 million	3.9%
6.	<b>84015</b> - Clearfield	\$ 0.42 million	3.8%
7.	<b>84084</b> - West Jordan	\$ 0.41 million	3.8%
8.	<b>84404</b> - Ogden	\$ 0.40 million	3.7%
9.	<b>84092</b> - Sandy	\$ 0.40 million	3.7%
10.	<b>84095</b> - South Jordan	\$ 0.40 million	3.6%
<b>TOP TEN ZIP CODES</b>		<b>\$ 4.46 million - 40.7%</b>	
11.	<b>84120</b> - West Valley City	\$ 0.39 million	3.6%
12.	<b>84123</b> - Taylorsville	\$ 0.38 million	3.5%
13.	<b>84604</b> - Provo	\$ 0.37 million	3.4%
14.	<b>84020</b> - Draper	\$ 0.37 million	3.4%
<b>MARKET AVERAGE</b>		<b>\$ 0.37 Million Per Zip Code</b>	
15.	<b>84403</b> - Ogden	\$ 0.35 million	3.2%
16.	<b>84041</b> - Layton	\$ 0.34 million	3.1%
17.	<b>84106</b> - Salt Lake City	\$ 0.34 million	3.1%
18.	<b>84003</b> - American Fork	\$ 0.33 million	3.0%
19.	<b>84107</b> - Murray	\$ 0.32 million	3.0%
20.	<b>84074</b> - Tooele	\$ 0.32 million	2.9%
21.	<b>84057</b> - Orem	\$ 0.32 million	2.9%
22.	<b>84770</b> - St. George	\$ 0.32 million	2.9%
23.	<b>84067</b> - Roy	\$ 0.31 million	2.9%
24.	<b>84321</b> - Logan	\$ 0.30 million	2.7%
25.	<b>84117</b> - Holladay	\$ 0.30 million	2.7%
26.	<b>84103</b> - Salt Lake City	\$ 0.30 million	2.7%
27.	<b>84065</b> - Riverton	\$ 0.29 million	2.6%
28.	<b>84093</b> - Sandy	\$ 0.29 million	2.6%
29.	<b>84062</b> - Pleasant Grove	\$ 0.29 million	2.6%
30.	<b>84790</b> - St. George	\$ 0.28 million	2.6%
* = Less than \$0.1 million per year - = Less than 0.1%			
<b>TOTAL OF THE TOP 30 ZIP CODES IN THE SALT LAKE CITY MARKET</b>		<b>\$ 10.958 million per year</b>	

SOURCES: 2008 Bureau of Labor Statistics Consumer Expenditure Survey, EASI and ad-ology.com.

TECHNICAL AND TRADE SCHOOLS in the Salt Lake City Market

**2008 ESTIMATED  
CONSUMER SPENDING ON  
OTHER SCHOOL EXPENSES INCLUDING RENTALS  
PER ZIP CODE IN THE SALT LAKE CITY MARKET**

RANK	ZIP CODE - CITY	SPENDING PER ZIP CODE	PERCENTAGE OF TV MARKET
1.	84118 - Kearns	\$ 1.20 million	5.0%
2.	84121 - Cottonwood Heights	\$ 1.14 million	4.7%
3.	84088 - West Jordan	\$ 1.04 million	4.3%
4.	84015 - Clearfield	\$ 0.99 million	4.1%
5.	84084 - West Jordan	\$ 0.99 million	4.1%
6.	84010 - Bountiful	\$ 0.95 million	3.9%
7.	84404 - Ogden	\$ 0.91 million	3.8%
8.	84119 - West Valley City	\$ 0.90 million	3.8%
9.	84095 - South Jordan	\$ 0.89 million	3.7%
10.	84123 - Taylorsville	\$ 0.83 million	3.5%
<b>TOP TEN ZIP CODES</b>		<b>\$ 9.83 million - 40.9%</b>	
11.	84120 - West Valley City	\$ 0.83 million	3.4%
12.	84092 - Sandy	\$ 0.82 million	3.4%
13.	84020 - Draper	\$ 0.80 million	3.3%
<b>MARKET AVERAGE</b>		<b>\$ 0.80 Million Per Zip Code</b>	
14.	84041 - Layton	\$ 0.79 million	3.3%
15.	84604 - Provo	\$ 0.77 million	3.2%
16.	84074 - Tooele	\$ 0.76 million	3.2%
17.	84003 - American Fork	\$ 0.75 million	3.1%
18.	84067 - Roy	\$ 0.72 million	3.0%
19.	84403 - Ogden	\$ 0.72 million	3.0%
20.	84057 - Orem	\$ 0.72 million	3.0%
21.	84065 - Riverton	\$ 0.70 million	2.9%
22.	84106 - Salt Lake City	\$ 0.70 million	2.9%
23.	84062 - Pleasant Grove	\$ 0.68 million	2.8%
24.	84770 - St. George	\$ 0.67 million	2.8%
25.	84107 - Murray	\$ 0.67 million	2.8%
26.	84321 - Logan	\$ 0.65 million	2.7%
27.	84720 - Cedar City	\$ 0.63 million	2.6%
28.	84094 - Sandy	\$ 0.61 million	2.5%
29.	84047 - Midvale	\$ 0.60 million	2.5%
30.	84043 - Lehi	\$ 0.60 million	2.5%
* = Less than \$0.1 million per year - = Less than 0.1%			
<b>TOTAL OF THE TOP 30 ZIP CODES IN THE SALT LAKE CITY MARKET</b>		<b>\$ 24.019 million per year</b>	

SOURCES: 2008 Bureau of Labor Statistics Consumer Expenditure Survey, EASI and ad-ology.com.



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TECHNICAL AND TRADE SCHOOLS in the Salt Lake City Market

## TOP FACTORS PEOPLE CONSIDER WHEN CHOOSING THIS TYPE OF ACCOUNT

Technical and trade schools, or vocational education is generally defined to prepare students for a career that does not require a 4 year college degree.

## OTHER IMPORTANT FACTS ABOUT TYPICAL CUSTOMERS

The U.S. Bureau of Labor Statistics predicts that 15 of 22 jobs will require a skill or craft, and jobs requiring an associate degree will make up 40% of total job growth between 1998 and 2008.

[Source: [The Birmingham News](#), "New Training Targets Modern Jobs." Rahkia Nance, June 5, 2007.]

TECHNICAL AND TRADE SCHOOLS in the Salt Lake City Market

**2008 ESTIMATED  
HOUSEHOLDS (1/1/2008)  
IN THE SALT LAKE CITY MARKET**

RANK OF 30	ZIP CODE OF RESIDENCE	EST. TOTAL	PERCENTAGE OF TV MARKET
1.	<b>84118</b> - Salt Lake City	19,990	4.8%
2.	<b>84404</b> - Ogden	18,134	4.3%
3.	<b>84119</b> - Salt Lake City	17,933	4.3%
4.	<b>84015</b> - Clearfield	17,616	4.2%
5.	<b>84121</b> - Salt Lake City	16,824	4.0%
6.	<b>84088</b> - West Jordan	15,946	3.8%
7.	<b>84123</b> - Salt Lake City	15,543	3.7%
8.	<b>84010</b> - Bountiful	15,541	3.7%
9.	<b>84084</b> - West Jordan	15,493	3.7%
10.	<b>84770</b> - Saint George	14,564	3.5%
<b>TOP TEN ZIP CODES</b>		<b>167,584 - 39.9%</b>	
11.	<b>84041</b> - Layton	14,547	3.5%
12.	<b>84604</b> - Provo	14,522	3.5%
<b>MARKET AVERAGE</b>		<b>13,988 per zip code</b>	
13.	<b>84106</b> - Salt Lake City	13,885	3.3%
14.	<b>84120</b> - Salt Lake City	13,718	3.3%
15.	<b>84321</b> - Logan	13,708	3.3%
16.	<b>84107</b> - Salt Lake City	13,677	3.3%
17.	<b>84074</b> - Tooele	13,580	3.2%
18.	<b>84403</b> - Ogden	13,309	3.2%
19.	<b>84720</b> - Cedar City	12,890	3.1%
20.	<b>84067</b> - Roy	12,601	3.0%
21.	<b>84057</b> - Orem	12,554	3.0%
22.	<b>84047</b> - Midvale	12,190	2.9%
23.	<b>84601</b> - Provo	12,164	2.9%
24.	<b>84606</b> - Provo	11,798	2.8%
25.	<b>84095</b> - South Jordan	11,675	2.8%
26.	<b>84790</b> - Saint George	11,517	2.7%
27.	<b>84003</b> - American Fork	11,483	2.7%
28.	<b>84062</b> - Pleasant Grove	10,914	2.6%
29.	<b>84020</b> - Draper	10,690	2.5%
30.	<b>84103</b> - Salt Lake City	10,632	2.5%
<b>SALT LAKE CITY MARKET MARKET</b>		<b>419,638</b>	

SOURCES: 2008 Census Bureau data compiled by EASI and ad-ology.com.

TECHNICAL AND TRADE SCHOOLS in the Salt Lake City Market

## 2008 ESTIMATED BARGAIN HUNTERS IN THE SALT LAKE CITY MARKET

RANK OF 30	ZIP CODE OF RESIDENCE	EST. TOTAL	PERCENTAGE OF TV MARKET
1.	<b>84083</b> - Wendover	200	3.4%
2.	<b>84072</b> - Tabiona	199	3.4%
3.	<b>83228</b> - Clifton	198	3.4%
4.	<b>84101</b> - Salt Lake City	198	3.4%
5.	<b>84102</b> - Salt Lake City	198	3.4%
6.	<b>84111</b> - Salt Lake City	198	3.4%
7.	<b>83232</b> - Dayton	197	3.4%
8.	<b>84056</b> - Hill Afb	197	3.4%
9.	<b>84112</b> - Salt Lake City	197	3.4%
10.	<b>84113</b> - Salt Lake City	197	3.4%
<b>TOP TEN ZIP CODES</b>		<b>1,979 - 34.0%</b>	
11.	<b>84311</b> - Fielding	197	3.4%
12.	<b>84716</b> - Boulder	197	3.4%
13.	<b>84518</b> - Cleveland	195	3.3%
14.	<b>84726</b> - Escalante	195	3.3%
<b>MARKET AVERAGE</b>		<b>194 per zip code</b>	
15.	<b>84103</b> - Salt Lake City	194	3.3%
16.	<b>84535</b> - Monticello	194	3.3%
17.	<b>84105</b> - Salt Lake City	193	3.3%
18.	<b>84115</b> - Salt Lake City	193	3.3%
19.	<b>84713</b> - Beaver	193	3.3%
20.	<b>84601</b> - Provo	192	3.3%
21.	<b>84747</b> - Loa	192	3.3%
22.	<b>84035</b> - Jensen	191	3.3%
23.	<b>84319</b> - Hyrum	190	3.3%
24.	<b>84526</b> - Helper	190	3.3%
25.	<b>84731</b> - Greenville	190	3.3%
26.	<b>84774</b> - Toquerville	190	3.3%
27.	<b>84064</b> - Randolph	189	3.2%
28.	<b>84647</b> - Mount Pleasant	189	3.2%
29.	<b>84648</b> - Nephi	189	3.2%
30.	<b>89831</b> - Mountain City	189	3.2%
<b>SALT LAKE CITY MARKET MARKET</b>		<b>5,821</b>	

SOURCES: 2008 Census Bureau data compiled by EASI and ad-ology.com.

TECHNICAL AND TRADE SCHOOLS in the Salt Lake City Market

## 2008 ESTIMATED HIGHER PRICED PRODUCT MARKET IN THE SALT LAKE CITY MARKET

RANK OF 30	ZIP CODE OF RESIDENCE	EST. TOTAL	PERCENTAGE OF TV MARKET
1.	84080 - Vernon	200	3.7%
2.	82932 - Farson	198	3.7%
3.	84753 - Modena	197	3.7%
4.	84329 - Park Valley	195	3.6%
5.	89815 - Spring Creek	193	3.6%
6.	84529 - Kenilworth	192	3.6%
7.	83101 - Kemmerer	191	3.5%
8.	82935 - Green River	188	3.5%
9.	82933 - Fort Bridger	187	3.5%
10.	84331 - Portage	186	3.5%
<b>TOP TEN ZIP CODES</b>		<b>1,927 - 35.8%</b>	
11.	89833 - Ruby Valley	186	3.5%
12.	82901 - Rock Springs	184	3.4%
13.	82937 - Lyman	184	3.4%
14.	84082 - Wallsburg	181	3.4%
15.	84310 - Eden	181	3.4%
16.	84317 - Huntsville	181	3.4%
17.	89318 - Mc Gill	180	3.3%
<b>MARKET AVERAGE</b>		<b>179 per zip code</b>	
18.	89822 - Carlin	179	3.3%
19.	84067 - Roy	176	3.3%
20.	89823 - Deeth	171	3.2%
21.	89301 - Ely	170	3.2%
22.	83123 - La Barge	167	3.1%
23.	84537 - Orangeville	167	3.1%
24.	82923 - Boulder	165	3.1%
25.	84087 - Woods Cross	165	3.1%
26.	84308 - Cornish	165	3.1%
27.	89834 - Tuscarora	165	3.1%
28.	84307 - Corinne	164	3.0%
29.	84074 - Tooele	163	3.0%
30.	82941 - Pinedale	162	3.0%
<b>SALT LAKE CITY MARKET MARKET</b>		<b>5,383</b>	

SOURCES: 2008 Census Bureau data compiled by EASI and ad-ology.com.

TECHNICAL AND TRADE SCHOOLS in the Salt Lake City Market

## 2008 ESTIMATED LUXURY PRICED PRODUCT MARKET IN THE SALT LAKE CITY MARKET

RANK OF 30	ZIP CODE OF RESIDENCE	EST. TOTAL	PERCENTAGE OF TV MARKET
1.	84060 - Park City	197	3.6%
2.	84098 - Park City	196	3.6%
3.	84103 - Salt Lake City	193	3.5%
4.	84092 - Sandy	192	3.5%
5.	84108 - Salt Lake City	191	3.5%
6.	84121 - Salt Lake City	191	3.5%
7.	84004 - Alpine	190	3.5%
8.	84093 - Sandy	189	3.4%
9.	84124 - Salt Lake City	188	3.4%
10.	84025 - Farmington	187	3.4%
<b>TOP TEN ZIP CODES</b>		<b>1,914 - 34.9%</b>	
11.	84117 - Salt Lake City	187	3.4%
12.	84109 - Salt Lake City	186	3.4%
13.	84010 - Bountiful	184	3.4%
14.	84082 - Wallsburg	184	3.4%
15.	89314 - Duckwater	183	3.3%
<b>MARKET AVERAGE</b>		<b>183 per zip code</b>	
16.	84020 - Draper	182	3.3%
17.	84049 - Midway	181	3.3%
18.	84040 - Layton	179	3.3%
19.	84054 - North Salt Lake	179	3.3%
20.	84055 - Oakley	179	3.3%
21.	84028 - Garden City	177	3.2%
22.	84403 - Ogden	177	3.2%
23.	84018 - Croydon	175	3.2%
24.	89823 - Deeth	175	3.2%
25.	84032 - Heber City	174	3.2%
26.	89311 - Baker	174	3.2%
27.	84097 - Orem	173	3.2%
28.	84014 - Centerville	172	3.1%
29.	84038 - Laketown	172	3.1%
30.	84105 - Salt Lake City	172	3.1%
<b>SALT LAKE CITY MARKET MARKET</b>		<b>5,479</b>	

SOURCES: 2008 Census Bureau data compiled by EASI and ad-ology.com.



**2008 ESTIMATED  
 EMPLOYMENT, TRAVEL TIME 15-29 MIN (EMPL 16+)  
 IN THE SALT LAKE CITY MARKET**

RANK OF 30	ZIP CODE OF RESIDENCE	EST. TOTAL	PERCENTAGE OF TV MARKET
1.	84118 - Salt Lake City	16,109	6.4%
2.	84084 - West Jordan	12,874	5.1%
3.	84119 - Salt Lake City	11,750	4.7%
4.	84123 - Salt Lake City	11,710	4.6%
5.	84121 - Salt Lake City	11,308	4.5%
6.	84088 - West Jordan	11,038	4.4%
7.	84120 - Salt Lake City	10,942	4.3%
8.	84015 - Clearfield	10,907	4.3%
9.	84404 - Ogden	10,170	4.0%
10.	84010 - Bountiful	8,858	3.5%
<b>TOP TEN ZIP CODES</b>		<b>115,666 - 45.9%</b>	
11.	84067 - Roy	8,811	3.5%
<b>MARKET AVERAGE</b>		<b>8,404 per zip code</b>	
12.	84106 - Salt Lake City	8,009	3.2%
13.	84107 - Salt Lake City	7,623	3.0%
14.	84604 - Provo	7,526	3.0%
15.	84095 - South Jordan	7,472	3.0%
16.	84606 - Provo	7,450	3.0%
17.	84047 - Midvale	7,420	2.9%
18.	84057 - Orem	7,221	2.9%
19.	84403 - Ogden	6,622	2.6%
20.	84092 - Sandy	6,558	2.6%
21.	84116 - Salt Lake City	6,544	2.6%
22.	84117 - Salt Lake City	6,488	2.6%
23.	84041 - Layton	6,390	2.5%
24.	84601 - Provo	6,373	2.5%
25.	84062 - Pleasant Grove	6,352	2.5%
26.	84405 - Ogden	6,194	2.5%
27.	84109 - Salt Lake City	5,934	2.4%
28.	84414 - Ogden	5,884	2.3%
29.	84003 - American Fork	5,807	2.3%
30.	84020 - Draper	5,778	2.3%
<b>SALT LAKE CITY MARKET MARKET</b>		<b>252,122</b>	

SOURCES: 2008 Census Bureau data compiled by EASI and ad-ology.com.

**2008 ESTIMATED  
 EMPLOYMENT, TRAVEL TIME 30-59 MIN (EMPL 16+)  
 IN THE SALT LAKE CITY MARKET**

RANK OF 30	ZIP CODE OF RESIDENCE	EST. TOTAL	PERCENTAGE OF TV MARKET
1.	84118 - Salt Lake City	10,180	6.3%
2.	84088 - West Jordan	9,447	5.9%
3.	84084 - West Jordan	8,553	5.3%
4.	84074 - Tooele	8,544	5.3%
5.	84095 - South Jordan	7,392	4.6%
6.	84065 - Riverton	7,349	4.6%
7.	84120 - Salt Lake City	6,504	4.1%
8.	84020 - Draper	6,224	3.9%
9.	84092 - Sandy	5,929	3.7%
10.	84121 - Salt Lake City	5,846	3.6%
<b>TOP TEN ZIP CODES</b>		<b>75,968 - 47.3%</b>	
11.	84015 - Clearfield	5,403	3.4%
<b>MARKET AVERAGE</b>		<b>5,352 per zip code</b>	
12.	84119 - Salt Lake City	5,304	3.3%
13.	84010 - Bountiful	5,228	3.3%
14.	84041 - Layton	5,130	3.2%
15.	84094 - Sandy	5,109	3.2%
16.	84043 - Lehi	4,633	2.9%
17.	84047 - Midvale	4,555	2.8%
18.	84003 - American Fork	4,459	2.8%
19.	84037 - Kaysville	4,372	2.7%
20.	84070 - Sandy	4,339	2.7%
21.	84123 - Salt Lake City	4,245	2.6%
22.	84093 - Sandy	3,909	2.4%
23.	84098 - Park City	3,832	2.4%
24.	84044 - Magna	3,827	2.4%
25.	84062 - Pleasant Grove	3,652	2.3%
26.	84107 - Salt Lake City	3,511	2.2%
27.	84404 - Ogden	3,398	2.1%
28.	84128 - Salt Lake City	3,342	2.1%
29.	84040 - Layton	3,231	2.0%
30.	84106 - Salt Lake City	3,106	1.9%
<b>SALT LAKE CITY MARKET MARKET</b>		<b>160,553</b>	

SOURCES: 2008 Census Bureau data compiled by EASI and ad-ology.com.

TECHNICAL AND TRADE SCHOOLS in the Salt Lake City Market

**2008 ESTIMATED  
 EMPLOYMENT, TRAVEL TIME 60+ MIN (EMPL 16+)  
 IN THE SALT LAKE CITY MARKET**

RANK OF 30	ZIP CODE OF RESIDENCE	EST. TOTAL	PERCENTAGE OF TV MARKET
1.	84074 - Tooele	3,273	8.7%
2.	89801 - Elko	2,122	5.6%
3.	84015 - Clearfield	1,983	5.2%
4.	89815 - Spring Creek	1,877	5.0%
5.	84041 - Layton	1,851	4.9%
6.	84404 - Ogden	1,775	4.7%
7.	84067 - Roy	1,705	4.5%
8.	84118 - Salt Lake City	1,613	4.3%
9.	84403 - Ogden	1,472	3.9%
<b>MARKET AVERAGE</b>		<b>1,261 per zip code</b>	
10.	84084 - West Jordan	1,231	3.3%
<b>TOP TEN ZIP CODES</b>		<b>18,902 - 50.0%</b>	
11.	84095 - South Jordan	1,215	3.2%
12.	84088 - West Jordan	1,207	3.2%
13.	84062 - Pleasant Grove	1,062	2.8%
14.	82901 - Rock Springs	989	2.6%
15.	84032 - Heber City	988	2.6%
16.	84601 - Provo	971	2.6%
17.	84720 - Cedar City	965	2.6%
18.	84414 - Ogden	957	2.5%
19.	84040 - Layton	928	2.5%
20.	84119 - Salt Lake City	928	2.5%
21.	84121 - Salt Lake City	919	2.4%
22.	84120 - Salt Lake City	894	2.4%
23.	84020 - Draper	887	2.3%
24.	84405 - Ogden	879	2.3%
25.	84065 - Riverton	873	2.3%
26.	84663 - Springville	871	2.3%
27.	84606 - Provo	863	2.3%
28.	84660 - Spanish Fork	853	2.3%
29.	84078 - Vernal	847	2.2%
30.	84044 - Magna	828	2.2%
<b>SALT LAKE CITY MARKET MARKET</b>		<b>37,826</b>	

SOURCES: 2008 Census Bureau data compiled by EASI and ad-ology.com.

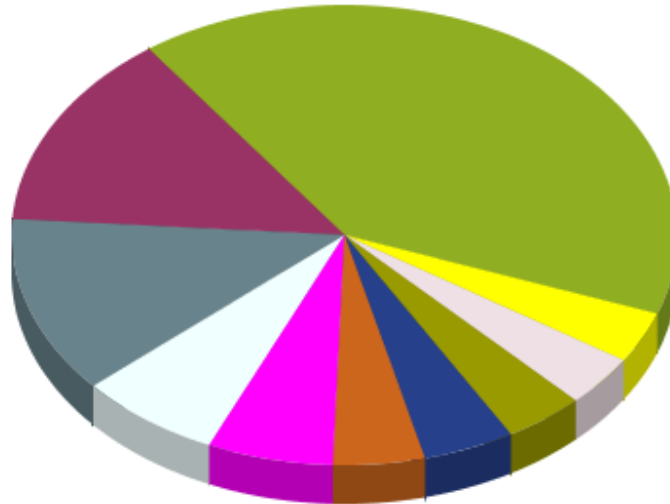
**2008 ESTIMATED  
 EMPLOYMENT, PUBLIC TRANSPORTATION TO WORK (EMPL 16+)  
 IN THE SALT LAKE CITY MARKET**

RANK OF 30	ZIP CODE OF RESIDENCE	EST. TOTAL	PERCENTAGE OF TV MARKET
1.	89801 - Elko	1,213	6.8%
2.	84102 - Salt Lake City	926	5.2%
3.	84107 - Salt Lake City	824	4.6%
4.	84115 - Salt Lake City	808	4.6%
5.	84116 - Salt Lake City	735	4.1%
6.	84047 - Midvale	730	4.1%
7.	84118 - Salt Lake City	678	3.8%
8.	84103 - Salt Lake City	655	3.7%
9.	84119 - Salt Lake City	654	3.7%
10.	84106 - Salt Lake City	623	3.5%
<b>TOP TEN ZIP CODES</b>		<b>7,846 - 44.3%</b>	
11.	84121 - Salt Lake City	610	3.4%
<b>MARKET AVERAGE</b>		<b>591 per zip code</b>	
12.	82901 - Rock Springs	567	3.2%
13.	89815 - Spring Creek	567	3.2%
14.	82935 - Green River	564	3.2%
15.	84010 - Bountiful	553	3.1%
16.	84111 - Salt Lake City	534	3.0%
17.	84105 - Salt Lake City	531	3.0%
18.	84104 - Salt Lake City	526	3.0%
19.	84084 - West Jordan	519	2.9%
20.	84123 - Salt Lake City	497	2.8%
21.	84070 - Sandy	472	2.7%
22.	84094 - Sandy	468	2.6%
23.	84606 - Provo	458	2.6%
24.	84088 - West Jordan	451	2.5%
25.	84108 - Salt Lake City	443	2.5%
26.	84041 - Layton	440	2.5%
27.	84074 - Tooele	437	2.5%
28.	84120 - Salt Lake City	437	2.5%
29.	84604 - Provo	403	2.3%
30.	84401 - Ogden	400	2.3%
<b>SALT LAKE CITY MARKET MARKET</b>		<b>17,723</b>	

SOURCES: 2008 Census Bureau data compiled by EASI and ad-ology.com.

**ANCESTRY IN YOUR MARKET**

**2008 ESTIMATED  
 POTENTIAL ETHNIC INFLUENCES  
 IN THE MARKET**



ANCESTRAL BACKGROUND	EST. POPULATION	PERCENTAGE OF MARKET
All Others	886,856	31.2%
English Ancestry	636,109	22.4%
German Ancestry	215,516	7.6%
United States or American Ancestry	195,823	6.9%
Danish Ancestry	108,589	3.8%
Irish Ancestry	96,638	3.4%
Scottish Ancestry	72,014	2.5%
Swedish Ancestry	72,011	2.5%
European Ancestry	58,638	2.1%
Italian Ancestry	56,056	2.0%
<b>TOTAL ANCESTRY REPORTED</b>	<b>2,838,797</b>	

SOURCES: 2008 Bureau of Labor Statistics Consumer Expenditure Survey, EASI and ad-ology.com.

*For more results like this, see the Demographics tab in Ad-ology PRO.*



**ETHNICITY DEMOGRAPHICS**

**2008 ESTIMATED  
 ASIAN HOUSEHOLDS  
 IN THE SALT LAKE CITY MARKET**

RANK OF 30	ZIP CODE OF RESIDENCE	EST. TOTAL	PERCENTAGE OF TV MARKET
1.	84120 - Salt Lake City	1,122	7.6%
2.	84119 - Salt Lake City	1,099	7.5%
3.	84118 - Salt Lake City	877	6.0%
4.	84116 - Salt Lake City	792	5.4%
5.	84104 - Salt Lake City	690	4.7%
6.	84102 - Salt Lake City	639	4.4%
7.	84123 - Salt Lake City	638	4.3%
8.	84088 - West Jordan	521	3.6%
9.	84121 - Salt Lake City	511	3.5%
10.	84604 - Provo	509	3.5%
<b>TOP TEN ZIP CODES</b>		<b>7,398 - 50.4%</b>	
11.	84084 - West Jordan	468	3.2%
<b>MARKET AVERAGE</b>		<b>489 per zip code</b>	
12.	84015 - Clearfield	443	3.0%
13.	84115 - Salt Lake City	431	2.9%
14.	84108 - Salt Lake City	424	2.9%
15.	84107 - Salt Lake City	422	2.9%
16.	84041 - Layton	413	2.8%
17.	84321 - Logan	408	2.8%
18.	84106 - Salt Lake City	403	2.7%
19.	84341 - Logan	400	2.7%
20.	84103 - Salt Lake City	375	2.6%
21.	84047 - Midvale	351	2.4%
22.	84057 - Orem	347	2.4%
23.	84601 - Provo	323	2.2%
24.	84403 - Ogden	322	2.2%
25.	84606 - Provo	320	2.2%
26.	84105 - Salt Lake City	296	2.0%
27.	84117 - Salt Lake City	294	2.0%
28.	84067 - Roy	279	1.9%
29.	84070 - Sandy	279	1.9%
30.	84058 - Orem	271	1.8%
<b>SALT LAKE CITY MARKET MARKET</b>		<b>14,667</b>	

SOURCES: 2008 Census Bureau data compiled by EASI and ad-ology.com.

## 2008 ESTIMATED BLACK HOUSEHOLDS IN THE SALT LAKE CITY MARKET

RANK OF 30	ZIP CODE OF RESIDENCE	EST. TOTAL	PERCENTAGE OF TV MARKET
1.	84041 - Layton	384	7.1%
2.	84116 - Salt Lake City	361	6.7%
3.	84401 - Ogden	319	5.9%
4.	84119 - Salt Lake City	310	5.7%
5.	84015 - Clearfield	304	5.6%
6.	84115 - Salt Lake City	253	4.7%
7.	84404 - Ogden	241	4.5%
8.	84123 - Salt Lake City	238	4.4%
9.	84104 - Salt Lake City	213	3.9%
10.	84403 - Ogden	198	3.7%
<b>TOP TEN ZIP CODES</b>		<b>2,821 - 52.1%</b>	
11.	84102 - Salt Lake City	193	3.6%
<b>MARKET AVERAGE</b>		<b>180 per zip code</b>	
12.	84067 - Roy	178	3.3%
13.	84405 - Ogden	176	3.3%
14.	84111 - Salt Lake City	175	3.2%
15.	84107 - Salt Lake City	165	3.0%
16.	84106 - Salt Lake City	163	3.0%
17.	84118 - Salt Lake City	161	3.0%
18.	84120 - Salt Lake City	154	2.8%
19.	84040 - Layton	129	2.4%
20.	84047 - Midvale	121	2.2%
21.	84103 - Salt Lake City	111	2.1%
22.	84121 - Salt Lake City	110	2.0%
23.	84056 - Hill Afb	109	2.0%
24.	84088 - West Jordan	106	2.0%
25.	82901 - Rock Springs	101	1.9%
26.	84084 - West Jordan	99	1.8%
27.	84117 - Salt Lake City	97	1.8%
28.	84105 - Salt Lake City	90	1.7%
29.	84070 - Sandy	77	1.4%
30.	84601 - Provo	77	1.4%
<b>SALT LAKE CITY MARKET MARKET</b>		<b>5,413</b>	

SOURCES: 2008 Census Bureau data compiled by EASI and ad-ology.com.

TECHNICAL AND TRADE SCHOOLS in the Salt Lake City Market

## 2008 ESTIMATED HISPANIC HOUSEHOLDS IN THE SALT LAKE CITY MARKET

RANK OF 30	ZIP CODE OF RESIDENCE	EST. TOTAL	PERCENTAGE OF TV MARKET
1.	84116 - Salt Lake City	3,858	7.4%
2.	84119 - Salt Lake City	3,576	6.8%
3.	84118 - Salt Lake City	3,165	6.1%
4.	84401 - Ogden	2,824	5.4%
5.	84104 - Salt Lake City	2,768	5.3%
6.	84120 - Salt Lake City	2,386	4.6%
7.	84601 - Provo	2,093	4.0%
8.	84047 - Midvale	2,081	4.0%
9.	84115 - Salt Lake City	2,050	3.9%
10.	84404 - Ogden	1,875	3.6%
<b>TOP TEN ZIP CODES</b>		<b>26,676 - 51.0%</b>	
11.	84084 - West Jordan	1,841	3.5%
12.	84403 - Ogden	1,800	3.4%
13.	84123 - Salt Lake City	1,780	3.4%
<b>MARKET AVERAGE</b>		<b>1,742 per zip code</b>	
14.	84015 - Clearfield	1,622	3.1%
15.	84088 - West Jordan	1,481	2.8%
16.	89801 - Elko	1,478	2.8%
17.	84041 - Layton	1,399	2.7%
18.	84606 - Provo	1,350	2.6%
19.	84074 - Tooele	1,311	2.5%
20.	84107 - Salt Lake City	1,234	2.4%
21.	84057 - Orem	1,231	2.4%
22.	84044 - Magna	1,153	2.2%
23.	84128 - Salt Lake City	1,085	2.1%
24.	84770 - Saint George	1,052	2.0%
25.	84321 - Logan	1,017	1.9%
26.	84067 - Roy	982	1.9%
27.	84102 - Salt Lake City	973	1.9%
28.	84111 - Salt Lake City	971	1.9%
29.	82901 - Rock Springs	924	1.8%
30.	84106 - Salt Lake City	914	1.7%
<b>SALT LAKE CITY MARKET MARKET</b>		<b>52,274</b>	

SOURCES: 2008 Census Bureau data compiled by EASI and ad-ology.com.

TECHNICAL AND TRADE SCHOOLS in the Salt Lake City Market

## 2008 ESTIMATED POPULATION, SPEAKS SPANISH (POP 5+) IN THE SALT LAKE CITY MARKET

RANK OF 30	ZIP CODE OF RESIDENCE	EST. TOTAL	PERCENTAGE OF TV MARKET
1.	84116 - Salt Lake City	9,614	7.7%
2.	84118 - Salt Lake City	8,440	6.7%
3.	84119 - Salt Lake City	8,188	6.5%
4.	84104 - Salt Lake City	6,829	5.4%
5.	84601 - Provo	6,334	5.1%
6.	84401 - Ogden	6,176	4.9%
7.	84120 - Salt Lake City	5,971	4.8%
8.	84606 - Provo	4,667	3.7%
9.	84047 - Midvale	4,437	3.5%
10.	84403 - Ogden	4,432	3.5%
<b>TOP TEN ZIP CODES</b>		<b>65,088 - 51.9%</b>	
11.	84084 - West Jordan	4,358	3.5%
12.	84115 - Salt Lake City	4,253	3.4%
13.	84057 - Orem	4,219	3.4%
<b>MARKET AVERAGE</b>		<b>4,179 per zip code</b>	
14.	84604 - Provo	3,703	3.0%
15.	84404 - Ogden	3,666	2.9%
16.	84321 - Logan	3,550	2.8%
17.	84123 - Salt Lake City	3,421	2.7%
18.	84088 - West Jordan	3,282	2.6%
19.	89801 - Elko	3,028	2.4%
20.	84770 - Saint George	3,005	2.4%
21.	84015 - Clearfield	2,809	2.2%
22.	84128 - Salt Lake City	2,592	2.1%
23.	84058 - Orem	2,583	2.1%
24.	89835 - Wells	2,531	2.0%
25.	84041 - Layton	2,498	2.0%
26.	84044 - Magna	2,401	1.9%
27.	84107 - Salt Lake City	2,389	1.9%
28.	84111 - Salt Lake City	2,073	1.7%
29.	84062 - Pleasant Grove	2,018	1.6%
30.	84102 - Salt Lake City	1,892	1.5%
<b>SALT LAKE CITY MARKET MARKET</b>		<b>125,359</b>	

SOURCES: 2008 Census Bureau data compiled by EASI and ad-ology.com.

TECHNICAL AND TRADE SCHOOLS in the Salt Lake City Market

## 2008 ESTIMATED POPULATION, SPEAKS ASIAN OR PACIFIC ISLAND LANGUAGE (POP 5+) IN THE SALT LAKE CITY MARKET

RANK OF 30	ZIP CODE OF RESIDENCE	EST. TOTAL	PERCENTAGE OF TV MARKET
1.	84120 - Salt Lake City	3,351	9.8%
2.	84119 - Salt Lake City	3,010	8.8%
3.	84118 - Salt Lake City	2,307	6.8%
4.	84104 - Salt Lake City	2,257	6.6%
5.	84116 - Salt Lake City	1,809	5.3%
6.	84604 - Provo	1,437	4.2%
7.	84088 - West Jordan	1,436	4.2%
8.	84123 - Salt Lake City	1,402	4.1%
9.	84084 - West Jordan	1,287	3.8%
<b>MARKET AVERAGE</b>		<b>1,137 per zip code</b>	
10.	84341 - Logan	1,004	2.9%
<b>TOP TEN ZIP CODES</b>		<b>19,300 - 56.6%</b>	
11.	84015 - Clearfield	943	2.8%
12.	84057 - Orem	919	2.7%
13.	84128 - Salt Lake City	887	2.6%
14.	84121 - Salt Lake City	876	2.6%
15.	84041 - Layton	855	2.5%
16.	84321 - Logan	854	2.5%
17.	84115 - Salt Lake City	746	2.2%
18.	84047 - Midvale	743	2.2%
19.	84601 - Provo	742	2.2%
20.	84606 - Provo	727	2.1%
21.	84067 - Roy	713	2.1%
22.	84108 - Salt Lake City	705	2.1%
23.	84102 - Salt Lake City	701	2.1%
24.	84106 - Salt Lake City	696	2.0%
25.	84058 - Orem	684	2.0%
26.	84095 - South Jordan	649	1.9%
27.	84094 - Sandy	638	1.9%
28.	84107 - Salt Lake City	594	1.7%
29.	84020 - Draper	575	1.7%
30.	84103 - Salt Lake City	568	1.7%
<b>SALT LAKE CITY MARKET MARKET</b>		<b>34,115</b>	

SOURCES: 2008 Census Bureau data compiled by EASI and ad-ology.com.

TECHNICAL AND TRADE SCHOOLS in the Salt Lake City Market

## 2008 ESTIMATED POPULATION, SPEAKS OTHER INDO-EUROPEAN LANGUAGES (POP 5+) IN THE SALT LAKE CITY MARKET

RANK OF 30	ZIP CODE OF RESIDENCE	EST. TOTAL	PERCENTAGE OF TV MARKET
1.	84121 - Salt Lake City	1,979	5.8%
2.	84604 - Provo	1,758	5.2%
3.	84107 - Salt Lake City	1,571	4.6%
4.	84116 - Salt Lake City	1,560	4.6%
5.	84106 - Salt Lake City	1,522	4.5%
6.	84118 - Salt Lake City	1,425	4.2%
7.	84606 - Provo	1,366	4.0%
8.	84103 - Salt Lake City	1,312	3.9%
9.	84119 - Salt Lake City	1,227	3.6%
10.	84117 - Salt Lake City	1,169	3.4%
<b>TOP TEN ZIP CODES</b>		<b>14,889 - 43.9%</b>	
11.	84094 - Sandy	1,107	3.3%
<b>MARKET AVERAGE</b>		<b>1,131 per zip code</b>	
12.	84102 - Salt Lake City	1,084	3.2%
13.	84010 - Bountiful	1,081	3.2%
14.	84124 - Salt Lake City	1,039	3.1%
15.	84109 - Salt Lake City	1,038	3.1%
16.	84020 - Draper	1,031	3.0%
17.	84403 - Ogden	1,025	3.0%
18.	84108 - Salt Lake City	990	2.9%
19.	84047 - Midvale	982	2.9%
20.	84123 - Salt Lake City	961	2.8%
21.	84095 - South Jordan	933	2.8%
22.	84084 - West Jordan	928	2.7%
23.	84057 - Orem	920	2.7%
24.	84093 - Sandy	912	2.7%
25.	84120 - Salt Lake City	905	2.7%
26.	84115 - Salt Lake City	872	2.6%
27.	84105 - Salt Lake City	861	2.5%
28.	84092 - Sandy	818	2.4%
29.	84041 - Layton	774	2.3%
30.	84601 - Provo	771	2.3%
<b>SALT LAKE CITY MARKET MARKET</b>		<b>33,921</b>	

SOURCES: 2008 Census Bureau data compiled by EASI and ad-ology.com.



TECHNICAL AND TRADE SCHOOLS in the Salt Lake City Market

**2008 ESTIMATED  
POPULATION, SPEAKS OTHER LANGUAGE (POP 5+)  
IN THE SALT LAKE CITY MARKET**

RANK OF 30	ZIP CODE OF RESIDENCE	EST. TOTAL	PERCENTAGE OF TV MARKET
1.	84533 - Lake Powell	1,390	12.1%
2.	84511 - Blanding	1,074	9.4%
3.	84515 - Cisco	883	7.7%
4.	84115 - Salt Lake City	580	5.1%
5.	84512 - Bluff	545	4.8%
6.	84534 - Montezuma Creek	545	4.8%
7.	84104 - Salt Lake City	457	4.0%
8.	84116 - Salt Lake City	423	3.7%
9.	84119 - Salt Lake City	383	3.3%
<b>MARKET AVERAGE</b>		<b>382 per zip code</b>	
10.	84770 - Saint George	366	3.2%
<b>TOP TEN ZIP CODES</b>		<b>6,646 - 58.0%</b>	
11.	89801 - Elko	352	3.1%
12.	84063 - Randlett	310	2.7%
13.	84123 - Salt Lake City	308	2.7%
14.	84121 - Salt Lake City	292	2.5%
15.	89831 - Mountain City	292	2.5%
16.	84105 - Salt Lake City	281	2.5%
17.	84532 - Moab	269	2.3%
18.	84111 - Salt Lake City	264	2.3%
19.	84720 - Cedar City	262	2.3%
20.	84102 - Salt Lake City	251	2.2%
21.	84118 - Salt Lake City	234	2.0%
22.	84057 - Orem	229	2.0%
23.	84321 - Logan	216	1.9%
24.	84531 - Mexican Hat	214	1.9%
25.	84107 - Salt Lake City	205	1.8%
26.	84020 - Draper	194	1.7%
27.	84026 - Fort Duchesne	193	1.7%
28.	84403 - Ogden	167	1.5%
29.	84066 - Roosevelt	143	1.2%
30.	84078 - Vernal	135	1.2%
<b>SALT LAKE CITY MARKET MARKET</b>		<b>11,457</b>	

SOURCES: 2008 Census Bureau data compiled by EASI and ad-ology.com.

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TECHNICAL AND TRADE SCHOOLS in the Salt Lake City Market



INDUSTRY  
MARKETING  
INSIGHTS



Client

[ad-ology.net](http://ad-ology.net)

## INTRODUCTION

### Client

- **What you will learn in this section:**

- **First Call Questionnaire**

Our Client Analysis is designed to answer the minimum logistical and operational questions that are likely to arise in building the client relationship.

- **Diagnosis Call**

Our version of the Needs Analysis. Using the insightful intelligence from the previous sections, our Diagnosis Call will generate Smarter questions that will educate, not interrogate, your client.

- **Suggested Uses:**

Compare your prospect/client to the Industry standards to determine their exact needs.

## ONLINE INFORMATION

### Google News

[Click here for a Google News search for Utah Applied Technology.](#)

[Click here for a Google RSS feed for Utah Applied Technology.](#)

### Technorati Blog

[Click here to search the Technorati Blog for Utah Applied Technology.](#)

[Click here for a Technorati Blog RSS feed for Utah Applied Technology.](#)

### Google Blog

[Click here to search Google Blogs for Utah Applied Technology.](#)

[Click here for a Google Blog RSS feed for Utah Applied Technology.](#)

### Twitter

[Click here to search Twitter for Utah Applied Technology.](#)

[Click here for a Twitter RSS feed for Utah Applied Technology.](#)

### Jigsaw

[Click here to search Jigsaw for Utah Applied Technology.](#)



# FIRST CALL QUESTIONNAIRE

**Client Name** Utah Applied Technology

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**Address** \_\_\_\_\_

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**City** \_\_\_\_\_ **State** \_\_\_\_\_ **Zip** \_\_\_\_\_

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**Phone** \_\_\_\_\_ **Toll-free** \_\_\_\_\_

---

**Fax** \_\_\_\_\_ **Web site** \_\_\_\_\_

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**Email** \_\_\_\_\_

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**Who is our primary contact?**

\_\_\_\_\_ **Title** \_\_\_\_\_

**Who are our other contacts?**

\_\_\_\_\_ **Titles** \_\_\_\_\_

**When was your company founded?**

\_\_\_\_\_

**By whom?**

\_\_\_\_\_

**Do you hold any trademarks, service marks, trade names, or copyrights?**

\_\_\_\_\_

**What is your slogan or positioning statement?**

\_\_\_\_\_

**What is your basic organization structure (e.g., divisions, subsidiaries)?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**When do you plan to have a final decision made?**

\_\_\_\_\_

<b>May we have copies of your logo(s)?</b>	_____	Attached	_____	To come	_____	NA
<b>What are your corporate colors?</b>	_____	Attached	_____	To come	_____	NA
<b>Do you have a Graphic Standards Manual?</b>	_____	Attached	_____	To come	_____	NA
<b>May we have a copy of your Mission Statement?</b>	_____	Attached	_____	To come	_____	NA
<b>Is there a defined timeline/schedule for this review?</b>	_____	Attached	_____	To come	_____	NA
<b>May we have a copy of your organizational chart?</b>	_____	Attached	_____	To come	_____	NA
<b>May we have a copy of your current literature?</b>	_____	Attached	_____	To come	_____	NA



Ad-ology Diagnosis Call for  
**Utah Applied Technology**

Contact: \_\_\_\_\_

Title: \_\_\_\_\_

Diagnosis by:  
Jill Kennedy  
Crowell Advertising

Started: April, 3 2009

Completed: \_\_\_\_\_



## KNOW THE CLIENT'S CLIENT

### WHO DO YOU ADVERTISE TO?

- Here are some facts about the typical target customers of Technical and Trade Schools nationwide:  
 Our research shows that target customers include the following: Recent high school graduates or adults looking to change careers.

A large client base is small businesses who will look to trade/technical schools to keep employee skills sharp.

Large businesses may also represent another customer base. Mercer Human Resource Consulting notes that 85% of large firms - those that employ 1,000 or more - have tuition-assistance or some type of education assistance programs.  
 ["Corporate Tuition Aid Appears to Keep Workers Loyal", *Wall Street Journal*, 5.21.2007]

For modeling schools, the typical characteristics of potential models are women with a height of 5'9" to 6', around size 6, 34B-24-34, and 14-21 years of age. For men the guidelines are height around 6' (a couple of inches over or under), size 40R. But, there are also specialized areas of modeling, such as plus-size and petite, that some schools may also consider.  
 [Source: Modeling Advice.com]

How would you describe your primary customer? Check all that apply.

- |                                 |                                   |                                  |   |  |
|---------------------------------|-----------------------------------|----------------------------------|---|--|
| <input type="checkbox"/> Male   | <input type="checkbox"/> Under 12 | <input type="checkbox"/> 45-54   | <input type="checkbox"/> Lower Income   | <input type="checkbox"/> Not Married                   |
| <input type="checkbox"/> Female | <input type="checkbox"/> Teens    | <input type="checkbox"/> 55-64   | <input type="checkbox"/> Average Income | <input type="checkbox"/> Not Married, Children at Home |
|                                 | <input type="checkbox"/> 19-24    | <input type="checkbox"/> 65-74   | <input type="checkbox"/> High Income    | <input type="checkbox"/> Married, Children at Home     |
|                                 | <input type="checkbox"/> 25-34    | <input type="checkbox"/> 75 plus |   | <input type="checkbox"/> Married, No Children at Home  |
|                                 | <input type="checkbox"/> 35-44    |                                  |   |  |

- Is there anything about your customer base you would change, if you could?

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TECHNICAL AND TRADE SCHOOLS in the Salt Lake City Market

3. Technical and Trade Schools typically draw from a 30 mile radius around their place of business, according to These non-residential programs serve a market than can easily commute to classes.

If you drew a circle around your business, would you say most of your customers come from within?

- 3 MILES
- 5 MILES
- 7 MILES
- 10 MILES
- 15 MILES
- Other \_\_\_\_\_

**LOCATIONS ADVERTISED**

- 3A. Are ads prepared for just this location or for others as well?

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**COMMUNICATING TO YOUR CUSTOMER**

4. Here are some top factors many people consider when choosing a Technical and Trade School: Technical and trade schools, or vocational education is generally defined to prepare students for a career that does not require a 4 year college degree.

Use this scale to rate how important these elements of your business are to the customer.

	Most Important	Very Important	Somewhat Important	Not So Important	Not Important
Resume rewrites	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Placement office	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Financial aid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Continuing education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional certification programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intern programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Convenient locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Night & weekend degree programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tutoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESL welcome	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## KNOW THE CLIENT

### ANNUAL SALES

5. Based on a survey of 30 independently owned Other Technical and Trade Schools in Wyoming compiled by the U.S. Census Bureau's latest Economic Census, annual sales average **\$0.75 MILLION** per location statewide.

Would you say your annual average per location is Higher or Lower than that?

- Much Higher
- Higher
- About the same as above
- Lower
- Much Lower

### EMPLOYEES

6. How many people does your company employ at this location? (counting full-time, part-time and independent contractors)

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- 6A. For all locations in this market? (ballpark estimates are okay)

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### EXPANSION

7. What major initiatives are you planning for the next 12 months?

- Expansion of existing location(s)
- Closing location(s)
- Adding new location(s)
- Other
- Adding product line(s)

List any details:

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**PEAK MONTHS/SEASONS**

8. Please rate your peak sales months:

CALENDAR MONTH	% OF ANNUAL SALES
JANUARY	
FEBRUARY	
MARCH	
APRIL	
MAY	
JUNE	
JULY	
AUGUST	
SEPTEMBER	
OCTOBER	
NOVEMBER	
DECEMBER	

**PERCENTAGE OF SALES**

9. What percentage of your overall sales is made up from the following?

PRODUCT CATEGORY	% OF SALES
Student tuition	
Career counseling	
Outplacement services	
Resume preparation	
Adult basic education	

**ANNIVERSARY CELEBRATIONS**

10. What year did you open for business?

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**CAUSES/CHARITIES**

11. What causes/charities do you/your company support?

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**AD SPENDING**

12. According to the IRS SOI TAX STATS for educational services [2005-2006].  
You should be investing approximately 5.6% of retail sales back into your advertising budget.

Would you say your annual ad spending is Higher or Lower than that?

- Much Higher
- Higher
- About the same as above
- Lower
- Much Lower

**CHOICE OF ADVERTISING - PLACEMENT**

13. What days of week/times of day do you typically advertise?

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**SLOGAN**

14. What is your slogan or tag line?

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TECHNICAL AND TRADE SCHOOLS in the Salt Lake City Market

15. Most businesses of 100 employees or less advertise for the following reasons, according to the 2009 *Outlook* by Ad-ology Research:

*Small Business Marketing*

- To attract different customers (79%)
- To build name recognition and awareness (66%)
- To develop sales leads/prospects for future business (55%)
- To sell more to existing customers (38%)
- To enhance/maintain image, prestige, status (35%)

Why do you advertise?

A. To attract different customers	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Sometimes
B. To sell more to existing customers	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Sometimes
C. To get customers to visit/buy more often	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Sometimes
D. To switch customers from other brands/companies	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Sometimes
E. To keep existing customers coming back (reaffirm their decision, thank them)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Sometimes
F. To increase the length of the buying season	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Sometimes
G. To promote the best price(s)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Sometimes
H. To enhance/maintain image, prestige, status	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Sometimes
I. To introduce something new (product/service/location/person)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Sometimes
J. To reintroduce/reposition something old	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Sometimes
K. To alert customers of a sales event/promotion	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Sometimes
L. To keep up with the competition	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Sometimes
M. To take business away from a competitor	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Sometimes
N. To develop sales leads/prospects for future business	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Sometimes
O. To build name recognition/retention	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Sometimes
P. To correct a misconception	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Sometimes
Q. To promote availability of brand name merchandise	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Sometimes
R. To promote limited-time rebates/promotions for brand name merchandise	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Sometimes
S. To promote service, repair or replacement parts	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Sometimes
T. To educate the consumer about a product, issue or industry	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Sometimes
U. To support/oppose a cause	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Sometimes

15A. My advertising works \_\_\_\_\_ percent of the time.

- 81% - 100%
- 61% - 80%
- 41% - 60%
- 21% - 40%
- 0% - 20%



TECHNICAL AND TRADE SCHOOLS in the Salt Lake City Market

**WHERE TECHNICAL AND TRADE SCHOOLS TEND TO ADVERTISE**

The top media used by Other Technical and Trade Schools in Utah are Cable television, yellow pages, billboards, radio, daily newspapers, Internet (websites, directories), public service announcements  
[Source: Sales Development Services, 2008]

16. What are the top three factors that determine your choice of advertising media?

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**ADVERTISING WITH US**

17. A significant number of U.S. businesses with fewer than 100 employees are planning to spend more money and attention on online marketing in the next 12 months, according to the latest Ad-ology *Small Business Marketing Outlook* for 2009. Specifically,

- 79% of those who use display/banner advertising say they plan to spend the same or more in the months ahead.
- 20% say they plan to spend more money/time on developing their company website
- 22% say they plan to spend more money/time on emailing current and prospective customers
- 25% say they plan to spend more money/time on social networking like Facebook, MySpace or LinkedIn.

Do you currently market your business in any way using the Internet - or do you plan to do so in the coming months?

Yes  No

TECHNICAL AND TRADE SCHOOLS in the Salt Lake City Market

17A. What marketing functions does your website perform for your company? Check all that apply.

- Inform customers of location, hours, general information
- Inform customers of current products/services offered
- Inform customers of new products, special events or promotions
- Generate sales through online store/ecommerce
- Generate leads for follow-up, potential new business
- Recruit new employees
- Provide customer support
- Educate people about the industry or a cause
- Other
- Do not have an active company website

17B. If you could make one change to your company's website right now, what would it be?

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17C. What forms of online marketing have you tried and were you satisfied with the benefits to your business?

	% Have Tried*	Tried+Satisfied	Tried+Not Satisfied	Intend to Use in Future
Social Networking	63%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Company website	62%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Email Marketing	60%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Search Engine Marketing (SEM)	46%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ecommerce/Online Store	40%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Display/Banner Advertising	40%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Optimizing Website for Search Engines (SEO)	NA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Blogging	30%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Online Video	23%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advertising to Mobile Devices	18%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Podcasting	17%	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\*% of US businesses with fewer than 100 employees that have used as of Fall 2008.  
 Source: 2009 Ad-ology *Small Business Marketing Outlook*

17D. Describe your online marketing strategy for the months ahead.

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17E. How do you measure your online advertising results?

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## KNOW THEIR VENDORS

### BRAND NAMES

18. What motivators are you currently using in your advertising?

<b>Adventure or bravery</b> curiosity	<input type="checkbox"/> Used in Current Ads	<input type="checkbox"/> Possible for Future Ads
<b>Affordability</b>	<input type="checkbox"/> Used in Current Ads	<input type="checkbox"/> Possible for Future Ads
<b>Ambition</b> success, moving up	<input type="checkbox"/> Used in Current Ads	<input type="checkbox"/> Possible for Future Ads
<b>Approval of others</b>	<input type="checkbox"/> Used in Current Ads	<input type="checkbox"/> Possible for Future Ads
<b>Attractiveness to others</b>	<input type="checkbox"/> Used in Current Ads	<input type="checkbox"/> Possible for Future Ads
<b>Avoidance of pain</b> relief	<input type="checkbox"/> Used in Current Ads	<input type="checkbox"/> Possible for Future Ads
<b>Beauty</b>	<input type="checkbox"/> Used in Current Ads	<input type="checkbox"/> Possible for Future Ads
<b>Cleanliness</b>	<input type="checkbox"/> Used in Current Ads	<input type="checkbox"/> Possible for Future Ads
<b>Comfort</b>	<input type="checkbox"/> Used in Current Ads	<input type="checkbox"/> Possible for Future Ads
<b>Conflict Resolution</b>	<input type="checkbox"/> Used in Current Ads	<input type="checkbox"/> Possible for Future Ads
<b>Convenience</b>	<input type="checkbox"/> Used in Current Ads	<input type="checkbox"/> Possible for Future Ads
<b>Dependability</b>	<input type="checkbox"/> Used in Current Ads	<input type="checkbox"/> Possible for Future Ads
<b>Durability</b>	<input type="checkbox"/> Used in Current Ads	<input type="checkbox"/> Possible for Future Ads
<b>Efficiency or time savings</b>	<input type="checkbox"/> Used in Current Ads	<input type="checkbox"/> Possible for Future Ads
<b>Empowerment</b>	<input type="checkbox"/> Used in Current Ads	<input type="checkbox"/> Possible for Future Ads
<b>Excitement</b>	<input type="checkbox"/> Used in Current Ads	<input type="checkbox"/> Possible for Future Ads
<b>Fear</b>	<input type="checkbox"/> Used in Current Ads	<input type="checkbox"/> Possible for Future Ads
<b>Freedom</b> choice	<input type="checkbox"/> Used in Current Ads	<input type="checkbox"/> Possible for Future Ads
<b>Fun</b>	<input type="checkbox"/> Used in Current Ads	<input type="checkbox"/> Possible for Future Ads
<b>Guilt</b>	<input type="checkbox"/> Used in Current Ads	<input type="checkbox"/> Possible for Future Ads
<b>Happiness</b>	<input type="checkbox"/> Used in Current Ads	<input type="checkbox"/> Possible for Future Ads
<b>Health or wellness</b>	<input type="checkbox"/> Used in Current Ads	<input type="checkbox"/> Possible for Future Ads
<b>Hope</b> future	<input type="checkbox"/> Used in Current Ads	<input type="checkbox"/> Possible for Future Ads
<b>Humor</b>	<input type="checkbox"/> Used in Current Ads	<input type="checkbox"/> Possible for Future Ads
<b>Love</b> romance, sex	<input type="checkbox"/> Used in Current Ads	<input type="checkbox"/> Possible for Future Ads
<b>Nationalism/Civic Pride</b> duty	<input type="checkbox"/> Used in Current Ads	<input type="checkbox"/> Possible for Future Ads
<b>Popularity or Belonging</b> cool, hip, in, fitting in	<input type="checkbox"/> Used in Current Ads	<input type="checkbox"/> Possible for Future Ads
<b>Principle or fairness</b> personal philosophy, faith, religion, spirituality, right and wrong	<input type="checkbox"/> Used in Current Ads	<input type="checkbox"/> Possible for Future Ads
<b>Safety</b>	<input type="checkbox"/> Used in Current Ads	<input type="checkbox"/> Possible for Future Ads
<b>Security</b>	<input type="checkbox"/> Used in Current Ads	<input type="checkbox"/> Possible for Future Ads
<b>Superiority over others</b> status, prestige, image	<input type="checkbox"/> Used in Current Ads	<input type="checkbox"/> Possible for Future Ads
<b>Sympathy</b> empathy	<input type="checkbox"/> Used in Current Ads	<input type="checkbox"/> Possible for Future Ads
<b>Taste or hunger</b> refreshment	<input type="checkbox"/> Used in Current Ads	<input type="checkbox"/> Possible for Future Ads
<b>Wealth</b> investment	<input type="checkbox"/> Used in Current Ads	<input type="checkbox"/> Possible for Future Ads

TECHNICAL AND TRADE SCHOOLS in the Salt Lake City Market

**Well-being of loved ones**

Used in Current Ads

Possible for Future Ads

## KNOW THEIR COMPETITORS

### COMPETITIVE ADVANTAGES

19. Here are some of the top national players. Do you consider them competitive threats?

DeVry  Yes  No  Somewhat

These companies compete with technical and trade schools nationally, but all of these may not operate in your market.

19A. What other national players do you consider to be competitive threats?

---

---

19B. Who would you consider to be your top local competition?

---

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19C. What benefits would customers gain by buying from you instead of them?

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## FINAL QUESTION

20. If I could wave a magic wand to make advertising accomplish one thing, what would it be?

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20A. Can this be quantified (put into numbers)?

---

---

20B. When does this need to be accomplished by?

---

---

20C. What obstacles must be overcome to accomplish this?

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INDUSTRY  
MARKETING  
INSIGHTS



**Methodology+Definitions**

[ad-ology.net](http://ad-ology.net)

## METHODOLOGY

### Ad-ology Life Stage Clusters

Ad-ology Life Stage Clusters are a new Generational Marketing Classification System developed based upon a Life Stage model through our partners at EASI Demographics. Life Stages are based on the concept that one's age, income, marital status and the presence of children at home are key determinates in the type homes, cars, products and services that are more likely to be purchased.

Life Stages represent a phase in a person's life based upon a set of circumstances, a phase that will eventually change. Things change; a person will get a job, get married, have kids, change jobs, kids leave, retire, and changes continue. Each stage is transitory it does not last forever. Life Stages evolve throughout a person's lifetime.

Each of the 84 Life Stage Clusters are identified by its unique combinations of significantly related demographic and consumer expenditures variables. Some of these clusters are small in number, (maybe only a few neighborhoods or a very small percent of US households) but they still form a consistent group that is statistically different from all the others.

For more information: <http://www.ad-ology.net/pdf/LifeStageClusters.pdf>

### Ad-ology Media Influence on Consumer Choice Survey

Ad-ology Research surveyed an online consumer panel of ~~~~ adults in a manner that is 98% representative of the adult population of the United States. All online survey interviewees were screened to identify and verify user information, location and demographics and to delete all duplicate/multiple entries.

The survey results were weighted by geographic region, age, race, income, marital status, presence of children in the household and gender to more accurately reflect the population. The demographic weighting parameters were derived by New York-based EASI Demographics using a special analysis of the latest U.S. Census Bureau data and other demographic and economic sources.

The margin of error for this survey is +/- ^^^^ percentage points. The margin of error in sub-groups representing purchasers of particular products/services will be higher - generally +/- !!!!! percentage points. The actual margin of error will be listed with the data displayed.

Ad-ology Research is used by over 2,000 advertising agencies, product marketing departments, and media properties across the United States. Ad-ology is a registered trademark of Sales Development Services, Inc.

The term "recently" was left to the survey respondent to determine. This determination may vary by respondent.

Product Quality refers to the quality of products/services purchased or considered.

Purchase Price refers to the amount charged to the customer for the products/services purchased or considered.

Northeast is the region defined by the U.S. Census Bureau that includes: NY, NJ, PA, CT, MA, RI, NH, VT and ME.

Midwest is the region defined by the U.S. Census Bureau that includes: OH, MI, IL, IN, WI, MO, IA, MN, ND, SD, NE and KS.

South is the region defined by the U.S. Census Bureau that includes: OK, TX, AR, LA, MS, AL, GA, FL, SC, NC, TN, KY, WV, VA, M and DE.

West is the region defined by the U.S. Census Bureau that includes: CA, OR, WA, ID, MT, WY, CO, NV, AZ, UT, AK, HI and NM.

Social Media was defined as social networking sites, blogs, online opinion/review sites, reader feedback/comments, online feedback sites, and message boards.

Videos was defined for survey participants as "video watched online or downloaded."

Product Reviews was defined for survey participants as "product reviews and/or comments from other buyers."

Email was defined for survey participants as any "newsletter or advertisement" received by email.

Higher Income is defined as annual household income of \$100,000 and up.

Middle Income is defined as annual household income between \$35,000 and \$100,000.

Lower Income is defined as annual household income of \$35,000 and under.

Sports Sponsorship was defined for survey participants as "sponsorship of a sports team, league or event."

Cause Marketing was defined for survey participants as "support of a cause or charity that is important to you."

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TECHNICAL AND TRADE SCHOOLS in the Salt Lake City Market

Television includes all information or advertisements provided by broadcast TV, cable TV or other forms of TV that is NOT watched online.

Radio includes all information or advertisements provided by broadcast radio, satellite radio or other forms of radio that is NOT listen to online.

Magazines include all information or advertisements provided by national magazines, city/local magazines or other magazines.

Newspapers include all information or advertisements provided by daily newspapers, Sunday newspapers, suburban newspapers or other types of newspapers that are NOT read online.

Out-of-Home was defined for survey participants as "advertisements seen outside your home" and includes outdoor media/billboards and movie screen advertising.

Direct Mail was defined for survey participants as "advertisements mailed to you" and includes all forms of advertising received in one's mailbox including catalogs, circulars and billing stuffers.

For more information: <http://www.ad-ology.net>

**Ad-ology Research**

Ad-ology Research was founded to analyze key marketing trends in over 370 industries and what motivates end-customers to make decisions about which products they buy and where they buy them. These insights allow marketers to craft and deliver an effective value proposition, drive channel optimization and increase market share, as well as to obtain and consult clients more efficiently. Ad-ology Research is used by over 75 advertising agencies and product marketing departments, as well as more than 2,000 media properties across the United States. More information is available on the Internet at: [www.Ad-ology.net](http://www.Ad-ology.net).

Ad-ology Research was created as a division of Sales Development Services (SDS), Inc. in December 2005. Ad-ology's parent company is based in Westerville, Ohio and was founded in October 1989. Ad-ology is a registered trademark of SDS.

Ad-ology Research  
600 North Cleveland Ave - Suite 260  
Westerville, Ohio 43082  
(614) 794-0500

For more information:

**Ad-ology Small Business Marketing Outlook**

Ad-ology Research surveyed an online consumer panel of 863 U.S. small-business owners on October 15-16, 2008. All online survey interviewees were screened to identify and verify user information, location and demographics, and to delete all duplicate/multiple entries.

The margin of error for this survey is +/- 3.34 percentage points. Of all respondents, 285 indicated they spent more than \$1,000 on advertising in the preceding 12 months. The margin of error in this sub-group is + / - 5.8 percentage points. The remaining 578 did not spend at least \$1,000 in the preceding 12 months. The margin of error for this sub-group is +/- 4.08 percentage points.

Respondents were self-classified as principal/partial owner, sales manager or advertising/marketing manager of a small business in the United States. Business sectors surveyed included Retail or Automotive, Banking/Financial/Insurance, Food Services/Restaurant/Accommodations, Entertainment/Sports/Arts/Recreation, Professional Services, Medical or Education, Manufacturing or Wholesale, and Other.

Ad-ology Research is used by over 2,000 advertising agencies, product marketing departments, and media properties across the United States. Ad-ology is a registered trademark of Sales Development Services, Inc.

Small Business was defined as a business in the United States with less than 100 employees. Respondents were self-classified as principal/partial owner, sales manager or advertising/marketing manager of a small business in the United States.

For more information: <http://www.ad-ology.net>

## Consumer Expenditure Survey

Consumer Expenditure data is for the full year 2007 based on the latest Consumer Expenditure Survey released by the U.S. Bureau Labor Statistics in November 2008.

The Survey consists of two components. The first is a diary survey completed for two consecutive one-week periods and the second an interview in which a comprehensive survey of expenditures is reviewed every three months and repeated every three months for five time periods. This second rotating interview sample consists of 5,000 consumer units per quarter (3 months). The interview survey includes large expenditures such as property, automobiles, and major appliances or other expenditures that occur on a regular basis. This interview survey includes about 95% of all expenditures.

These data are used by The Bureau of Labor Statistics to revise the market basket of goods and services used in the Consumer Price Index. A consumer unit is all members of a particular household who are related by blood, marriage adoption or other legal arrangement or a person living alone or sharing a household or a room or 2 or more people living together who share responsibility for 2 out of 3 of the major expenditures (food, housing, and other expenses).

Expenditures are defined as transaction costs including sales taxes, of goods and services acquired during the survey year.

Consumer unit means members of a household consisting of (a) occupants related by blood, marriage, adoption, or some other legal arrangement; (b) a single person living alone or sharing a household with others, but who is financially independent; or (c) two or more persons living together who share responsibility for at least 2 out of 3 major types of expenses: food, housing, and other expenses. Students living in university-sponsored housing also are included in the sample as separate consumer units.

Reference person means the first member mentioned by the respondent when asked to 'Start with the name of the person or one of the persons who owns or rents the home.' It is with respect to this person that the relationship of other consumer unit members is determined.

Total expenditures means the transaction costs, including excise and sales taxes, of goods and services acquired during the interview period. Estimates include expenditures for gifts and contributions, as well as payments for pensions and personal insurance. Income The combined income earned by all consumer unit members 14 years or older during the 12 months preceding the interview.

The components of income are wages and salaries; self employment income; Social Security and private and government retirement income; interest, dividends, and rental and other property income; unemployment and workers' compensation and veterans' benefits public assistance, Supplemental Security Income, and Food Stamps; rent or meals as pay; and regular contributions for support, such as alimony and child-support payments.

Quintiles of income before taxes means categories of income reporters, ranked in ascending order of income and divided into five equal groups. The lower limit shown in the quintiles of income before taxes indicates the amount of income before taxes of the lowest ranked consumer unit in each income quintile.

For more information: <http://www.bls.gov/cex/csxfags.htm>

## Definitions

For the results displayed from this survey, the following definitions were used:

The term "recently" was left to the survey respondent to determine. This determination may vary by respondent.

**Product Quality** refers to the quality of the Pharmacies purchased or considered.

**Purchase Price** refers to the amount charged to the customer for the Pharmacies purchased or considered.

**Northeast** is the region defined by the U.S. Census Bureau that includes: NY, NJ, PA, CT, MA, RI, NH, VT and ME.

**Midwest** is the region defined by the U.S. Census Bureau that includes: OH, MI, IL, IN, WI, MO, IA, MN, ND, SD, NE and KS.

**South** is the region defined by the U.S. Census Bureau that includes: OK, TX, AR, LA, MS, AL, GA, FL, SC, NC, TN, KY, WV, VA, MD and DE.

**West** is the region defined by the U.S. Census Bureau that includes: CA, OR, WA, ID, MT, WY, CO, NV, AZ, UT, AK, HI and NM.

**User-Generated Content** was defined as social networking sites, blogs, online opinion/review sites, reader feedback/comments, online feedback sites, and message boards.

**Videos** was defined for survey participants as "video watched online or downloaded."

**Product Reviews** was defined for survey participants as "product reviews and/or comments from other buyers."

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TECHNICAL AND TRADE SCHOOLS in the Salt Lake City Market

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**Magazines** include all information or advertisements provided by national magazines, city/local magazines or other magazines.

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**Direct Mail** was defined for survey participants as "advertisements mailed to you" and includes all forms of advertising received in one's mailbox including catalogs, circulars and billing stuffers.

For more information:



**PEW Internet & American Life Project Tracking Survey**

This data is based on the findings of a daily tracking survey on Americans' use of the Internet by the Pew Internet & American Life Project.

Results are based on data from telephone interviews conducted by Princeton Survey Research Associates International between Apr 8 to May 11, 2008, among a sample of 2,251 adults, 18 and older. For results based on the total sample, one can say with 95% confidence that the error attributable to sampling and other random effects is plus or minus 2.4 percentage points. For results based on Internet users (n=1,553), the margin of sampling error is plus or minus 2.8 percentage points. In addition to sampling error, question wording and practical difficulties in conducting telephone surveys may introduce some error or bias into the findings of opinion polls.

The sample for this survey is a random digit sample of telephone numbers selected from telephone exchanges in the continental United States. The random digit aspect of the sample is used to avoid listing bias and provides representation of both listed and unlisted numbers (including not-yet-listed numbers). The design of the sample achieves this representation by random generation of the last four digits of telephone numbers selected on the basis of their area code, telephone exchange, and bank number.

New sample was released daily and was kept in the field for at least five days. The sample was released in replicates, which are representative subsamples of the larger population. This ensures that complete call procedures were followed for the entire sample. At least 10 attempts were made to complete an interview at sampled households. The calls were staggered over times of day and days the week to maximize the chances of making contact with a potential respondent. Each household received at least one daytime call in an attempt to find someone at home. In each contacted household, interviewers asked to speak with the youngest male currently at home. If no male was available, interviewers asked to speak with the youngest female at home. This systematic respondent selection technique has been shown to produce samples that closely mirror the population in terms of age and gender. All interviews completed on any given day were considered to be the final sample for that day.

Non-response in telephone interviews produces some known biases in survey-derived estimates because participation tends to vary for different subgroups of the population, and these subgroups are likely to vary also on questions of substantive interest. In order to compensate for these known biases, the sample data are weighted in analysis. The demographic weighting parameters are derived from a special analysis of the most recently available Census Bureau's Annual Social and Economic Supplement. This analysis produces population parameters for the demographic characteristics of adults age 18 or older, living in households that contain a telephone. These parameters are then compared with the sample characteristics to construct sample weights. The weights are derived using an iterative technique that simultaneously balances the distribution of all weighting parameters.

The Pew Internet Project is an initiative of the Pew Research Center, a nonprofit 'fact tank' that provides information on the issues, attitudes and trends shaping America and the world. The Pew Internet Project explores the impact of the internet on children, families, communities, the work place, schools, health care and civic/political life. The Project is nonpartisan and takes no position on policy issues. Support for the project is provided by The Pew Charitable Trusts.

For more information: <http://www.pewinternet.org>

January  
2009

# Report on the Impact of the Economy On College Enrollment

A Co-Sponsored Study Conducted By



Enrollment Management  
Product Solutions

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## Introduction

There is no doubt that the distressed state of the current economy is injecting a great deal of uncertainty among college-bound students and their parents with regard to college selection and, more fundamentally, their ability to pay. The key question for enrollment managers relates to how that uncertainty will impact upcoming enrollment, as well as retention of current students. Financial aid managers will be particularly interested in understanding the heightened concern and new questions raised by students and parents as they seek to finance a college education in a climate of economic recession and tightened credit.

This research is designed to provide senior management of colleges and universities with actionable data they can use to understand and react to the potential changes in college enrollment decision-making resulting from these volatile and uncertain economic conditions. It will put numbers to many assumptions being discussed relative to the current plans and future behaviors of prospective students who are slated to enroll in the Fall of 2009.

## A Co-Sponsored Study

Over 20 public and private institutions throughout the United States participated in this co-sponsored study. Collectively, the participating institutions contributed over 10,000 names of students who are likely to enroll in college in the Fall of 2009. The combined list included students from all 50 states, and households from a full range of socio-economic and demographic strata.

## About Longmire and Company

Longmire and Company is a 22 year old marketing, research and consulting company that has worked with over 200 public and private four-year institutions throughout the United States. Our work centers on providing enrollment managers with the tools and information they need to grow and control enrollment, as well as retain the students they have.

If you need additional information or have questions, please contact Bob Longmire, President, Longmire and Company, Inc. at (913) 492-1265.

## Methodology

The survey instrument (attached at the conclusion of this report) contained 19 questions relating to student preferences in college selection and the economic issues that will influence enrollment. Sixty-six data points were collected in the questionnaire. In addition to quantitative data, several survey questions captured qualitative data relating to: how current economic conditions may influence college selection; perceived values that may mitigate perceptions of high cost, and; the kinds of advice that student and parents may find particularly helpful from the financial aid managers.

The survey was mailed to households in mid-November and addressed to, "The Parents Of..." the college-bound student. In mid-December, an invitation to complete a web-based version of the survey was e-mailed to all students who had not responded to the print survey.

## Volume of Responses and Confidence Level

The volume of returned surveys for this project yields a maximum sampling error of +/- 3.03% at the 95% confidence level. This signifies that in no more than 5% of similar studies would a sample of the same size yield results varying by more than the margin of error from the results of the current study.

As of January 5, 2009, 1,030 responses have been collected and tabulated.

## Geographic Definitions

For the purposes of this report, the United States is divided into regions that conform to those defined by the National Association for College Admission Counseling in their annual *State Of College Admission Report*. They are as follows:

**New England**-Maine, Vermont, New Hampshire, Massachusetts, Connecticut, Rhode Island

**Middle States**-New York, Pennsylvania, New Jersey, Maryland, Delaware, District of Columbia

**South**-Kentucky, Virginia, Tennessee, North Carolina, South Carolina, Louisiana, Mississippi, Alabama, Georgia, Florida, Arkansas

**Midwest**-Ohio, West Virginia, Indiana, Michigan, Illinois, Wisconsin, Missouri, Iowa, Minnesota, North Dakota, South Dakota, Nebraska, Kansas

**Southwest**-Arizona, Texas, Oklahoma, New Mexico

**West**-Alaska, California, Hawaii, Oregon, Washington, Nevada, Utah, Idaho, Montana, Wyoming, Colorado

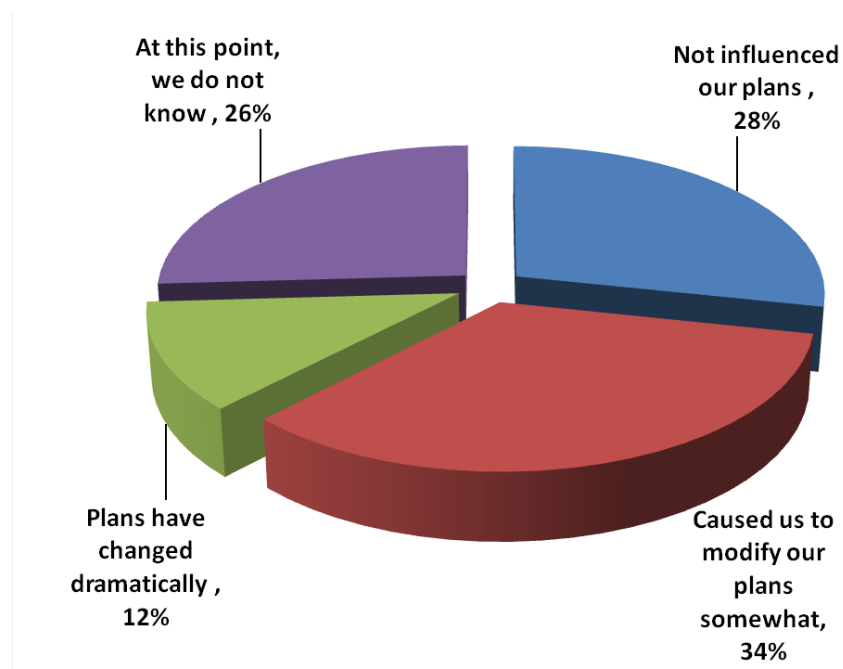
## Change of Plans

Nearly half of the households surveyed say that their plans for college have either changed “dramatically” or “somewhat” because of the current economic conditions. Households in the New England and the South regions report the highest frequency of potential “dramatic change” (21% and 20%, respectively).

Approximately one-quarter of households are unsure at this point whether or how the current economic situation will impact their college plans. Many are unsure because potential critical events that could impact their household have yet to play out. A high number of respondents in this group report possible layoffs, business closures, home foreclosures and other sources of lost income in the near term.

However, a similar percentage (28%) said current economic conditions will not influence their plans for college “at all”. This is especially true in the Middle States region where 38% indicate that their plans for college will not be influenced by the economy.

### Degree To Which College Plans Have Changed Because Of Current Economic Climate



About 40% of respondents indicated that changes to their family’s financial situation had impacted their plans for college. The most frequently cited financial change involved household income reduction due to the national or local economy (64%). This was followed by 19% in which one or more parents lost a job. 23% provided other reasons, including illness or disability in the family, a significant reduction in the value of investments, or the likelihood of a parental job loss.

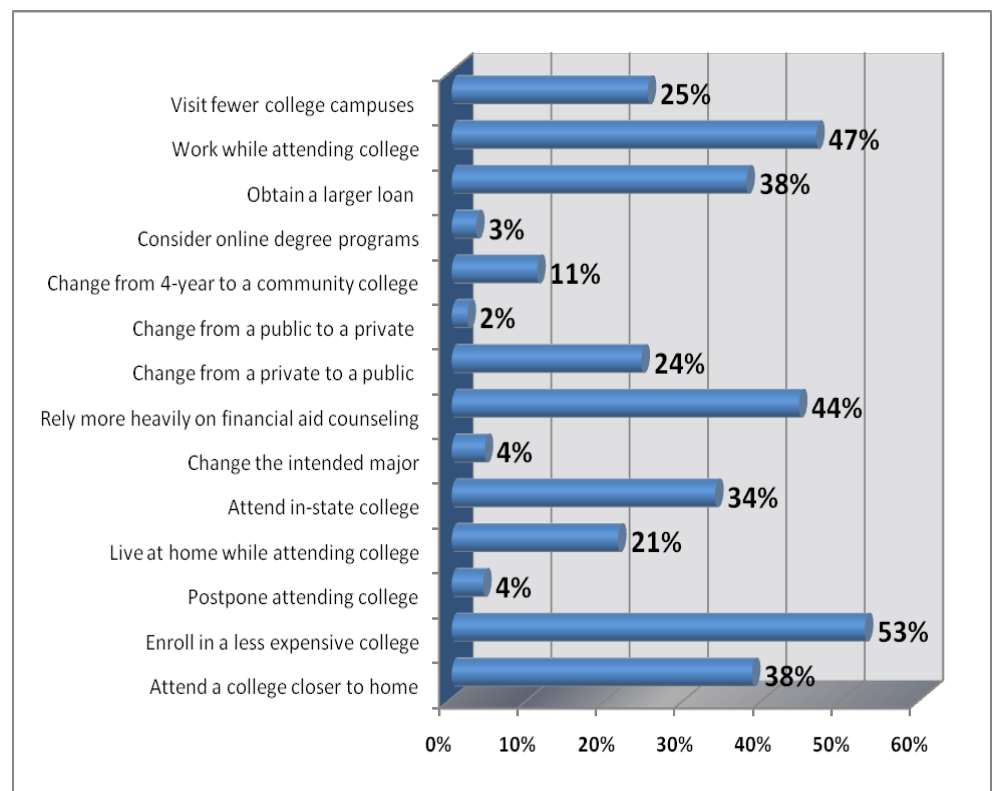
## Changes In Family's Plans About College Because of Economy

	Nationally	Middle States	Midwest	New England	South	Southwest	West
Not influenced our plans	28%	38%	29%	30%	23%	28%	24%
Caused us to modify our plans somewhat	34%	27%	34%	27%	35%	36%	37%
Plans have changed dramatically	12%	11%	10%	21%	20%	9%	11%
At this point, we do not know	26%	24%	27%	21%	23%	28%	28%

### What Will Change

When asked how their college plans may change as a result of the current economy, the most commonly cited responses were: “enroll in a less expensive college”; “work while attending college”; “rely more heavily on financial aid counseling”; “obtain a larger loan”, and; “attend a college closer to home”. The New England region recorded the highest percentage of respondents who indicated that they are likely to enroll in a less expensive college (64%). The two regions that came closest to this percentage of responses were the Middle States and West regions, both of

### Potential Changes In College Plans



which indicated 53% of respondents predicting the need to enroll in a less expensive college.



## The Community College Option

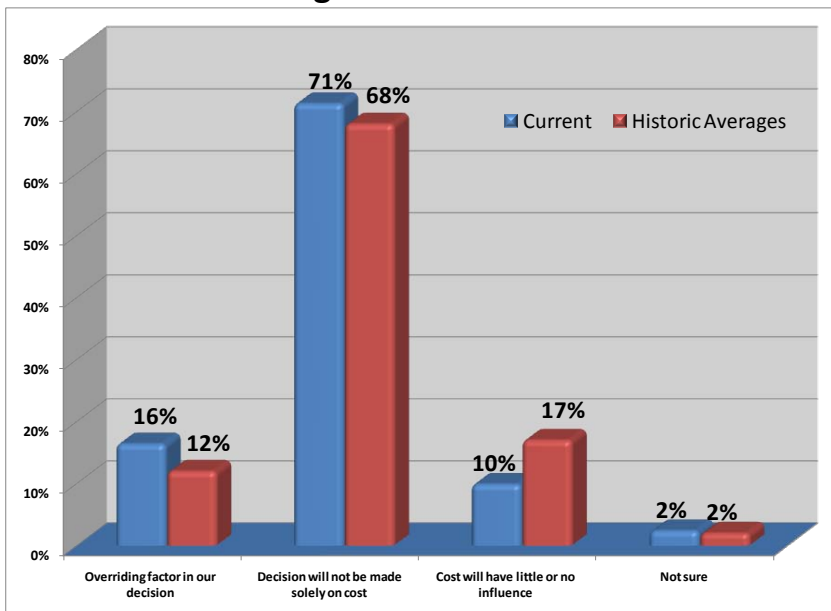
Regarding a potential shift of enrollment from four-year institutions to community colleges, 11% of this study's respondents indicate a likelihood of doing so. The region of the country most likely to see a change from enrollment in four-year institutions to community colleges is the West region. There, 14% of respondents indicate this likelihood.

## Role of Cost

When asked what role cost will play in their college selection, approximately 16% indicate that cost will be the "overriding factor" in their decisions. This is a higher percentage than Longmire and Company has observed over the last decade in which we have surveyed tens of thousands of students and households. The historic average has been 12%. Historically, 17% of households have indicated that cost will have "little or no influence" over their

alternate selection of a college. The current study indicates that just 10% of households indicate that cost will have little or no influence. The New England and South regions of the country have the highest percentage of households indicating that cost will be in an overriding factor (25% in each region).

**Role of Cost In College Selection**



**Role of Cost in College Selection**

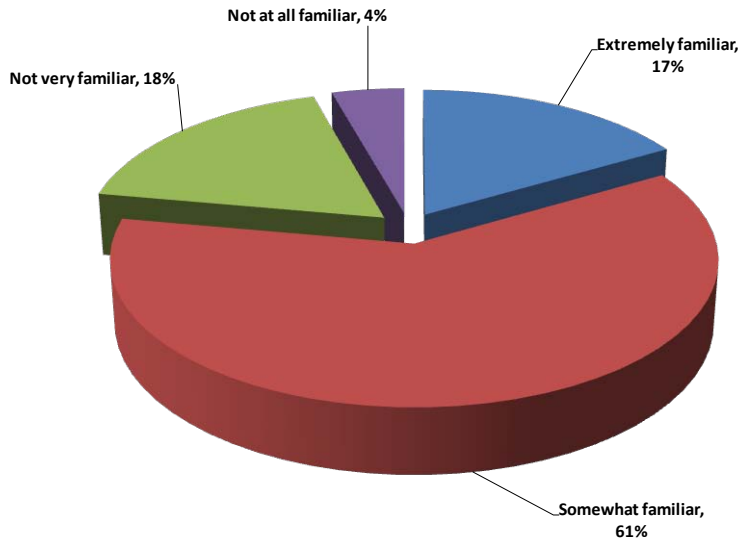
	Nationally	Middle States	Midwest	New England	South	Southwest	West
Overriding factor in our decision	16%	17%	13%	25%	25%	15%	17%
Decision will not be made solely on cost	71%	66%	78%	56%	66%	69%	66%
Cost will have little or no influence	10%	12%	8%	13%	7%	15%	13%
Not sure	2%	4%	2%	6%	2%	2%	4%

## Seeking Aid

Approximately 96% of households will seek financial aid and/or scholarships. While the aid/scholarship package will be

Predictably, households with less than \$80,000 in annual income spend more time researching their options for financial aid, scholarships and grants. Many students and parents feel completely lost and

### Familiarity with Available Aid

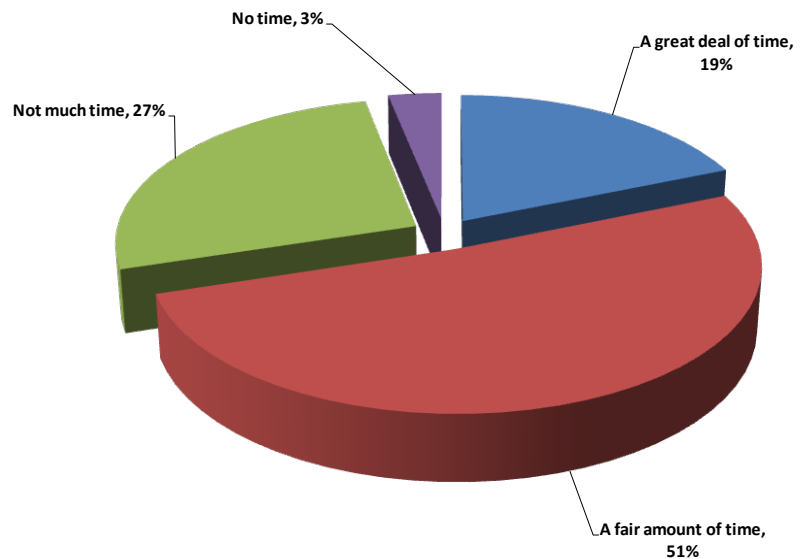


uninformed when it comes to saving, paying and financing a college education. Respondents were asked to indicate what advice and counsel a college could provide them that would be particularly helpful with regard to finding ways to pay for college. The answer most frequently given to this question was, “to help uncover additional scholarships and grants” (38%). Respondents also indicated a desire to be well-served. Nearly 20% indicated that they want “clear explanations”, “help and guidance” and “honesty”.

an important factor, four in ten respondents say it will not be the sole criterion upon which their college selection is based.

Even with the increased need and reliance on financial aid and scholarships to pay for college, a high percentage of households remain unfamiliar with their options and spend little or no time seeking knowledge about those options. 22% of households are “not very” or “not at all” familiar with the financial aid, scholarships, grants, loans, and other sources available to them for paying for college. 30% have spent “no time” or “not much time” researching their options.

### Time Spent Researching Aid Options



Conversely, about 20% have spent a “great deal of time” researching their options for scholarships, grants, and financial aid.

## More “Expensive” Remains in the Game

The elasticity of considering a “higher priced” institution in the current economic climate was tested by asking respondents to indicate their likelihood of reconsidering a college that they initially believed to be “too expensive” if the institution could demonstrate greater value. 76% of respondents indicated that they would be “somewhat” or “very likely” to consider the

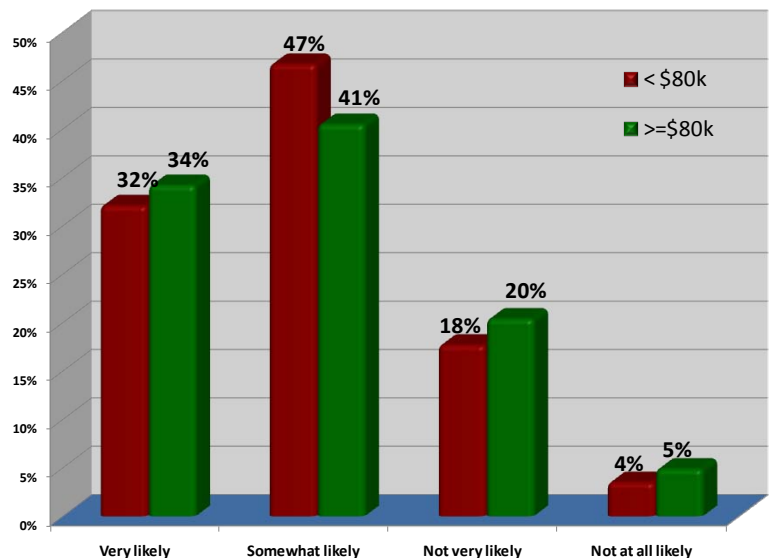
more expensive institution if it could deliver greater value. Further, respondents were asked to specify the “extra value” that would make their additional investment worthwhile. While 38% indicated that additional scholarships and financial aid would provide the extra value, 62% mentioned non-financial values. These included, “a track record of students gaining high paying jobs upon graduation”, “guaranteeing graduation in four years”, and “superior internship and work-study opportunities”.

### Likelihood of Reconsidering a College Initially Perceived As Too Expensive

	Nationally	Middle States	Midwest	New England	South	Southwest	West
Very likely	33%	31%	32%	16%	38%	43%	31%
Somewhat likely	43%	44%	45%	48%	41%	38%	44%
Not very likely	19%	19%	19%	29%	19%	16%	22%
Not at all likely	4%	6%	4%	7%	3%	4%	4%

Added Values	Percent Mentioning
Additional scholarships/aid	38%
Job placement	12%
Academic programs that are superior	10%
Internship/Work-Study opportunities	6%
Campus activities/programs/facilities	6%
Non-tuition expense reduction	5%
Religious/Spiritual focus	4%
Specific major I am interested in	4%
Four-year graduation guarantee	4%
Personal attention	4%
Reputation	2%
Play sports	2%
Graduate school preparation	2%
Other	1%

### Likelihood by Household Income Level



## Managing the Expense of College

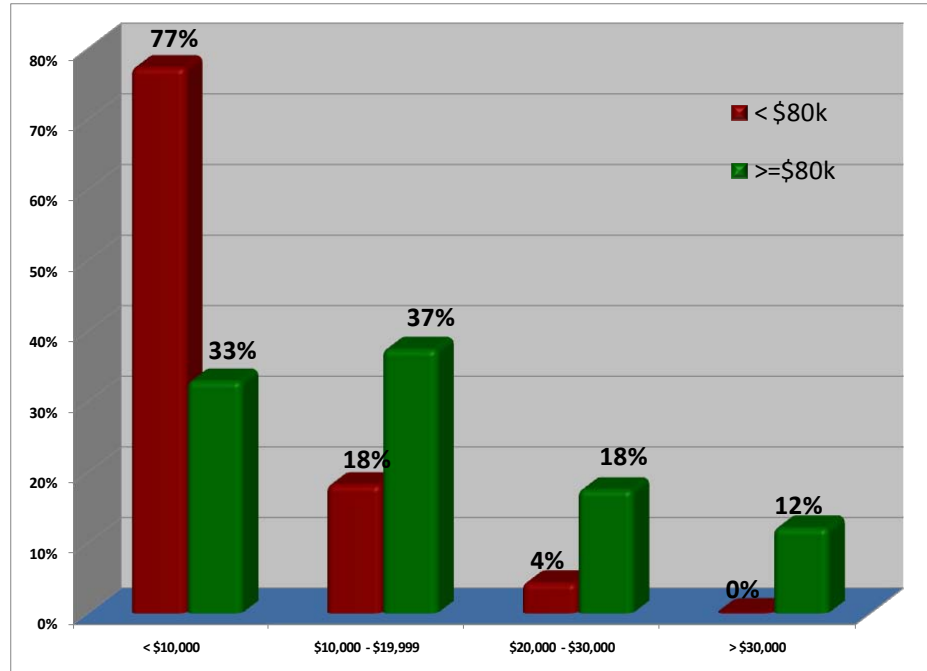
Respondents were asked which will weigh more heavily in their college selection decision: the amount of scholarships, grants and tuition discounts a college offers, or the actual out-of-pocket expense to attend the college after all scholarships, grants, and discounts. 74% indicated that the actual out-of-pocket expense weighs more heavily in their college selection. This factor was less critical for respondents in the New England region where 61% felt this way. In this region, 39% believed that the package of scholarships, grants and discounts is a more decisive factor.

Approximately 68% of households indicate that they will finance their child's college education through cash generated from family income. For households earning less than \$80,000 annually, 57% will pay for college through cash from household income. For households earning over \$80,000, 81% will pay for college through

current family income.

Approximately 54% of respondents say that they can pay no more than \$10,000 annually in out-of-pocket expenses for

**Annual Out-of-Pocket Expense Limit (by income level)**



college. The Middle States region registers the largest capacity for out-of-pocket expenditures with 19% indicating they can afford \$20,000 to \$30,000 annually and 10% indicating they can afford over \$30,000 annually.

The capacity for out of pocket expenditures is influenced greatly by household income. For households with annual incomes of less than \$80,000, 77% cannot afford over \$10,000 annually. For

### Which Will Weigh More Heavily In College Selection Decision

	Nationally	Middle States	Midwest	New England	South	Southwest	West
Amount of scholarships, grants and discounts	26%	29%	22%	39%	33%	26%	27%
Actual out-of-pocket expenses	74%	71%	78%	61%	68%	74%	73%

households above \$80,000, 67% can afford \$10,000 and 30% can afford expenditures greater than \$20,000.

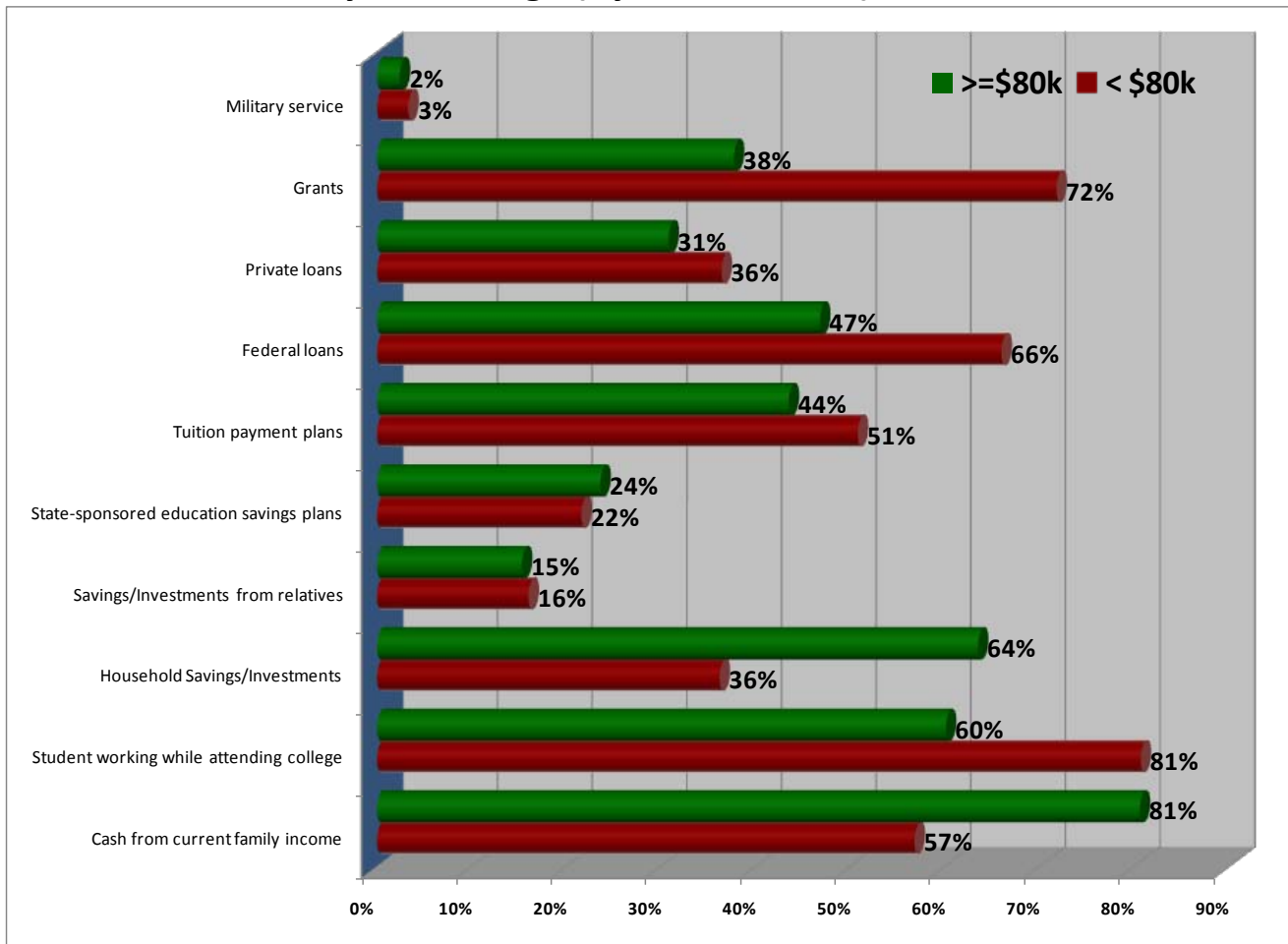
In the Midwest region, 76% of students will work to help pay for college. This compares to a low of 55% of those in the New England region in which the student

will work while attending college. 60% of students in households within the higher income bracket will work while attending college compared to 81% of students working from households of less than \$80,000 annual income.

### Sources Used To Pay For College

	Nationally	Middle States	Midwest	New England	South	Southwest	West
Cash from current family income	68%	66%	66%	55%	70%	77%	72%
Student working while attending college	69%	66%	76%	55%	66%	57%	66%
Household Savings/Investments	50%	48%	46%	42%	51%	46%	69%
Savings/Investments from relatives	15%	19%	11%	15%	15%	20%	24%
State-sponsored education savings plans	22%	23%	23%	9%	30%	19%	19%
Tuition payment plans	46%	47%	47%	42%	45%	47%	42%
Federal loans	55%	58%	64%	70%	38%	47%	47%
Private loans	33%	43%	36%	30%	30%	27%	27%
Grants	54%	55%	56%	67%	46%	47%	55%
Military service	3%	1%	2%	3%	4%	1%	6%

### Sources Used To Pay For College (by income level)

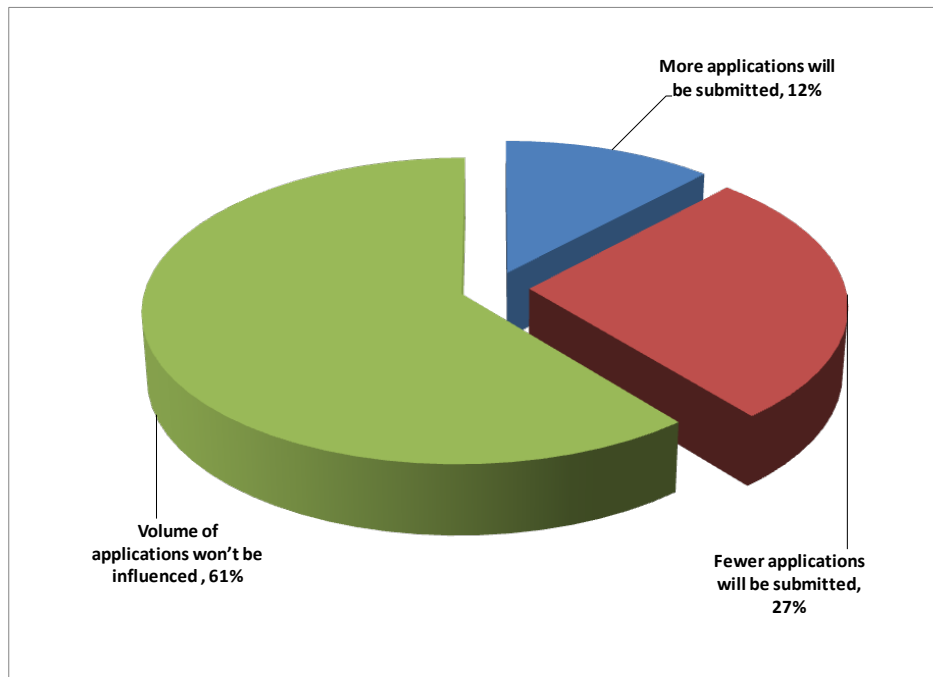




## Impact on Application Volume

With regard to the economy's influence on application volume, 27% of respondents will submit fewer applications as a result of the current economic climate. This is more pronounced in the South region of the country in which nearly 40% say they will submit fewer applications. The size of an institution's endowment could be a driver of applications. Approximately 33% of respondents indicate that the existence of a large endowment is attractive when deciding where to apply.

### Impact of the Economy on Volume of Applications Submitted



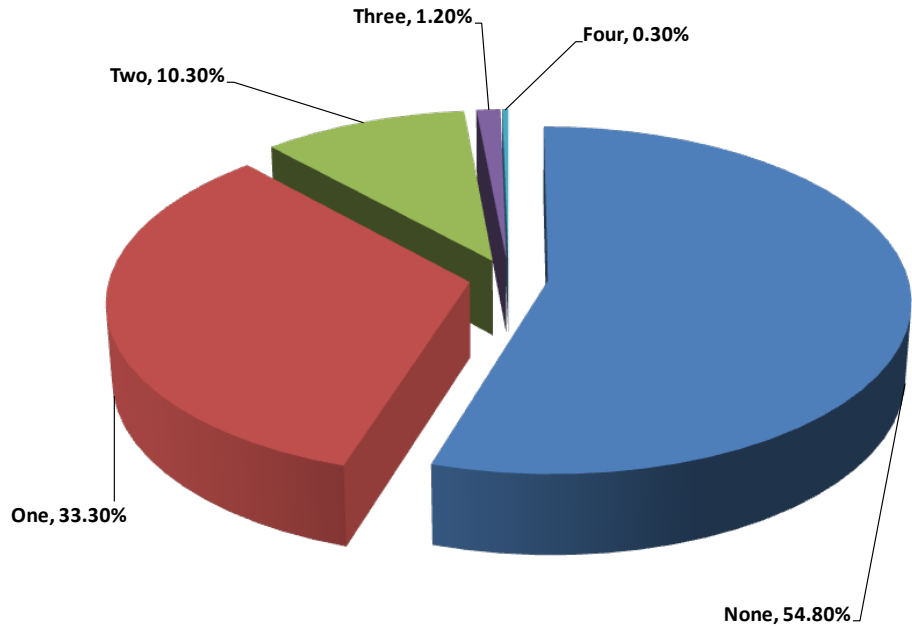
### Change In Expected Application Volume (by region)

	Nationally	Middle States	Midwest	New England	South	Southwest	West
More applications will be submitted	12%	11%	13%	16%	11%	11%	12%
Fewer applications will be submitted	27%	22%	26%	16%	38%	27%	24%
Volume of applications won't be influenced	61%	67%	61%	68%	52%	62%	64%

## Retention

Approximately 45% of the households surveyed have multiple children enrolled in college and 62% indicated that the current economy will not preclude them from returning next term. 10% indicated that their potential return might be impacted by economic circumstances.

**Number of Children Currently Enrolled In College**



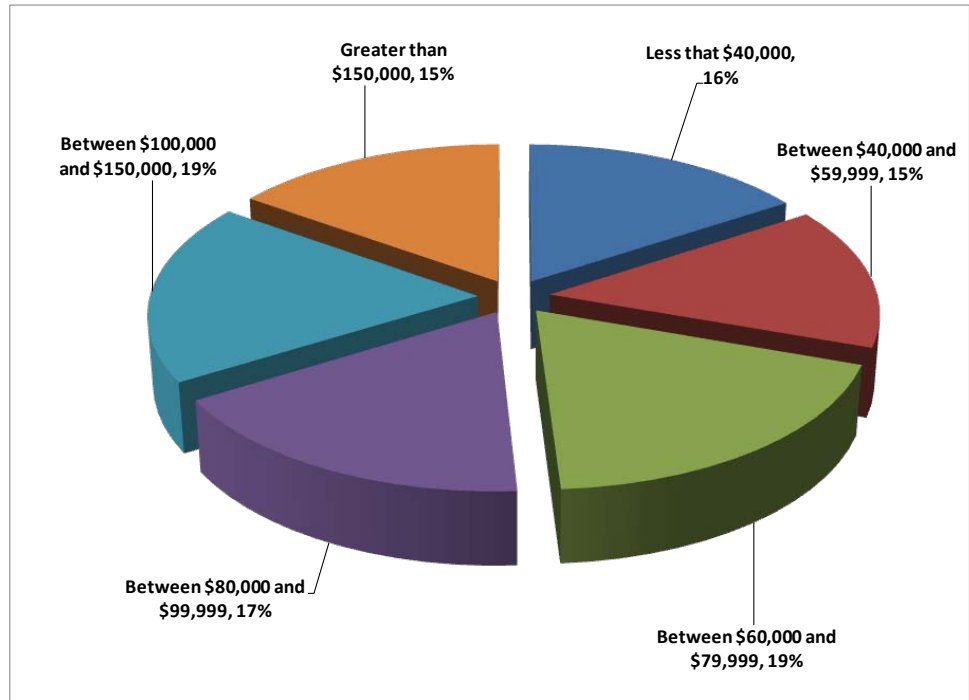
Will Economy Impact Re-enrollment							
	Nationally	Middle States	Midwest	New England	South	Southwest	West
Yes	10%	6%	13%	6%	7%	9%	7%
No	62%	66%	58%	65%	62%	64%	68%
Not sure	29%	28%	29%	29%	31%	26%	25%

## Income and Ethnicity

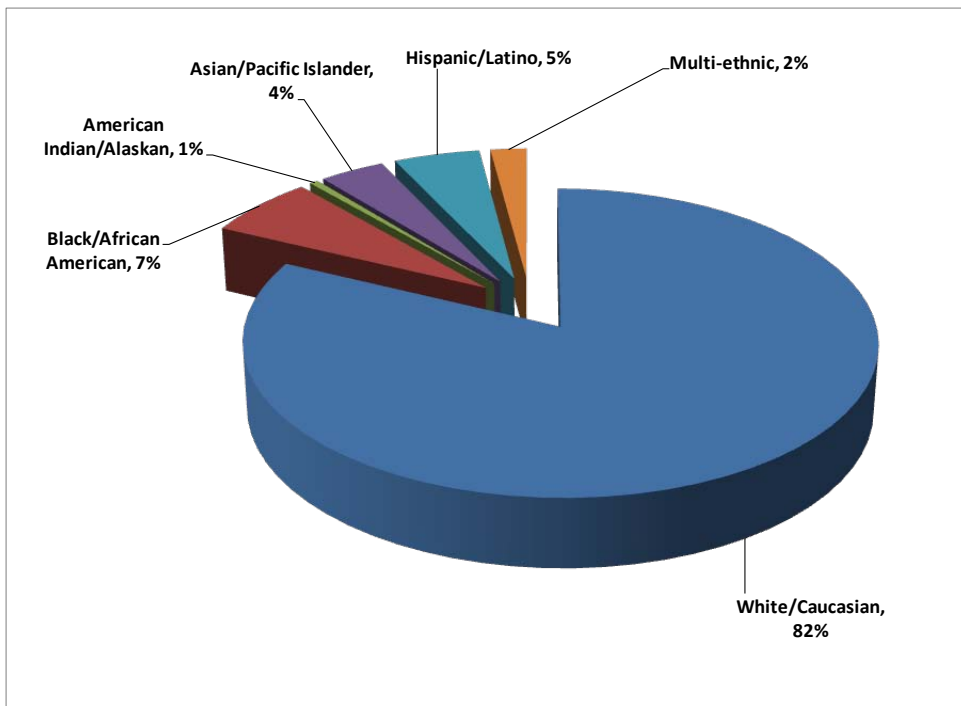
Demographically, the households surveyed for this project represented an even distribution across income strata.

With regard to ethnicity, a sizable majority (82%) are classified as White/Caucasian.

### Distribution of Sample By Household Income



### Distribution by Ethnicity



# Survey

*Please complete the survey and mail in the enclosed postage-paid envelope.*

**1) To what degree have your family's college plans changed in the last 18 months as a result of the current economic climate?**

- The current economic situation has not influenced our plans for college at all.
- The economic situation has caused us to modify our plans somewhat.
- Our plans have changed dramatically as a result of the current economic situation.
- At this point, we do not know if or how the economic situation will affect our plans.

**2) What may change in your college plans because of the current economy? (Check all that apply.)**

- Attend a college closer to home.
- Enroll in a less expensive college.
- Postpone attending college.
- Live at home while attending college.
- Attend in-state college.
- Change the intended major.
- Rely more heavily on financial aid counseling.
- Change from a private to a public institution.
- Change from a public to a private institution.
- Change from a four-year to a community college.
- Consider online degree programs.
- Obtain a larger loan than originally planned.
- Work while attending college.
- Visit fewer college campuses before deciding.

**2a) In what other ways might your plans for college be impacted by current economic conditions?**

**3) Which type of institution do you most prefer to attend?**

- Four-year private
- Four-year public
- Two-year community
- No preference

**4) In the spaces provided, please write in the name(s) of the college(s) to which you have applied. Please write them in order of your preference.**

**Please write in the name of your:**

Check which college you are most likely to attend.

First choice college: \_\_\_\_\_  
(full college name and location)

Second choice college: \_\_\_\_\_  
(full college name and location)

Third choice college: \_\_\_\_\_  
(full college name and location)

**5) Will you seek financial aid and/or scholarships to help pay for college?**

- Yes
- No (skip to Question 6)

**5a) If yes, will the financial aid/scholarship package you receive be the single most important factor in selecting a college?**

- Yes
- No

**6) How would you characterize your familiarity with of the full range of financial aid, scholarships, grants, loans and other sources available to families for paying for college?**

- Extremely familiar
- Somewhat familiar
- Not very familiar
- Not at all familiar

**7) How much time have you spent searching for special college scholarships, grants, and financial aid options?**

- A great deal of time
- A fair amount of time
- Not much time
- No time

**8) What role will cost play in your ultimate decision of where to attend college?**

- <sup>1</sup>  Cost will be the overriding factor and we'll choose the college that costs the least.  
<sup>2</sup>  Cost is extremely important but our decision will not be made solely on the basis of cost.  
<sup>3</sup>  Cost will have little or no influence over which college is selected.  
<sup>4</sup>  Not sure.

**8a) How likely is it that you might reconsider a college that you initially believed to be "too expensive" if it could demonstrate greater value?**

- <sup>1</sup>  Very likely                      <sup>3</sup>  Not very likely  
<sup>2</sup>  Somewhat likely            <sup>4</sup>  Not at all likely

**8b) What extra value could the college offer to make your additional investment worthwhile?****9) What advice and counsel could a college provide you that would be particularly helpful with regard to finding ways to pay for college?****10) Which one of the following will weigh more heavily in your college selection decision? (Please check one.)**

- <sup>1</sup>  The amount of scholarships, grants and other tuition discounts that a college offers.  
<sup>2</sup>  The actual out-of-pocket expenses to attend the college, after all scholarships, grants and discounts.

**11) After all loans, scholarships, grants and discounts, what is the maximum annual out-of-pocket expense your family can afford for tuition, fees and living expenses?**

- <sup>1</sup>  Less than \$10,000                      <sup>3</sup>  Between \$20,000 and \$30,000  
<sup>2</sup>  Between \$10,000 and \$19,999    <sup>4</sup>  Over \$30,000

**12) Which of the following sources will be used to pay for college? (Check all that apply.)**

- <sup>1</sup>  Cash from current family income.                      <sup>6</sup>  Tuition payment plans.  
<sup>2</sup>  Student working while attending college.            <sup>7</sup>  Federal loans.  
<sup>3</sup>  Household Savings/Investments.                      <sup>8</sup>  Private loans.  
<sup>4</sup>  Savings/Investments from relatives.                      <sup>9</sup>  Grants.  
<sup>5</sup>  State-sponsored education savings plans.            <sup>10</sup>  Military service.

<sup>11</sup>  Other (please specify) \_\_\_\_\_

**13) How many children in your family are currently enrolled in college? \_\_\_\_\_**  
(If none, skip to Question 14)**13a) In which institution(s) are they enrolled?****13b) Will the economy impact their ability to return next term to the institution they now attend?**

- <sup>1</sup>  Yes                      <sup>2</sup>  No                      <sup>3</sup>  Not sure

**14) Have any negative changes to your family's economic situation impacted your decisions about college?**

- <sup>1</sup>  Yes                      <sup>2</sup>  No (skip to Question 15)

**14a) If yes, please check any of the following household economic changes that will affect your decision?**

- <sup>1</sup>  One or more parents lost their job.  
<sup>2</sup>  One or more parents relocated due to their job.  
<sup>3</sup>  One or more parents changed their job or occupation.  
<sup>4</sup>  Household income was reduced due to the local/national economy.  
<sup>5</sup>  Other (please specify) \_\_\_\_\_

**15) How will the current economic situation influence the number of college applications you submit?**

- <sup>1</sup>  More applications will be submitted.  
<sup>2</sup>  Fewer applications will be submitted.  
<sup>3</sup>  The number of applications submitted won't be influenced by economic situations.

**16) How does the size of an institution's endowment influence your decision to apply at that institution?**

- <sup>1</sup>  More likely to apply to an institution if its endowment is relatively large.  
<sup>2</sup>  Less likely to apply if the endowment is relatively small.  
<sup>3</sup>  The size of the endowment will not influence our decision to apply.

**17) Which of the following best reflects your family's combined household income?**

- <sup>1</sup>  Less than \$40,000                      <sup>4</sup>  Between \$80,000 and \$99,999  
<sup>2</sup>  Between \$40,000 and \$59,999      <sup>5</sup>  Between \$100,000 and \$150,000  
<sup>3</sup>  Between \$60,000 and \$79,999      <sup>6</sup>  Greater than \$150,000

**18) To which ethnic group do you belong?**

- <sup>1</sup>  White/Caucasian                      <sup>4</sup>  Asian/Pacific Islander  
<sup>2</sup>  Black/African American              <sup>5</sup>  Hispanic/Latino  
<sup>3</sup>  American Indian/Alaskan            <sup>6</sup>  Multi-ethnic

**19) Please tell us who you are.**

- <sup>1</sup>  Mother              <sup>2</sup>  Father              <sup>3</sup>  Student              <sup>4</sup>  Other (specify) \_\_\_\_\_





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**APPENDIX B: SECRET SHOPPER REPORT**



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## APPENDIX B: SECRET SHOPPER REPORT

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Competitor/Logo: ITT Technical Institute

Locations: Over 100 across the nation – only one in Utah; located at 920 Levoy Drive in Murray.

Target Audience: Based on the website, it looks like they're targeting young to middle aged folks who are seeking additional education. The fields of study offered on the website appear to be a little different from the average vocational college – they sound more like the majors offered at a University (i.e.: construction management, Public Health related degrees, MBA).

Products/Services: They offer six different schools of education with a “blend of traditional academic content and applied learning concepts”. In addition to brick and mortar schools, they have online classes where similar degrees can be earned, as well as advanced degrees, such as an MBA, can be earned.

Competitive Advantage/Differentiator: Many nation-wide campuses and a huge market share: their schools combined granted the largest percentage of the total number of associate and bachelor degrees awarded in the U.S. in electronics in 2001, the most recent year for which data is available.

**Messaging:**

Mission Statement:	“At ITT Technical Institutes, we are committed to helping men and women develop the skills and knowledge to pursue many opportunities in today's fastest growing career fields.”
Key Positioning Statement:	For people who want to learn hands-on skills to enter the workforce in a new field, or make more money in an current one.

**Web Presence:**

URL:	<a href="http://itt-tech.edu/">http://itt-tech.edu/</a>
Design:	<b>Where 1 is the lowest, 10 is the highest:</b> Aesthetics: 8 Functionality: 8 Ease of Information Location: 8 Overall: 8
Content (limited, extensive)	Extensive
Primary purpose (informational, building community, fund raising, other)	Informational and Recruitment
Online registration:	Yes
Interactive components:	Yes – Application, Brochure Request, etc.

### **ITT Technical Institutes Post-Secret Shopping Reflections:**

I was greeted promptly at the door by two young receptionists and explained to them why I was there – I had no reservation for a tour, but they were certain that they could get somebody to help me out. I sat down and filled out a brief questionnaire and while I was filling it out, the “first impression specialist” (as the nameplate said) offered me something to drink. I figured I’d accept – and she brought me a can of Cranberry juice, which was quite nice. A small thing, but it lends itself to professionalism.

After filling out the information form, a guy named Kelly came out to greet me. He took me back into a one on one style room and gave me the overview of what ITT Tech does with the help of a PowerPoint presentation. While the PowerPoint wasn’t very visually impressive, there were TV spots woven throughout it that were real life testimonials of ITT Tech grads – that was pretty cool.

Kelly knew his stuff. He readily fielded all of the questions I had, and was more than willing to give me a tour and some information on the school. He gave me information one each of the four main courses of study that they offer, and after I picked one that sounded most interesting to me, he went through the courses that are offered in that type of field. After that, he gave me a walk-through of different labs that are used for the IT/Networking style degree that I had expressed an opinion in.

The details: in their last graduating class of 26, all except for one person had a job right out of school with a median income of ~\$31,000. That’s impressive – I doubt any college or university could boast that. Cost is \$468 per credit hour, which works out to about \$40,000 for a bachelor’s degree. Not bad.

All in all, I was genuinely impressed by these guys. Granted, they’re big, nation-wide and good at what they do – but it was an impressive tour of the place. The hour and a half meeting re-structured my thoughts and impressions about what a vocational college is like – at some level, it had me re-thinking my degree from BYU and what it did/didn’t get me. There were lots of wasted, boring classroom hours filled with learning that was only for the exam that didn’t get me anywhere, and the hands-on part of things really impressed me.



Competitor/Logo: Stevens-Henager College

Locations: 4 Campuses in Utah – Logan, Ogden, Orem and Salt Lake City. I visited SLC.

Target Audience: Not stated outright anywhere, but seems to be the same targeted demographic as ITT Technical Institute – folks of any age who are looking to advance their career and get a job that pays better than their current one.

Products/Services: They offer degrees at three levels – associates, bachelors, and masters, of a pretty wide variety of types.

Competitive Advantage/Differentiator: They give each student a laptop computer for use while they’re going to school – and when they graduate, they get to keep it. Their offering of advanced Masters level degrees is something that ITT Tech didn’t offer. The building itself was much nicer and felt more like an actual college building as opposed to a community college building, which ITT definitely felt like.

Messaging:

Mission Statement:	Stevens-Henager College was established in 1891 and has trained generations of graduates for new careers in high demand jobs.
Key Positioning Statement:	Our unique high-value programs prepare you with multiple skills so you can acquire numerous certifications and/or licenses within your field. That means more job choices for you.
Support Points:	

Web Presence:

Has a Web site:	Yes
URL:	<a href="http://www.stevenshenager.edu">www.stevenshenager.edu</a>
Design:	<b>Where 1 is the lowest, 10 is the highest:</b> Aesthetics: 6 Functionality: 7 Ease of Information Location: 9 Overall: 7
Content (limited, extensive)	Extensive – information on all of their degrees is present, locations, and an easy to find 1-800 number.
Primary purpose (informational, building community, fund raising, other)	Information and Recruitment
Online registration:	No – you have to call a 1-800 number.
Interactive components:	Not a whole lot – most pages refer you to the phone number.

## **Stevens-Henager Post-Secret Shopping Reflections:**

When I called ITT Tech, I got the receptionist at the actual campus. When I called Stevens-Henager, I got somebody at a general number. I initially thought this would lead to an annoying sales pitch call, but it wasn't that at all. While I don't think she was at the campus (as I called a general 1-800 number) she took all of my information and really knew what she was talking about. She took my address, phone number and asked me some basic questions – I set up the time and went on over there at the appointed time.

I immediately felt like it was a nicer place than ITT Tech – the building itself is much more impressive and as noted above, felt more like a building that one would find on a University campus as opposed to a community college campus. The staff was extremely accommodating, and I only had to fill out one sheet's worth of information as opposed to the 4 that ITT Tech wanted from me, which was nice. If you're there for an informational meeting, the form shouldn't require your life story!

I met a nice older gentleman who had a markedly less formal attitude than the ITT Tech guy. While both of them were casual, the ITT Tech guy felt like it was casual with a tinge of salesperson in there – I felt none of that at Stevens-Henager. I would compare him to a caring Grandpa – I got the impression that he wanted what was best for me, and wasn't out to sell me anything. The presentation/information he gave me wasn't off of a PowerPoint; it was out of the binder which he gave me to take, so I could reference the information – that was nice, as the information can then be reviewed at a later point in time at your leisure.

He explained the programs available that they offered, which I found to be of a much wider variety and scope than ITT Tech – not only did they offer advanced level degrees, but they were in fields that ranged into the medical side of things, while ITT Tech stayed towards the technical style fields. The cost appeared to be about the same – roughly \$35k for a Bachelor's Degree, and about \$17k for a Master's Degree, both in Healthcare related fields, which I was discussing with him. I noted that some of the degrees got markedly more expensive – as I recall, a respiratory therapist degree was upwards of \$65k. Those numbers are rough estimates – I didn't get to keep that sheet.

He was deliberate in explaining how they will assist you in every step of your education – ranging from acquiring the financial aid needed to attend the school (“we're not just going to hand the forms to you and send you home – we'll sit down with you and help you actually fill out the forms so you can get as much help as possible.”) which I found extremely appealing. Financial Aid and loan applications are extremely daunting tasks, even to a 20 year old. He talked openly about the fact that 95% of graduates leave school and go right into the workforce – and the other 5% essentially chose to not get a job.

The rest of the campus was just as nice as the waiting room area – it just felt infinitely more professional and credible on an aesthetic level. To compliment that, it felt much more professional on an academic level, as well. If I were choosing between ITT Tech and Stephens-Henager, it would be a no-brainer decision – S-H, hands down.

Competitor/Logo: Eagle Gate College\_

Locations: Only in Utah – three locations – Layton, Salt Lake City, and Murray.

Target Audience: Seems to be the same as the others – anybody who’s looking to advance their level of education and earn more money.

Products/Services: They offer somewhat similar degrees to the other schools, but I would say of the three I’ve looked at so far, they offer the most “career oriented” degrees – as opposed to learning to be an RN, they offer courses on how to be a medical transcriptionist. As opposed to learning how to be a respiratory therapist, they offer massage therapist training. That said, they offer degrees that others don’t – web design and accounting to name a few.

Competitive Advantage/Differentiator: Not quite sure how I feel about it, but as I was on their page a chat prompt popped up out of nowhere with a real human being on the other end of the line asking me if I had any questions for her. It was handy, but it really creeped me out at the onset. I use the internet pretty often, and I’ve never seen anything like that.

**Messaging:**

Mission Statement:	Eagle Gate College offers top-notch career education in Utah. Accredited degrees, flexible courses, and accelerated programs allow you to finish faster.
Key Positioning Statement:	Eagle Gate College is committed to your success while attending our college and after you graduate.
Support Points:	

**Web Presence:**

Has a Web site:	Yes
URL:	<a href="http://www.eaglegatecollege.edu">www.eaglegatecollege.edu</a>
Design:	<b>Where 1 is the lowest, 10 is the highest:</b> Aesthetics: 7 Functionality: 7 Ease of Information Location: 9 Overall: 8
Content (limited, extensive)	Extensive – all you need to apply and research a degree can be found.
Primary Purpose	Informational and Recruitment
Online registration:	Yes – Easy to find link for it, too.
Interactive components:	Chat Dialog Box that popped up.



## **Eagle Gate College Post-Secret Shopping Reflections:**

The chat dialog box thing as mentioned above was totally unique. While it was handy and saved me a phone call, it came out of nowhere and was somewhat intrusive feeling. Amanda, the representative and I chatted for about 3 minutes; at the end of which she said she'd have somebody contact me. I let her know that I had a limited time window – so when the chat ended at 11:15 AM, I was curious to see how long it would take to get a return call. Heather called me at 11:27 – not too shabby! However, unlike the other schools thus far, she couldn't just bring me over. There are 3 folks that do orientation and tours, and she was booked for the afternoon. But said she'd call me at 12:15, regardless of whether she could squeeze me in or not. A return call didn't come until 4:15, so we scheduled an appointment then.

My appointment with Heather actually overturned the negative impression left by the lack of a return call quite quickly – she was by far the most counselor-esque of the three folks I've met with thus far. In comparison to Heather, the other two felt more like salesmen than somebody who's trying to figure out what makes you tick, which Heather really did. She talked to me about who I am, what I've been up to, and really took an interest in my situation. She administered a 15 minute general knowledge style quiz, which consisted of general vocabulary/math/reasoning questions, and was able to look up my score from her computer to identify whether I would be a right fit academically speaking for the school, which I was.

After that was done, she gave me the whole informational discussion about what courses they offer, really going into depth on each one of the (relatively speaking) limited number of subject matters they offer degrees in. They offer courses of study that result in bachelor's degrees and others that are simply there to get you certified in a field where a bachelor's degree won't buy you much (such as massage therapy and physical fitness training). The prices for degrees seem to be comparable to the others – about \$4,000 a quarter, and most degrees get done in 7 quarters – so roughly \$30k by the time that all is said and done. All of your books are included in that, and some of the courses have a few more expenses to cover materials.

The tour of the college was more impressive in some ways and less than others. I'm sure their location has restriction on what they can and can't have – as they're on the bottom floor of a high-rise in the middle of downtown SLC – so there are some spatial limitations. Rooms like the one for the medical career oriented students were considerably smaller and less impressive than those at the other schools. However, the massage room felt like I had stepped into a day spa – dark, quiet, tranquil – it would be a perfect learning environment for that trade. The physical fitness trainer room felt like I had stepped into a small Gold's Gym – all sorts of weight lifting machines so they can train you hands on. It was pretty impressive, and was far and away better for those fields of study than the other schools, which had nothing of the sort.

My overall impression was that it was a really nice place with a great staff, but if you want a serious academic degree, one of the other schools may be a better choice.

Competitor/Logo: Everest College

Locations: Campuses are scattered all across the US in roughly 25 of the 50 United States.

Target Audience: Seems to be the same as the others – anybody who's looking to advance their level of education and earn more money.

Products/Services: Instructors with "real world training" offer practical hands-on training in approximately 20 different fields of study.

Competitive Advantage/Differentiator: Even after my visit to the school, I really didn't see anything overwhelmingly unique about the school itself. However, I did notice a more effective element of cohesion to their documents and materials – they had a very firm, set color scheme and a running theme to all of their documents and materials – which I got a TON of. Went home with tons of info, a little overkill in my opinion. They have a mock pharmacy on campus, which was impressive. No mention of accreditation, which the other 4 boasted about; in hindsight, seemed sketchy.

Messaging:

Mission Statement:	Career Training for Life.
Key Positioning Statement:	With over 90 campuses in the Everest Career Education Network, you'll get the education you need to get on with your life.

Web Presence:

Has a Web site:	Yes
URL:	<a href="http://www.everest.edu">www.everest.edu</a>
Design:	<b>Where 1 is the lowest, 10 is the highest:</b> Aesthetics: 9 Functionality: 8 Ease of Information Location: 9 Overall: 9
Content (limited, extensive)	Extensive – a very smooth and intuitive website, by far the most advanced of the 5 schools featured here.
Primary Purpose	Informational and Recruitment
Online registration:	Yes – very brief form, which is enticing.
Interactive components:	Chat Dialog Box that popped up, see below. Video testimonials of students.

### **Everest College Post-Secret Shopping Reflections:**

The same style of auto chat dialog box popped up – but this one was much more poorly programmed, as it kept having noticeable, annoying glitches. If you're going to throw that chat window in somebody's face, it had better work flawlessly. Furthermore, the girl couldn't help connect me to the Salt Lake campus, so at the end of it all, it really was a waste of my time. It felt very scripted and wrote, as opposed to a human being conversation.

Called the 1-888 number to setup an appointment – I was sent to some sort of central hub where all of my information was gathered, and was re-routed after that over to the campus where I set up an appointment for one hour from that time, which was nice. The campus, aesthetically, is the least impressive thus far from the outside – it's in a strip mall next to a Quizno's – not exactly higher education like in appearance. Inside, I got the impression that nobody knew I was coming. I waited for about 10 minutes before I was asked for my last name, at which time, the guy I was meeting with was standing right there, un-occupied the whole time. Kind of frustrating.

My tour guide was a younger guy, probably mid-20s. His presentation was a lot clumsier than the others; fortunately he had a very scripted presentation to give me which kept him on track. I've been to some timeshare presentations in my day, and the feel of the information he was giving me had a slight air of those presentations to it. Not quite sure what it was, but something about the leading questions and well designed paperwork made it look like that style of presentation. Again, if it hadn't of been for the well-guided tour, I don't think the employee would have been worth much.

The campus was somewhat interesting, but really didn't offer anything huge that made it stand out from the others. There was a complete mock pharmacy which was pretty cool – but other than that, it looked like the other schools with all of the same things that the other places think are unique as well - a cadaver, computer labs, a mini-library, bottled water, etc. They have a referral program which he stopped to tell me about – if you refer a family/friend and they enroll, you get an imitation iPod. May impress some, but again to me, it felt very reminiscent of a timeshare scheme.

After the tour was done, he offered to sit me down with a financial aid assistant to help me start looking at the financial side of things. I decided to skip that (as it probably would have led to pressing questions which would have revealed my identity as a secret shopper) and just asked him about the cost and the length of the degrees I had been looking at. Their scheduling is quite similar to the other schools – day classes are from 8 to 1 and evening classes are from 5 to 10. The cost of a credit hour depends on the course of study, ranging from about \$250 to \$350. The bachelors programs are around 192 credits, and the associates are about 90 credits – so you're looking at roughly \$49,000 for a Bachelor's in Applied Management.

While Everest had an aesthetically designed webpage and presentation, the whole thing somehow felt very cold and sterile. While he took me from room to room after the presentation, I realized about 20 minutes into to the hour and a half visit that it just wasn't a place that I would want to go to school.

Competitor/Logo: Utah Career College

Locations: Just 3 – and only in Utah – Layton, West Jordan, and Orem.

Target Audience: Seems to be the same as the others – no real target demographic – anybody who has money and is looking for an education, really.

Products/Services: They offer about 10 different fields of study which cover lots of the same fields as the other schools – accounting, health related fields, etc.

Competitive Advantage/Differentiator: From what I could see at the onset, it seemed like a smaller version of one of the previous schools that I had attended. No real distinguishing factors were glaringly obvious, but after the process was over, I would say that they were second to Eagle Gate in the department of counselor like caring and questioning. The whole presentation I was given was in flash online – I noted the URL – can be viewed at [www.utahcollege.edu/presentation](http://www.utahcollege.edu/presentation). Very heavy focus on military individuals – was asked 3 times if I had been in any branch of service.

Messaging:

Mission Statement:	The mission of Utah Career College is to provide high quality education, enabling graduates to reach career and life goals through knowledge and skills training that meets the needs of business, industry, and government.
Key Positioning Statement:	As a career college, we focus on providing students with high-demand skills that offer good employment opportunities, and design our degree programs accordingly.

Web Presence:

Has a Web site:	Yes
URL:	<a href="http://www.utahcollege.edu">www.utahcollege.edu</a>
Design:	<b>Where 1 is the lowest, 10 is the highest:</b> Aesthetics: 7 Functionality: 10 Ease of Information Location: 9 Overall: 8.5
Content (limited, extensive)	Extensive – it’s got it all. Perhaps my favorite of the 5 overall. It’s not overwhelmingly pretty, but it gets the job done well.
Primary Purpose	Informational and Recruitment
Online registration:	Yes – very brief form, which is enticing.
Interactive components:	Limited to text boxes primarily, nothing flashy.

## Utah Career College Post-Secret Shopping Reflections:

The Utah Career College again wasn't much to look at – which had me wondering if I was in for another run with a facility that was as painstaking as my Everest College experience was. However, it was more pleasant than that for sure.

My tour guide was a very nice younger gentleman who had a much more professional air about him than anybody else so far – which at the end of the day really isn't a bad thing. This is a college that you're applying to, after all – it shouldn't be overwhelmingly casual, and it shouldn't feel like a sales pitch. The presentation that he gave me wasn't a PowerPoint based presentation, nor was it out of a binder – it was all out of an internet browser. Which means that if you'd like, you can have the same overview of the college that I did at [www.utahcollege.edu/presentation](http://www.utahcollege.edu/presentation). I don't think it's intended for the mass market, but I just made sure to mentally note the URL.

Of the 45 minutes we sat behind the desk, I'd say only 10 minutes of it was information about the actual school – the other 35 were questions about me. He basically gave me a career aptitude style examination orally – asking me what my strengths/weaknesses were, what my favorite classes in high school were, what classes I needed tutoring were, what my GPA was, etc. After all of that, he then told me about the various programs they offered, and asked which I thought I would like best. At that point, he told me that he was going to “make an official recommendation” and asked me to just hang tight for a minute. While I sat there, he reviewed my answers and came up with the “official” verdict: that I would be a great student at UCC and that I would excel in the Health Sciences department of their school. It seemed interesting at the time, but in hindsight, it felt a bit gimmicky and premature. If I haven't even made the decision to attend the school, why are they trying to match me up with the perfect course of study?

The tour of the campus was nice, but overall, smaller than the others. The one main distinguishing feature was that they offered a series of Veterinary courses. Since that wasn't what the aptitude test revealed I would be good at, I didn't get to see that building – but it was off by itself and he said that they had real animals there for hands on learning, which definitely was something unique about these guys. The rest of it felt like the others – library, bookstore, student lounge, computer lab, that sort of thing.

After we got done with the tour, he found a guy named Doc to come over and chat with me – Doc is the head of the Health and Exercise Science department, and I was genuinely impressed by him. Seemed to know what he was talking about, and was quite kind. He told me about how their students are getting hands on training other students at a local gym – the offer non-health students free training sessions and the health students do the training. A novel concept, really – benefits both groups of their student base, which I thought was pretty cool. Doc seemed like he had years of experience in the field and took a genuine interest in me – so genuine that I even started to feel a tad guilty being a secret shopper!

UCC was a nice place – and could be a really nice fit for some folks.

Competitor/Logo: Utah College of Applied Technology – Davis Campus

Locations: 8 Colleges, 79 Instruction Institutions across the state

Target Audience: Seems to be the same as the other schools. Again, nowhere is it spelled out in so many words – but seems to be folks of any age who want to make more money and learn a trade.

Products/Services: They offer associate of applied technology degrees and various certificate style trainings as well.

Competitive Advantage/Differentiator: Much cheaper than the other schools, more vocationally driven than the rest. Partially funded via tax dollars according to Allen Turner, the guy I met with. Bachelors/Masters degrees are nowhere in sight – and since you’re going for more technology degrees, it seems like the most you’ll get out of your education there is a certification.

Messaging:

Mission Statement:	The mission of the Utah College of Applied Technology (UCAT) is to provide, through its regional campuses, market-driven career and technical education to both secondary and adult students that meet the demand by Utah employers for technically skilled workers.
Key Positioning Statement:	This is accomplished through competency-based education and training programs, which may be long-term, short-term, apprenticeship, or custom-designed for individual employer needs.

Web Presence:

Has a Web site:	Yes
URL:	<a href="http://www.ucats.org">www.ucats.org</a>
Design:	<b>Where 1 is the lowest, 10 is the highest:</b> Aesthetics: 5 Functionality: 6 Ease of Information Location: 9 Overall: 7
Content (limited, extensive)	Extensive – to get to the individual colleges, it relies on a flash applet that doesn’t work 50% of the time.
Primary Purpose	Informational and Recruitment
Online registration:	Yes – not on the main UCAT site, on the individual ones.
Interactive components:	Aforementioned flash applet.

## **Utah College of Applied Technology at Davis Secret Shopping Reflections:**

From the first phone call, I knew this place was different from the rest – and not for the better. I called the Davis campus to attempt to schedule a tour and was told that they have one guy that does that – Allen Turner. He wasn't in, so I left a voice mail. No return call came after two days, so I called and left a 2<sup>nd</sup> voice mail. The day after that, he called me back and gave me his email address so we could coordinate a time. This whole process, all things considered, took about two weeks, 3 phone calls, and 6 emails on my part to coordinate a time. The email replies were sent from his Blackberry and were one or two word answers. The reason it took so long was because he's a one man army – and it was hard to find a time that would work for him.

Compare that to any of the other experiences I had – where I would call, and be over at the campus in an hour sitting down with a personal attendant helping me with a PowerPoint style tour of the campus and what they have to offer! It was markedly different.

Allen and I finally decided on a 9:30 meeting time. He then emailed me to let me know that he had a meeting before that would let out early, so we probably could meet sooner, seeing how I had to leave the campus by 10. That in mind, I arrived at 9:15. I walked down a long hall with no sign of a receptionist in sight, meandering around aimlessly. I finally saw a bank of computer terminals where I had to "sign in" and wait for somebody to help me, despite the fact that I was the only person in the room. I did, sat down, and within about 60 seconds, somebody from a cubicle out of sight was calling my name. I then found who was calling out for me, and she told me that Allen's office was down at the other end of the hallway. Found his office wing, and after telling a woman at a desk who I was there for, she told me that he wasn't in his office and would let him know that I was there. At 9:25, they said he would be a few minutes late – so I got a pamphlet and perused that while I waited for him. At 9:38, he came in and invited me into his office.

We sat and talked for about 15 minutes – he asked no questions about me or my lot in life – just launched right into an explanation of what UCAT Davis does and the differences between them and their competitors. He highlighted the fact that they're markedly cheaper than the competition – which is true. He explained that they're subsidized by the government, hence the cheapness. He also highlighted over and over the fact that you can start or stop a class whenever you want, and that it's all done at your own pace. There's no lecture – you go to a class where an instructor is monitoring the students, and pass things off at your own pace. A very interesting concept, but the student has to be EXTREMELY motivated to make that kind of system work!

Allen was extremely casual – profanity and all. Typically in those situations if I was to swear first, I wouldn't have been surprised if he used the word "bullshit" in a sentence. I didn't, though – and while it didn't bug me at all, I really think the majority of Utah conservative folks may have taken it a bit differently than I did. At about 9:55, he told me that he wanted to take me on a quick tour over to the computer lab, since that's what I had expressed interest in. I told him that I had about 10 more minutes, so we needed to make it quick. On the walk over, he asked about my current job briefly and



told me about what he does when he's out of the office as frequently as he is. I thought it was cool that High School students get free tuition at UCAT – another benefit of being a state sponsored operation, I suppose. The computer lab was impressive, right up there with the ITT

Tech one – computer guts everywhere. There were a handful of students in the room working by themselves with no sort of professor/supervisor in sight.

The concept seems interesting to me – and at some level, that would be great if you wanted to get certification in a field that you already have some perfunctory knowledge of. Sitting through intro level computer courses at ITT Tech teaching me how to use Windows and Microsoft Word would bore your average 21<sup>st</sup> century computer savvy kid to death – but at UCAT, you could blow right through all that stuff and not waste your time. But on the other side of the coin, if I was taking classes to be a paralegal, I would want somebody lecturing me and instructing me on the basics before I had to just dive in and do it by myself. I could see myself getting lost, frustrated and bored really quickly in that environment.

Allen was all in all, a nice guy. I felt like he cared, but was just overloaded with his workload. I got the impression that at the other relatively smaller schools, there were 4 or 5 proverbial Allens – but at this large campus, there was just one of him. As our tour concluded, he said “do you have my card?” – I told him I didn't, but would email him if I had any other questions. I don't want this honest secret shopping to reflect poorly on Allen or cause him to be disciplined/lose his job – I just thought I'd share all of the details of my experience with him, blood, guts, and everything.

I wouldn't have gotten any hard materials what-so-ever had I not asked the front desk attendant for a pamphlet or some literature – which she gave me a little tri-fold pamphlet of.

My overall thoughts on UCAT are really varied. I'm not sure if they're trying to be directly comparable to the other schools I visited – but if they are, they're a few miles behind the competition in a lot of ways. If they're not, then they really have a cool little niche going on for people that really want an education and don't have a ton of money to do it.

If I was a your average post high school GED style student, there's no WAY I would have weathered all of the tedium it took to get a tour with Allen. That said, if I was in that crowd, perhaps I wouldn't want a tour, perhaps I'd just see that it was cheaper and sign on the dotted line. The sign in at the computer system is totally non personal and confusing. You shouldn't have to meander around a campus before finally realizing that in order to talk with a human being you need to sign in at a bank of computers. There simply should be one person behind a desk, removing that whole process entirely. It was confusing and completely un-necessary – and the polar opposite of the other schools I visited where somebody was waiting there, offering me a bottle of water or a snack.

Allen was great, but in light of the other individuals at the schools I spoke with, I felt like he really could do or do without me. The majority of the other folks really took an interest in me, and made me feel like I was wanted at the school. Not so with Allen. I don't expect a follow-up call from Allen anytime soon.

**Addendum to Eagle Gate College Reflection:**

Heather called me back about a week ago to see if I had made up my mind. She was totally caring and sincere on the phone – and I told her that I was going to be moving home, but sincerely appreciated her time. She was quite sincere in wishing me best of luck and reminded me that if anything changed, to come in and sit down with her again. Conversation lasted about a minute.

**Addendum to Stevens-Henager College Reflection:**

The gentleman that I met with at Stevens-Henager called me back last Saturday to touch base and see where I was at on my decision – I was doing something else at the time, and he said that he'd call me back – I said that was fine. He just called me back and we chatted for a few minutes about what my plans were. Being a secret shopper, I didn't want to come clean and tell him that I wasn't interested at all – so I said that I was considering moving home to California to get my wits about me and figure out what was the next step I needed in life.

What he then said blew my mind – he not only remembered the town that I mentioned that I'm from – but he then asked what my girlfriend thought of that decision. This completely, wholeheartedly reinforces the impression I had while I was there that he not only truly cared about me, but was listening to what I had to say. The conversation lasted about 4 minutes, since it was an actual, human being style conversation.

I'm honestly floored that he not only remembered me, but remembered those small details about me as well. He called with the motive that the next round of classes are starting in a few weeks, and he didn't want to lose me in the system.

So genuine, so sincere - what an impressive return call.

## APPENDIX C: ONLINE SURVEYS



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## **APPENDIX C: ONLINE SURVEYS**

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### **Under 18 Surveys:**

The online survey was distributed to 162 students under 18 years old to identify their motivators, barriers and perceptions of career and technical education.

### **Adult 18+ Survey:**

The online survey was distributed to 218 adults seeking further education/career advancement or attending a vocational/technical education college to identify their motivators, barriers and perceptions of career and technical education.

### **Influencer Survey:**

The online survey was distributed to 82 influencers who consisted of parents, teachers, school counselors, supervisors, employers and friends to learn more. The goal was to learn how they viewed technical education and how they feel it influences those seeking further education.

*Note: Since the full survey results are robust and have already been distributed to the UCAT PR/Marketing, the appendix only contains the actual surveys. Please refer to the excel documents sent via email on June 16, 2009 for the survey summaries and detailed results.*

## 1. Under 18 Survey.

### 1. Gender:

Male

Female

### 2. Zip Code:

### 3. Age:

### 4. What are your plans after high school?

College

Vocational/Technical Education

Work

No plans

Other (please specify)

### 5. Are you familiar with Career and Technical Education?

Yes

No

**2.**

**1. Please explain how you view Career and Technical Education.**

**3.**

Career and Technical Education is:

Prepares secondary and adult students for college or employment in specific occupations and careers. As the labor market becomes more specialized and economies demand higher levels of skill, technical education prepares students to enter, re-enter, upgrade, or advance in the workplace.

**1. Does this appeal to you?**

Yes

No



**4.**

Career and Technical Education is:

Prepares secondary and adult students for college or employment in specific occupations and careers. As the labor market becomes more specialized and economies demand higher levels of skill, technical education prepares students to enter, re-enter, upgrade, or advance in the workplace.

**1. Now that we've told you, are you familiar with this type of education?**

Yes

No

**2. What was your perception prior to the definition given?****3. Based on what we told you, does this appeal to you?**

Yes

No

**5.**

**1. Tell us why it appeals to you.**

**2. Would you enroll at a Career and Technical Education college?**

Yes

No

**6.**

**1. Tell us why it doesn't appeal to you.**

**2. Would you consider enrolling at a Career and Technical Education college?**

Yes

No

**7.****1. Why not? Select all that apply.**

- Cost
- Job obligations
- Schedule conflicts
- Location
- Not perceived as a real college

Other (please specify)

**2. What would allow or enable you to consider enrollment? Select all that apply.**

- Flexibility
- Cost
- High job placement
- Incentives
- Offers the right programs
- Hands-on training
- Location

Other (please specify)

**3. Would be interested in receiving further information about Career and Technical Education?**

Yes

No

**4. If yes, how would you prefer to receive this information? Select all that apply.**

- Family/Friends
- Direct Mail
- Guest speaker in school classes
- School counselor
- Brochure
- TV/radio/newspaper ads
- Internet
- Email

Other (please specify)

**8.****1. What best describes your situation?**

- Haven't enrolled anywhere yet
- Taking concurrent enrollment classes in high school
- Enrolled as a part-time or full-time college student

**9.****1. With which college?****2. Was this your first choice? If not, who was?****3. Why did you select this college? Click all that apply.**

- Social life
- Hands-on training
- Opportunity for higher salary
- Affordable
- Location
- Incentives
- Has the program I'm interested in
- Flexibility
- High job placement
- Quality education

Other (please specify)

**4. How did you learn about the college?**

- School counselors
- Career Fair
- TV/radio/newspaper ads
- Family/friends
- Internet

Other (please specify)

**10.****1. What colleges are the classes offered from?****2. Would you be interested in continuing your education with this college?** Yes No**3. Why or why not?****4. What would keep you from attending a Career and Technical Education college?  
Select all that apply.** Cost Location Doesn't offer the right programs Job obligations Not perceived as a real college

Other (please specify)

**5. Have you ever met with a Career and Technical Education counselor about your options after high school?** Yes No**6. Would you like to receive further information?** Yes No



**7. If so, how would like to receive this information? Select all that apply.**

Internet

Direct mail

Guest speaker in school classes

TV/radio/newspaper ads

Family/friends

Brochure

School counselor

Email

Other (please specify)

**11.****1. Why not? Select all that apply.**

- Schedule conflicts
- Cost
- Job obligations
- Location

Other (please specify)

**2. What would enable you to enroll? Select all that apply?**

- Has the programs I'm interested in
- Location
- Incentives
- Hands-on training
- Affordability
- Flexibility
- High job placement

Other (please specify)

**3. Would you like to receive further information on Career and Technical Education?** Yes No**4. If yes, how would you prefer to receive the information? Select all that apply.**

- School counselor
- Email
- Internet
- Guest speakers in school classes
- Brochure
- Direct mail
- Family/friends
- TV/radio/newspaper ads

Other (please specify)

**12.**

Thank you for your time!

# 1. Adult 18+ Survey.

## 1. Gender:

Male

Female

## 2. Zip Code:

## 3. Age:

## 4. What best describes your situation?

Seeking for further education/career advancement

Attending a vocational/technical education college

Other (please specify)

**2.****1. What college are you attending?****2. Was this your first choice?** Yes No**3. If not, who was?****4. What influenced your decision to select this college? Select all that apply.**

- School counselors
- Flexibility
- Incentives
- Quality education
- Opportunity for higher salary
- Hands-on training
- Family/friends
- High job placement
- Had the right program(s)
- Affordable
- Location

Other (please specify)

**5. What four words would you use to describe your experience?****6. What, if any, challenges are there with attending this college?****7. Would you recommend Career and Technical Education to someone seeking further education or career advancement?** Yes No

**3.**

**1. What type of education are you seeking?**

- Associate degree
- Bachelor degree
- Vocational/Technical Education

Other (please specify)

**2. Are you familiar with Career and Technical Education?**

- Yes
- No

**4.**

**1. Please explain how you view Career and Technical Education.**



**5.**

Career and Technical Education is:

Prepares secondary and adult students for college or employment in specific occupations and careers. As the labor market becomes more specialized and economies demand higher levels of skill, technical education prepares students to enter, re-enter, upgrade, or advance in the workplace.

**1. Does this appeal to you?**

Yes

No

**2. Why or why not?****3. What factors are you looking for in a college? Select all that apply.**

- Social life
- Opportunity for higher salary
- Incentives
- High job placement
- Has the right programs
- Flexibility
- Quality education
- Location
- Hands-on training

Other (please specify)

**4. What would allow or enable you to enroll?****5. What would prevent you from enrolling? Select all that apply.**

- Cost
- Job obligations
- Location
- Schedule conflicts

Other (please specify)

**6. If interested, how would you prefer to receive information? Select all that apply.**

- Brochures
- Email
- Family/friends
- Internet
- Counselors
- Direct mail
- TV/radio/print ads

Other (please specify)

**6.**

Career and Technical Education is:

Prepares secondary and adult students for college or employment in specific occupations and careers. As the labor market becomes more specialized and economies demand higher levels of skill, technical education prepares students to enter, re-enter, upgrade, or advance in the workplace.

**1. Now that we've told you, are you familiar with this type of education?**

Yes

No

**2. What was your perception prior to the definition given?****3. Based on what we told you, does this appeal to you?**

Yes

No

**4. Why or why not?****5. What would make Career and Technical Education appealing? Select all that apply.**

Flexibility

Incentives

Has the right programs

Quality education

Opportunity for higher salary

Hands-on training

High job placement

Location

Social life

Other (please specify)

**7.**

Thank you for your time!

## 1. Influencer Survey.

### 1. Gender:

Male

Female

### 2. Zip Code:

### 3. Age:

### 4. What best describes you?

Employer

Friend

Parent

School counselor

Supervisor

Teacher

Other (please specify)

### 5. Are you familiar with Career and Technical Education?

Yes

No

**2.**

**1. Please explain how you view Career and Technical Education.**

**3.**

Career and Technical Education is:

Prepares secondary and adult students for college or employment in specific occupations and careers. As the labor market becomes more specialized and economies demand higher levels of skill, technical education prepares students to enter, re-enter, upgrade, or advance in the workplace.

**1. Would you recommend Career and Technical Education to someone seeking further education?**

Yes

No

**2. Why or why not?****3. Are students within your influence familiar with Career and Technical Education?**

Yes

No



**4.**

Career and Technical Education is:

Prepares secondary and adult students for college or employment in specific occupations and careers. As the labor market becomes more specialized and economies demand higher levels of skill, technical education prepares students to enter, re-enter, upgrade, or advance in the workplace.

**1. Now that we've told you, are you familiar with this type of education?**

Yes

No

**2. What was your perception prior to the definition given?****3. Based on what we told you, would you recommend this type of education to students within your influence?**

Yes

No

**4. Why or why not?****5. Are students within your influence familiar with Career and Technical Education?**

Yes

No

**5.****1. What is preventing students from learning about this type of education?****2. How would you recommend reaching these students? Select all that apply.**

- Family/friends
- Guest speakers in class
- TV/radio/print ads
- Email
- Internet
- School counselors
- Brochures

Other (please specify)

**6.****1. What are their perceptions of Career and Technical Education? Select all that apply.**

- Flexible
- Practical
- Affordable
- Short-term
- High job placement
- Stepping stone
- Specific-skilled training
- Quality education
- Second choice
- Cheap
- Not a real college

Other (please specify)

**2. If they were interested in learning more, how would you recommend reaching them? Select all that apply.**

- Direct mail
- Family/friends
- Counselors
- TV/radio/print ads
- Email
- Internet
- Guest speakers in class
- Brochures

Other (please specify)

**7.**

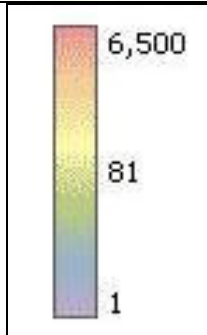
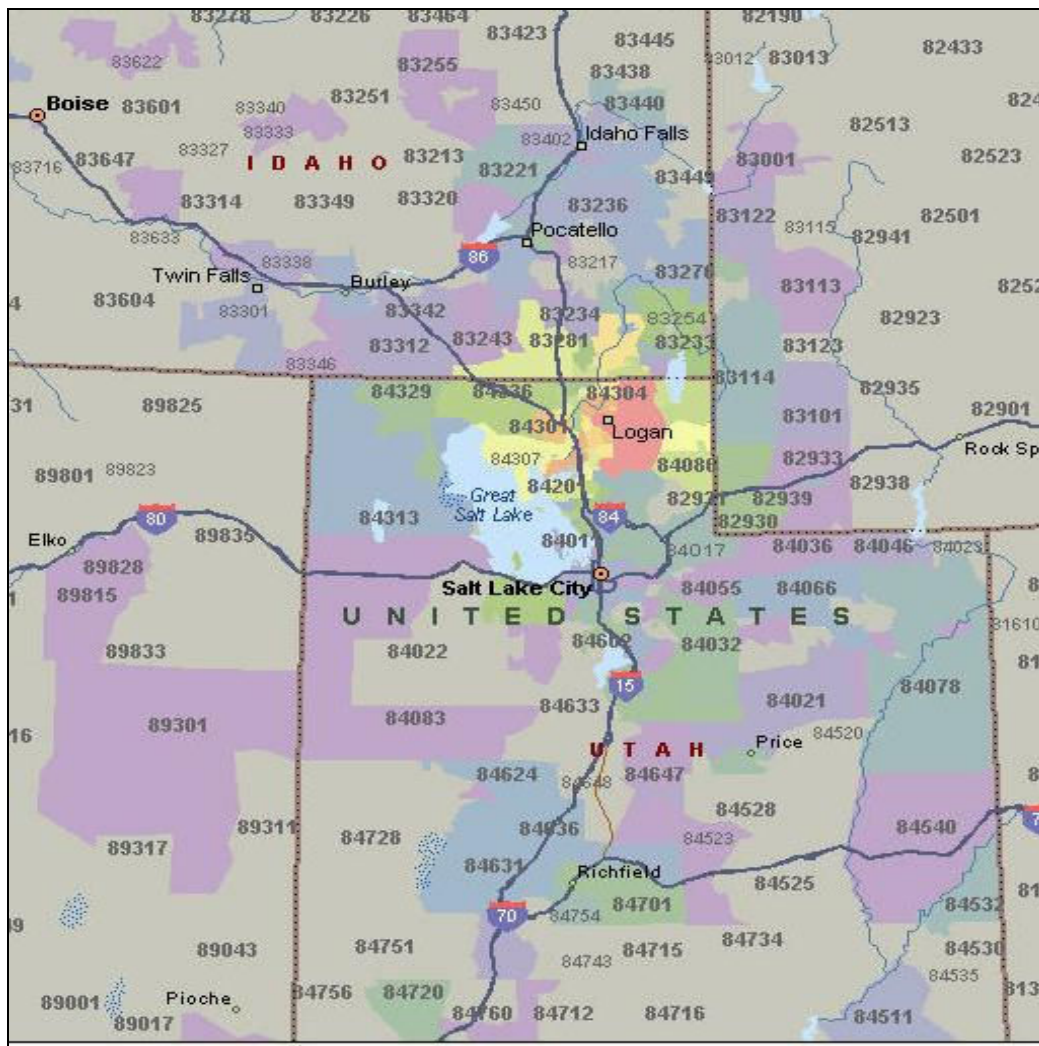
Thank you for your time!

## APPENDIX D: GEOGRAPHIC MAPS

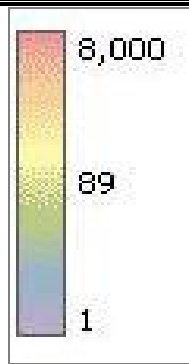
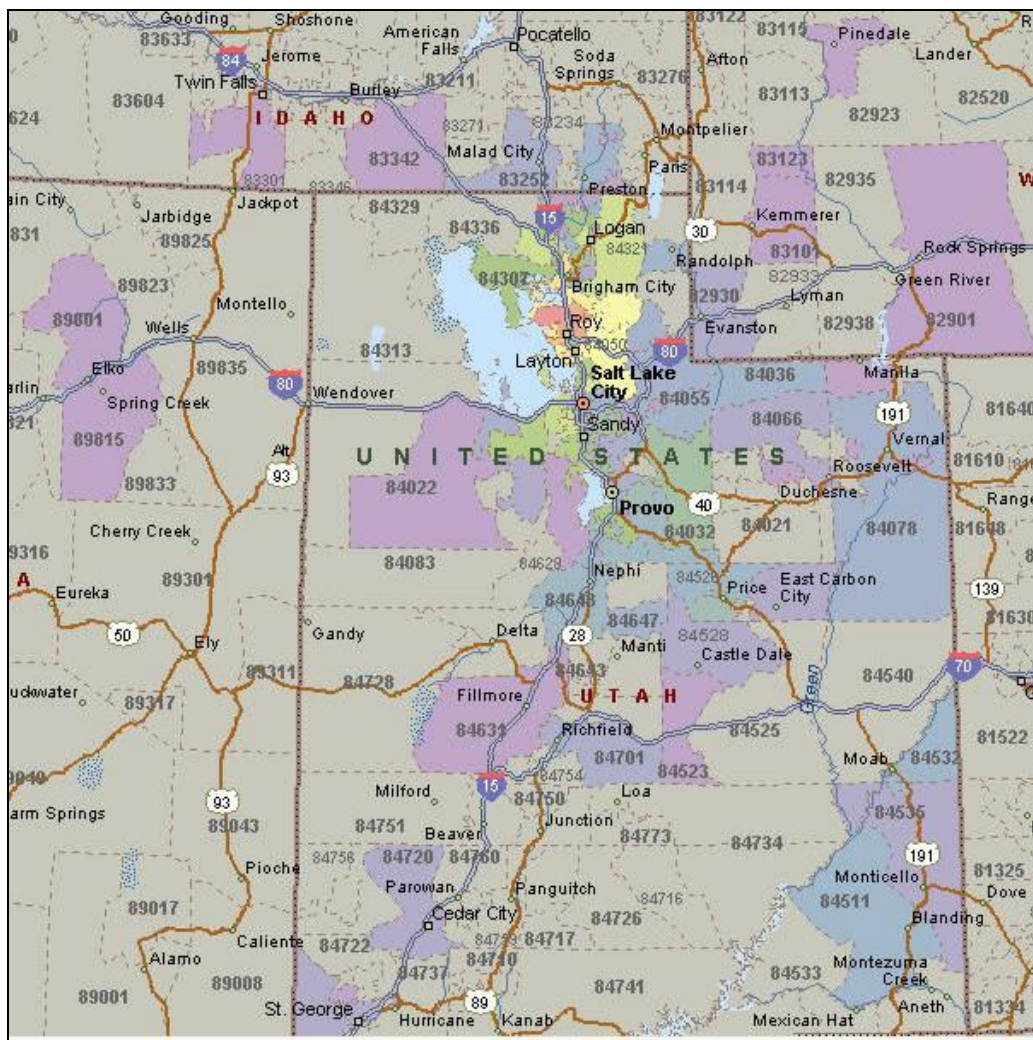


## APPENDIX D: GEOGRAPHIC MAPS

### BRIDGERLAND APPLIED TECHNOLOGY COLLEGE

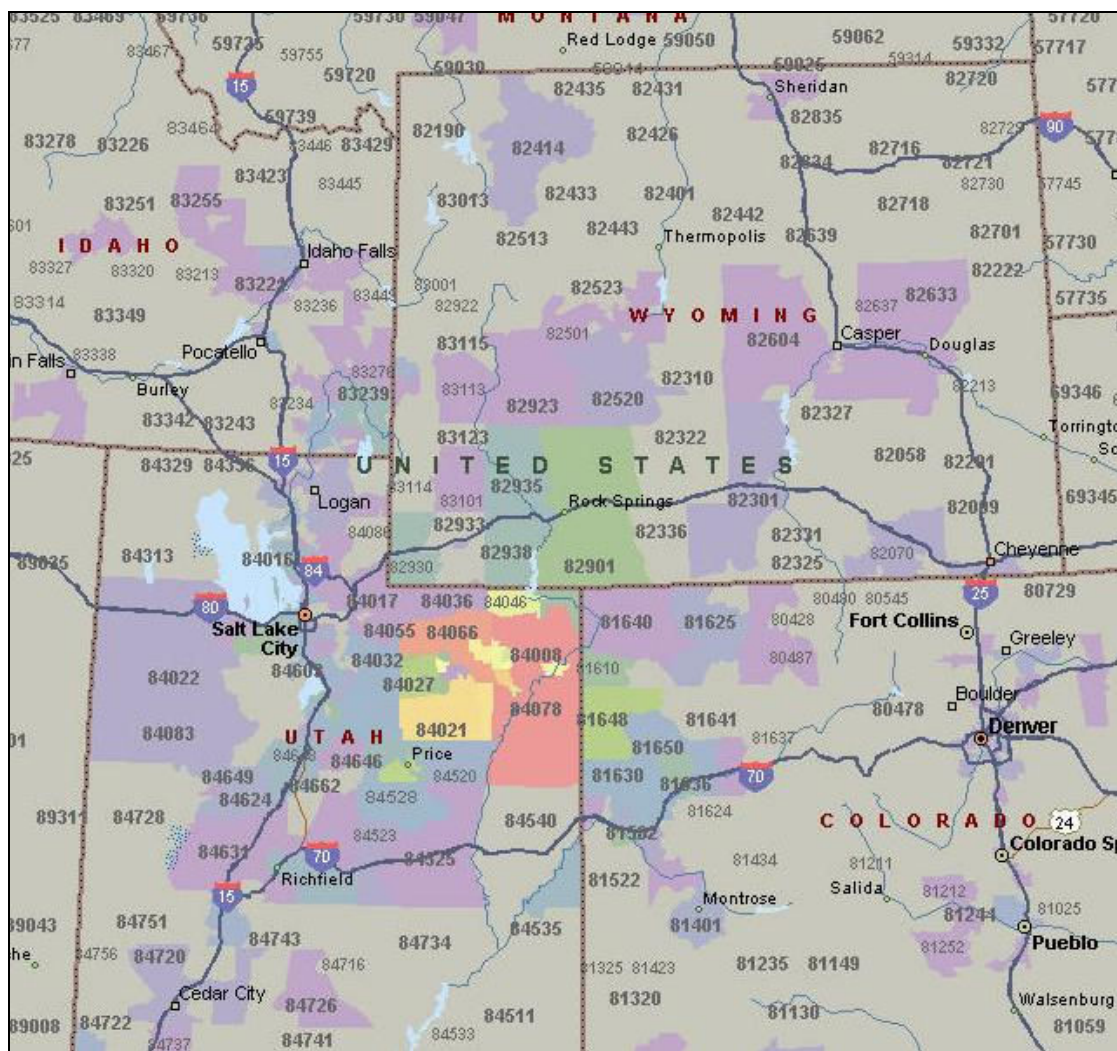


### OGDEN/WEBER APPLIED TECHNOLOGY COLLEGE





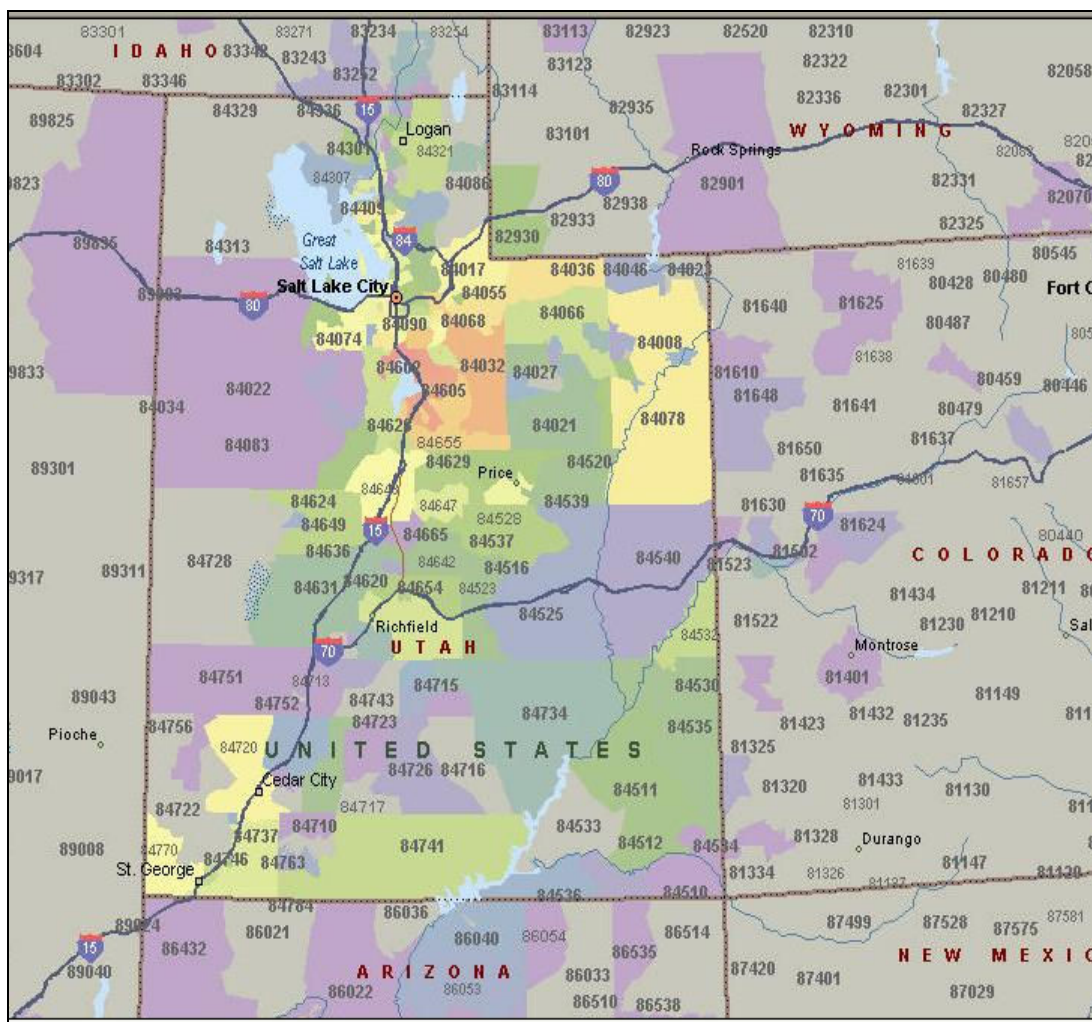
### UINTAH BASIN APPLIED TECHNOLOGY COLLEGE



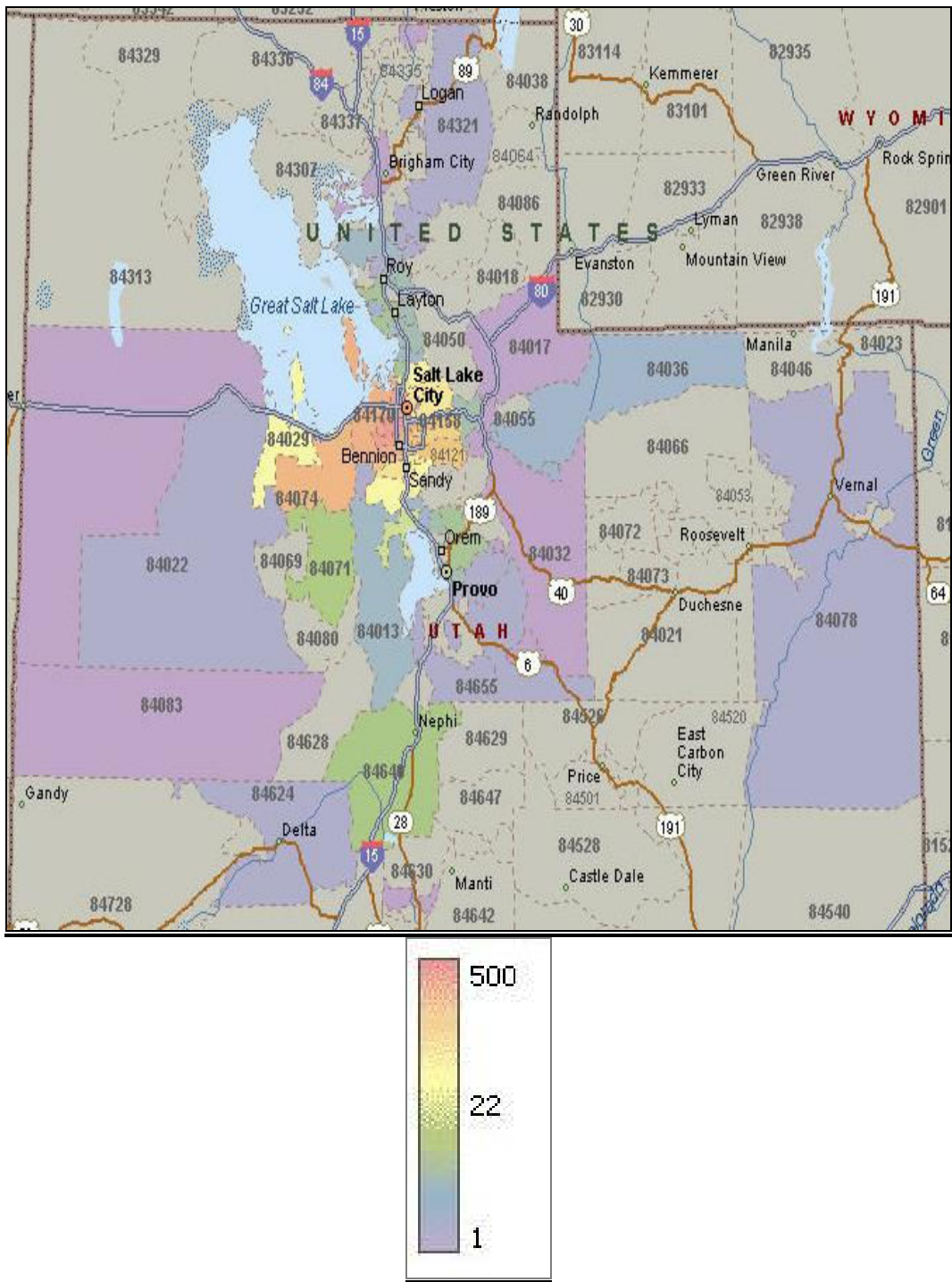




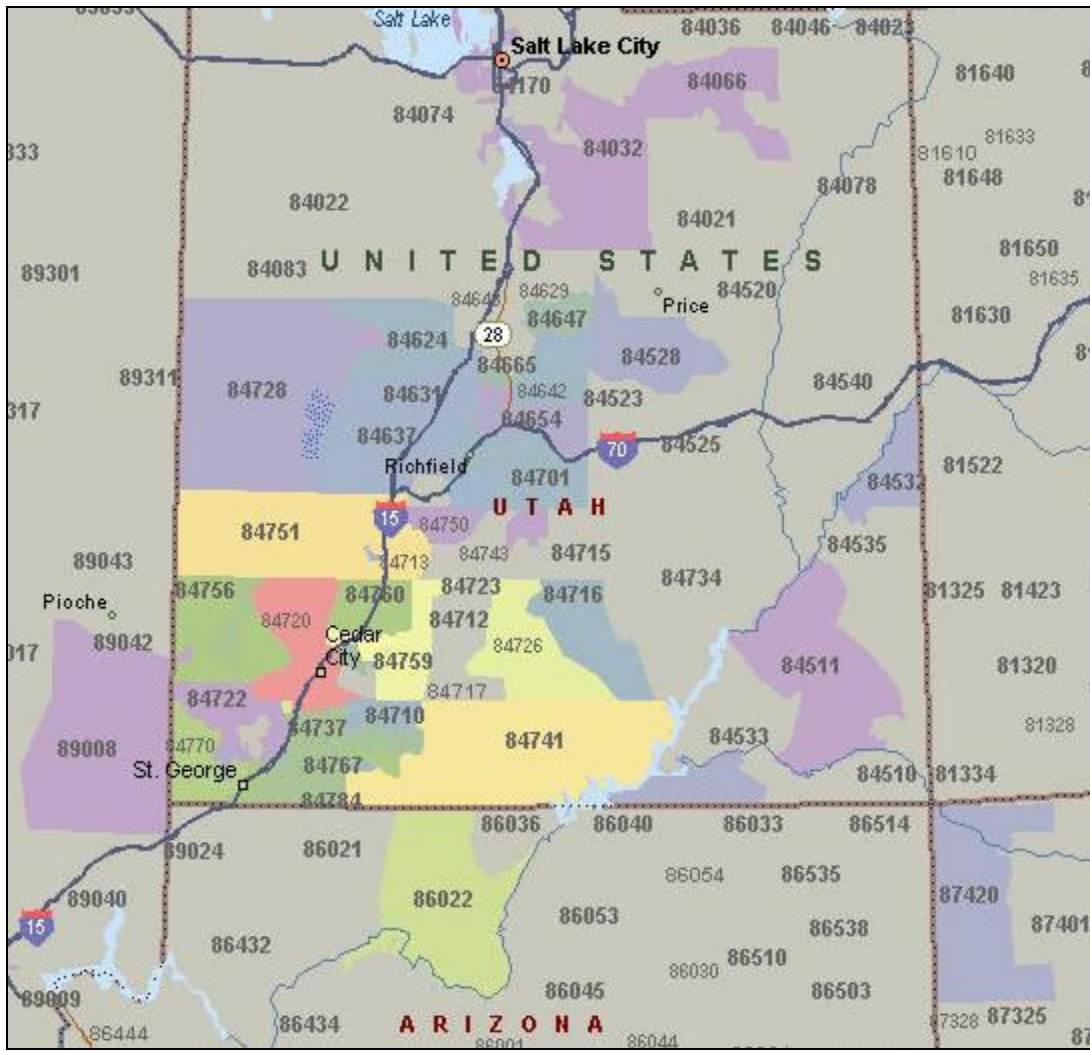
### MOUNTAINLAND APPLIED TECHNOLOGY COLLEGE



### SALT LAKE APPLIED TECHNOLOGY COLLEGE

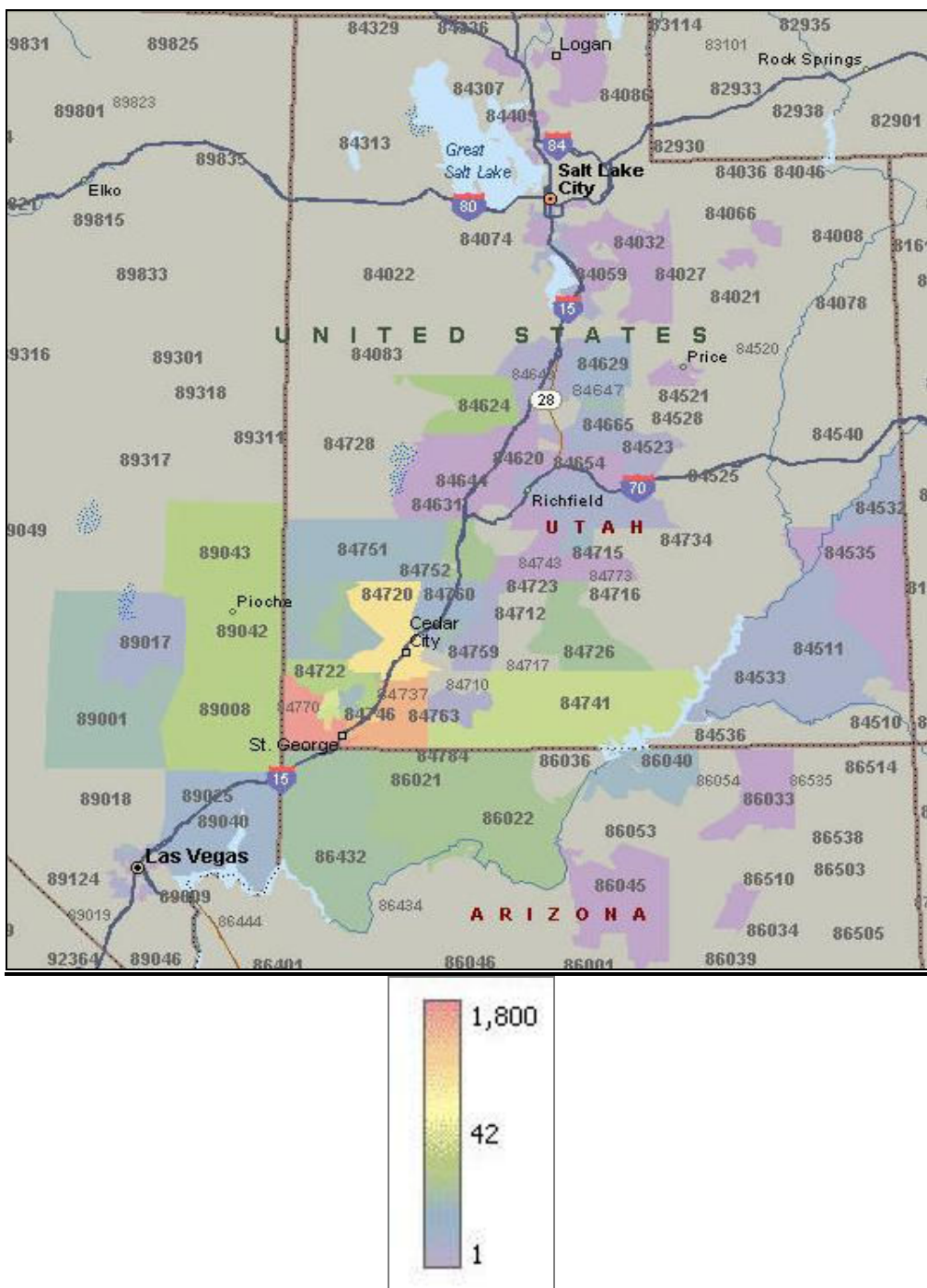


### SOUTHWEST APPLIED TECHNOLOGY COLLEGE





### DIXIE APPLIED TECHNOLOGY COLLEGE





## FY12 Marketing Plan

### NEEDS ANALYSIS

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Davis Applied Technology College is providing citizens of Davis & Morgan County the opportunity to improve their quality of life through job promotions or better paying jobs. According to a 2007 student survey, we discovered that we fill the following needs:

- **Affordable Tuition** - Students cannot afford college tuition that ranges from \$250-9000 per semester, so they rely on financial aid and student loans to pay for their college education. The biggest complaint we received from our students is they do not want to go in debt to get a college education. For all of these reasons, we offer a college education tuition-free to high school students and 62 year old senior citizens, and \$1.35/class hour for adults. This equates to roughly \$80-160/month. For students that cannot afford these low rates we offer financial aid, scholarships and tuition waivers.
- **Convenient Locations** - According to the 2007 national survey conducted by the Aslanian Group, 75% of students were only willing to travel 15-30 minutes from their home to go to school. For this reason, we feel we are perfectly located in Kaysville, because we are 15 minutes from Ogden and Salt Lake City (*two of the most densely populated counties in Utah*). We also can provide our students with UTA FrontRunner and Transit Bus passes for \$33 to get them to and from school, work and family activities.
- **Flexible Scheduling** - Students are tired of waiting for quarters and semesters to enroll, so DATC offers enrollment anytime throughout the year. Students also want to be able to fit school around work and family. That is why we allow our students to attend class anytime from 7:30-2:30 and 4:30-9:00 p.m. We are also considering extending afternoon hours from 2:30-4:30 p.m., as well as developing blended learning options to allow students to complete 50% of their training online.
- **Shorter Self-Paced Courses** - Students don't want to wait 2-4 years to get a job. They want the quality of training in shorter time periods. Our style of training allows students to work at their own pace so that they don't have to wait for the rest of the class to move on to the next chapter or project. This in turn allows our students to start their career in 3-18 months.
- **Quality of Training** - Students want to know that they are getting the best education they can receive by the best people in the industry. We pride ourselves in selecting instructors with 10-25 years of work experience. We also pride ourselves in our real-world classrooms that mimic the job sites of hospitals, clinics, manufacturing plants and hair salons. This in turn provides the student with an easy transition from school to work. Finally, we have employer advisory teams for each program to continually



improve our curriculum, equipment and resources every year so that students are not learning practices that are obsolete.

- **Quality of Life** - Students need a better lifestyle for their family. That is why we continuously strive to start programs that have a higher level of income for our students. In a recent research study conducted by our Marketing Department we discovered that our students can average between \$23,000 - \$47,000. In some circumstances, this doubles the average annual income for some of our students.

## MARKETING RESEARCH

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According to a 2003 Western Interstate Commission Report for Higher Education, adult learner enrollment has grown from 8.5 million graduates to 18 million graduates since 1980. That is almost a 50% growth rate in adults 18-34 attending colleges. Today students are looking for more certificates, licenses and courses than degrees. They also want to finish training in less than 8 weeks, and prefer online training vs. classroom training. They want multiple locations 15 minutes from home, and want to be able to attend full-time anytime during the day, afternoon, evening, and at home through online. Students prefer to find their information about colleges through online sources and utilize Google, Yahoo and MSN for their search engines. They expect 24/7 customer service through unconventional mediums like email, IM, blogs, chats, podcasts, RSS and Surveys. They are only willing to wait 24 hours for feedback through direct mail and personal contact.

## Education Industry Trends

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- **Organizational Paradigm Shifts**- institutions need to move from a 4P marketing mix (*product, price, place, promotion*), to a 4C marketing mix (*consumer, cost, convenience, communication*). Institutions need to realize that the entire college makes the difference in the students' experience, so the college needs to work more collectively together instead of separate departments.
- **Growing Competition in Education** - student acquisition costs rising (advertising, technology, support services), providers offering same benefits, increase competition (private & public), high competitor spending (private spend 15% revenue on marketing), need for repeat buyers (cost less than new students), need differentiation strategies, need for niche marketing, need customized & personalized service, faster problem solving, convenient/flexible access, and multiple communication channels.
- **Increased Adult Student Enrollment** - according to an Oct. 6, 2008 USHE Press Release student enrollment in Utah has increased by 11,896 students or 2717 FTE (8.48% increase). They feel that when job opportunities less people return to college. That same report illustrates the following headcount patterns U of U (431), USU (-496), WSU (3368), SUU (459), Snow (53), Dixie (499), CEU (4), UVU (2856), SLCC (4722). The USHE 2008 Data book illustrates that over 12,237 Davis County students have attended this institutions and 455 in Morgan County. Of those students, 73% were Caucasian, 5% Indian, 3.2% Hispanic, 2.3% Asian, 2% Pacific Islander, and 7% Black.

- **Decreased Custom Fit Enrollment** - Davis custom fit enrollment has dropped from 2052 to 1205 in custom fit enrollment, this could be due to the decrease in State Tax Funding from \$3,133,100 to \$3,108,100. Total funds have helped train 1152 businesses and 19,960 employees with an average cost of \$156 per person. Businesses served included new business (10%), existing expanding businesses (24%), existing stable businesses (66%), manufacturing firms (32%) and non manufacturing firms (68%).
- **Decreased High School Enrollment** - According the 2008 USHE Tab Report high school student headcount is down for higher Ed institutions. The following list illustrates the growth or decline of CTE students: U of U (No High School), USU (-21%), WSU (-1%), SUU (19%), SNOW (-1%), DSC (-5%), CEU (-5%), UVSC (-4%), SLCC (4%). The top 5 programs for enrollment were Business Admin, Nursing, Business General, Public Health and Accounting for USHE, while UCAT was Admin. Assistant, Nursing Assistant, Machine Tool, Cosmetology & CAD.

## Demographics

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**Statewide Demographic Growth**- the State of Utah population has grown from 276,749 in 1900 to 2,385,358. Seventy-six of that population lives in Salt Lake, Utah, Davis & Weber Counties. Eighty-Nine percent of the population growth was in these four counties along with Toole, Summit, Iron, and Box Elder. Davis County's population growth rate is expected to grow by 2.6% continually until 2012, according to the 3rd quarter Economic Development Intelligence System Report. 115,797 or 92.2% of the population have a High School Degree, while only 28.8% or 36,132 have some college. The average median income is \$74,189 (27.3% population) and expected to grow to \$88,853 by 2012 (19.8% population)

- **DATC County Market Penetration** (87% from Davis/Weber)
  - Davis 57.4%
  - Weber 30.55%
  - Salt Lake 5.92%
  - Morgan 3.21%
- **Geo-Mapping Suggestions** (ranked order of priority)
  - Kaysville
  - Syracuse
  - Fruit Heights
  - Clearfield
  - West Point
  - Morgan
  - Clinton/Clearfield
  - Layton
  - Farmington
- **Psychographic Mosaic Cluster Groups** (67% citizens 90% likely buy from these 5 groups)

- **A07 New Suburbia Families**
  - *Demographics:* Young couples w/pre-school Children, median age 35 or younger, Caucasian, married, brains, bucks-\$88,771 HH income, population tripled, live new subdivisions (2000 +), 2/3 some college or graduate, management & white collar jobs
  - *Lifestyle:* children centered (team sports, long commutes, camping), Consumer Electronic Savvy (cell phone, video games, audio), Price & Functionality trump style, convenience, hard working, shop supermarkets (Wal-Mart, Target), Contribute 529 College Saving's Plans, Debt heavy due to first mortgages and home equity loans
  - *Media:* too busy print (newspaper/magazine), Watch Cable TV (ESPN, MTV, Comedy Central) for entertainment, Avid Radio listeners (News/Sports, Classic Rock, Adult Contemporary), Relax Online (stocks, jobs, real estate)
- **A06 Small Town Success**
  - *Demographics:* white collar, college educated, upscale, developed subdivisions, Caucasian, middle-aged (35+) working couples (\$97,230), executives and professionals in health care, retail and education, drive alone to work, own luxury vehicles
  - *Lifestyle:* enjoy biking, swimming, bowling, jogging, intellectual stimulation (books, continuing ed classes), visit museums & plays, conservative, smart shoppers, buy quality merchandise at low price (Sam's club, circuit city, Bed Bath & Beyond), late adopters electronics (VHS, 35 mm cameras), own insurance products, enjoy business/personal travel
  - *Media:* watch primetime crime/comedy, CSI, Law & Order, Two & Half Men, Avid radio Listeners (Golden Oldies, Country), read Sunday paper (Sports, Business, Entertainment), Magazines (Natl. Geographic, Good Housekeeping, Better Homes), go online news, banking & buying
- **B03 Urban Commuter Families**
  - *Demographics:* baby boomer families, 40+ median age, single detached homes in city neighborhoods, some college or graduate, dual income couples (\$83,766), long hours work, professionals & managers in retail, health care & education, leverage home equity with home improvement projects, 2<sup>nd</sup> homes for family getaways
  - *Lifestyle:* empty nesters, not into aerobics, gardening, golfing, bird watching, going theater, antique shows, brand loyal shoppers, functional vs. expensive, shop Sears, JC Penny, limited interest electronics, stereos,

- conservative investors (CD, bonds, annuities), spend time Home Depot, Lowe's, Linen N things, Pottery Barn
- *Media*: subscribe daily newspaper, Sunday travel section & ads, Reader's Digest, Family Circle, Good Housekeeping, listen golden oldies & big band music, wind down TV (Fox News, History, AMC, TMC), No surprises
- **B05 Second Generation Success**
    - *Demographics*: immigrant grandchildren, multi-ethnic Asian, Hispanic & European, 48% Caucasian & 28% Hispanic, upper-middle class (\$76,223), hard work, devotion family, married w/children (5+), 50% some college, mix of blue & white collar in retail, manufacturing, transportation & public admin, retain cultural traditions
    - *Lifestyle*: upscale incomes, children all ages, family-centered, team sports, zoo, aquarium, cinema, shop Home Depot, toys R UUs, Best Buy, strong market high-tech products, influenced by children during shopping, savings tied in home equity,
    - *Media*: watch network sitcoms, sports, reality and animation, adults watch kid shows, read celebrity pubs, Spanish newspapers & magazines, Ranchero & Tejano music, surf internet music, sports, upload photos, search for jobs
  - **F01 Steadfast Conservative**
    - *Demographics*: mature singles & couples, white, high school educated, middle class, empty-nest, 65+, skilled jobs in manufacturing, retail & health care, older homes
    - *Lifestyle*: stock market risky, computers & internet confusing, aerobic strenuous, like fishing, gardening, antiquing, needlework or woodworking, attend veterans clubs & church groups, brand loyal, JC Penney, Dick's Sporting Goods, Jo-Ann
    - *Media*: daily newspaper, nigh network newscasts, TV main source entertainment (sitcoms, reality, soaps, religious), read magazines & do-it yourself, big band/classic rock/country/oldies radio, chat sessions, Nascar

## Competition

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- **Colleges & Universities** – U of U (.25%), USU(.24%), Weber State (2.38%), SUU (1.46%), UVU(8.65%), Snow 3.49%), CEU(-.07%), Dixie(11.88%), SLCC(3.56%), OWATC (29.7%)
  - **Threats** – SLCC has bigger budgets and took over SATC, WSU promoting CNA and Trade Skills, OWATC has competing programs
  - **Opportunities** – not connected as closely with industry as us, poor relationships with HAFB, lower enrollment growth than ATC

- **Private Technical Colleges** – Eagle Gate, ITT Tech, Utah College of Massage Therapy, Stevens-Henagar, Everest, Utah Career, Provo College
  - **Threats**- bigger marketing budgets - 10% of revenue, not dependant govt. dollars, more Perkins Money, growing tremendously, free laptops, loans, scholarships
  - **Opportunities** – healthcare programs not nationally accredited CAAHEP, NLNAC, UNAR, ADA

## Technology

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- **Online Trends**
  - **82%** have computer
  - **79%** have internet, **29%** spend 1-4 hours on internet
  - **Comscore Salt Lake Metro top sites** – Google, MSN, Yahoo, Live, Facebook, AOL, KSL, YouTube, MySpace, Blogger, EBay, Comcast, Utah.gov, America First, MSNBC, Wells Fargo, Go, Ask, Fox Sports, Apple, Amazon, craigslist.org, lds.org, Microsoft, K12.UT.US
    - **Top Utah Based** – KSL, Comcast, SL Trib, Des News, KUTV, Clear Channel, Herald Extra, ABC4
- **Cellular Trends**
  - **77.6%** are cell phone subscribers
  - Utah **#2** texting market in U.S.

## Economics

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Across the state of Utah every college campus experienced a 25-28% budget cut from FY09 to FY10. For the DATC this means budget cuts of \$2.6 million dollars and 16 people have lost their job.

This will make a dramatic effect on our business and marketing strategy for the next year because our budget is 80% subsidized by legislative dollars. Only 20% of our budget is accrued through tuition revenue. Currently, our tuition revenue has grown 28% for FY10.

This overall budget cut resulted in a loss of two operators and a gain of a Placement Director and Webmaster. It also resulted in an overall budget cut of \$40,000 in advertising revenue. We will also have partnered with National Companies like Polaris, Volvo & Mack, Lincoln, OKUMA and Composites Coalition, resulting in additional national advertising funds of 10-20% to be allocated for open houses and advertising. With additional programmatic budget cuts there will also be a need in the future for marketing to support struggling programs with an additional 5-10% to help increase enrollment. Finally, the marketing

department will cut their monetary resources by 15% and human resources by 35% to accommodate the need for B2B marketing to assist the placement efforts.

### **Resources**

- <http://www.zionsbancorporation.com/zionsbank/insight.html>
- <http://www.governor.utah.gov/dea/default.html>
- <http://www.bebr.utah.edu/>

### **SWOT ANALYSIS**

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#### • **Strengths**

- 150 faculty & staff
  - Marketing & Recruiting (great in-house human & capital resources)
    - Director – design, photography, pr, advertising, promotions, leads database, print broker, media buyer
    - Assistant – writer, editor, scheduling, project management
    - Recruiter- B2B & B2C sales, web, audio/video, CRM programmer
    - Freelance Designer – design, flash
    - Freelance Photographer – shooting, editing
    - Freelance Videographer – shooting, editing, animation, authoring
    - Webmaster – web design & programming, web banners, animated graphics, video editing
- 15-30 yrs industry experience (faculty)
- Employer Teams that update our programs on a semi-annual basis
- Community Boards to drive our community impact
- Students can enroll year round without waiting semesters
- Students can finish the program as fast as they want
- Students on average can get a job in 3-12 months
- Students can average \$38,000/year
- 45% jobs in Utah require our training
- Nationally accredited by Council on Occupation
- Reputation for top quality programs by consumers and employers throughout the State of Utah

#### • **Weaknesses**

- No Degrees - Accreditation body does not articulate with College North West accreditation

- Small Marketing budget compared to private technical colleges (\$4.5 million collectively)
- Confusing Processes
  - flexible scheduling –added work student services, fees to change, frustrated how complex it is to change schedule, like online capabilities
  - competency based training –students that need babysitting tend to fail in this system, waiting teacher direction
  - confusing tuition – due to cost/hr can't tell student exact costs to attend, say it depends, frustrates student
  - no book/supply costs – student's want to know exactly what books & supplies to buy and how much, frustrated especially sponsors
  - open entry/open exit – confusing to students when to enroll
  - no classroom orientation – confused on how system works and what suppose to do, looking for direction, feel abandoned
  - lockstep classes – frustrated not knowing when next set of classes are, too short notice
- no loans – student's that don't qualify for FAFSA, Scholarships or Sponsorships and don't have enough money to attend cannot attend

## OBJECTIVES & GOALS

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### 1. Reengineer Marketing strategy and process for FY10 (James)

- a. Develop an annual campus Marketing Plan(broadcast, online, outdoor, print)
- b. Develop 6 school of infomercials
- c. Develop School of Print Campaign – brochures, fliers, posters, postcards
- d. Develop Pilot program for Campaign Tracking in CRM
- e. Develop a DATC Job Fair

### 2. Develop and Implement a Placement Process by June 2010 (Dan)

- a. Develop the Placement Process
- b. Implement initial stages of the placement process with CRM & Website
- c. Develop Online Student Resource Guide (Resume, Cover Letter, Portfolio)
- d. Develop a Campus-Wide Employer Outreach Team to meet with 10-20 new companies each year
- e. Improve the Job Board to be more user friendly for the student and employer

### 3. Reengineer the Online Strategy by June 2010 (Andrew)

- a. Develop Online Advertising – SEM (Google, Bing, Yahoo, Ask), Web Banners (Yahoo, Standard, SL Trib, Des News, Comcast, Clear Channel), Dex Storefront



- b. Enhance the DATC Website (new brand, streaming video, photo slideshows, virtual tours)
  - c. Develop Social Media Sites (Wikipedia, You Tube, FaceBook, Twitter, LinkedIn, Vimeo, Flickr)
  - d. Enhance Employer Website & Landing Pages
  - e. Develop a Dashboard Metric for Sales & Marketing ROI
- 4. Reengineer the Project Management process and technology by June 2010 (Misty)**
- a. Develop customer service satisfaction surveys
  - b. Implement daily, weekly and annual updates on project status for all customers
  - c. Develop a new web-based project management software
  - d. Develop project templates tied to process sheet to automate production timelines
  - e. Develop a metric based system for Project Management
- 5. Reengineer the Recruiting Process by June 2010 (Allen)**
- a. Develop Department CRM Integration/Automation (Financial Aid, Marketing, Student Services, Foundation, ECE, NorthFront, EAT)
  - b. Develop a CRM/NorthStar Student Withdrawal Process
  - c. Reengineer Jr. High Tours and High School enrollment process and recruiting strategy to increase high school leads and appointments
  - d. Develop two College Open Houses to increase adult awareness
  - e. Develop real time CRM Reports for leads, applicants and students

## TARGETS

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According to our 2009 student records, 68% of students are 18-35 years of age and Caucasian. The marketing department conducted a 2008 Mosaic cluster psychographic and geo-mapping analysis of the past 5 years of student data, the following target markets and trends were the result of that study.

- High School Students
  - Project Lead the Way
  - Parents
  - Medical Anatomy & Physiology
  - Orphaned Students (Dropped Programs)
  - HS Dropouts
- Unemployed/Laid Off
- Underemployed Aspiring Dad
- Single/Divorced Parent
- Working Dad/Mom Upgrading Skills for Job Promotion
- Empty Nest Mom gaining skills get back into job market
- Retired Man/Women wants pick up new hobby

## POSITIONING

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Our position for this year is centered around life stages of people. We selected 3 students that are a high school student, single mother and working dad to illustrate their lives. It includes testimonials, you tube diaries, super mom and dad posters and blog posts to really give future a students of any life stage (i.e. high school, 18-24 young adult, 24-35 single mother, 24-35 young working dad, 24-45 married couple, 40-54 empty nester mom, or 65 year old retiree looking for new hobby). Focus more efforts on showcasing technology and trade skills. Developed a new logo and branding template to showcase brighter red colors and 3D textured logo to look more appealing to core target market 18-34 year olds.

## STRATEGY

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- **High School Students**
  - Project Lead the Way
    - Develop an easy to use Engineering from PLTW to DATC to WSU using Tim Feltner as consultant
    - Develop new PLTW class offerings through Electronics, Mechanatronics, Architectual & Engineering Design that are packaged in a "High School Friendly" manner
    - Get DSD lead list from Mark on PLTW, Physics, etc (Need master list) to send out postcards for Open House
    - Parent & Student Open House – bring in group show new direction and possibilities for students, tie in HS Project Lead the Way Instructors
    - Develop PLTW Fliers for Students & Posters for Classrooms
    - Develop PLTW HS Classroom Presentation Schedule – Instructors, Employers, Industry Experts
    - Offer Tech Expo – smaller scale Gear Up Fair as major event and science fair for students to show off what learned, pay ½ bussing
  - Parents
    - Postcards broken down by HS Zip Codes
    - Parent Nights for each HS to include CTE, Counselors & Teachers to promote Pathways & Technical Training
  - Medical Anatomy & Physiology
    - Target MAP Students, fill out program interest cards, pay ½ bussing, experts industry, new technology, future of healthcare, HS Instructors, CTE, Counselors, invite Parents
  - Orphaned Students

- Get list of dropped programs from District, target parents & kids with similar programs at DATC
  - HS Dropouts
    - Get list of dropouts to get back in system
- **Adults**
  - **Advertising** (see details in media selection)
 

DATC has literally advertised in every possible marketing medium that has been created, which includes: television, radio, newspaper, billboard, busboard, mall kiosks & displays, library kiosks, retail posters and point of purchase displays, cinema advertising, search engine marketing, search engine optimization, search engine web banner, local media web banners, social marketing, email, text, direct mail, consumer & business trade shows, community events, event sponsorships, product placement, public relations, sales literature and more....Below are the current marketing mediums being used due to budget cuts and reallocation of marketing funds:

    - **Flight Periods** - August Back 2 School, October Job Fair, January New Year's Resolution, June Summer Camps
    - **Mediums:**
      - **COMCAST Cable Television**

Reach: 197, 801 (71.6% population), Frequency: 4 times  
Geographic: Davis County Zone  
Ad Space: 1760 TV Spots (A&E, Animal Planet, Discovery, Lifetime, Nickelodeon, TLC, Cartoon Network, Comedy Central, ABC Family, MTV, TBS, ESPN, TNT), 140,000 web impressions  
Total Cost: \$17,000
      - **Clear Channel Radio**

Reach: 133,700 people (radio, 54% population), 3.3 million people (web)  
Frequency: 3.6 times (each person hears our message)  
Geographic: Northern Utah  
Quarterly Flight Run: August, November, January, May  
Ad Space: 50 thousand guaranteed web impressions, 2 remotes, first in pod break, 120 traffic jam sponsorships, 160 bonus spots, 16 email blasts  
Total Cost: \$15,000
      - **Standard Examiner**

Reach: 64,676 (print-Davis, Morgan, Weber, Box Elder counties)  
Frequency: 3.5  
Ad Space: Quarter page print, leader online banner ads, email, text  
Flight Run: July 24 (Pioneer Days), July 26 (Back to School), August 4&6

(News section), Education Circular, OKUMA Open House

Total Cost: \$5000

- **Media One Interactive**

Reach: 900,000 impressions                      Frequency: 10x per day

Ad Space: SEM (Google, Bing, Yahoo, Ask), Yahoo Banners, SL Trib/Des  
News Banners, Text, Email, Tracking Phone Lines & Web Reports

Flight Run: July-June

Total Cost: \$19,000

- **DEX (*Phone book, dexknows.com, virtual storefront w/SEO*)**

Reach: 448,000 (Ogden/N. Davis), 800,000 (SLC)

Geographic: Weber, Davis, Salt Lake, Heber/Morgan Counties

Flight Run: July - June

Ad Space: ½ yellow page ad, bold white page listing, heading listing  
colleges & vocational, virtual storefront w/SEO, online phonebook

Total Cost: \$15,010

- **Carr Directory North & South Phone Books**

Reach: 80,000                      Frequency: 3x per day

Geographic: Davis County

Flight Run: July – June

Ad Space: Double Truck Ad, White Page Listing – DATC, ECE, UNAR

Total Cost: \$3750

- **HAFB Phone Book**

Reach: 18000 military & civilians                      Frequency: 8x per day

Geographic: HAFB, Davis County

Flight Run: July – June

Ad Space: 1/8th Page Ad

Total Cost: \$750

- **Layton Hills Mall Kiosk**

Reach: 120,000/day on weekend

Geographic: Davis/Weber/N. Salt Lake County

Flight Run: July – June

Ad Space: Kiosk (internet bar (2), TV, lit rack, event sign), Backlit Sign

Total Cost: \$9000

- **DATC Website ([www.datc.edu](http://www.datc.edu))**

Reach: 120,000 hits/month                      Frequency: 5-10 minutes per reader

SEO: Google, Yahoo, MSN, Super Pages, QWEST

Promotions: Online event calendar, front page banners, landing pages

Sales: Online Registration & Payment, Online Step by Step Process, Career Planning, Financial Aid, and Direct Lead forms to Salesforce CRM (new applicants, new prospects, campus tours)

- **Social Marketing**

Reach: 100 Facebook Fans, 150 Tweet Followers, 500 Wikipedia click Throughs

Geographic: National

Mediums: Wikipedia, FaceBook, Twitter, LinkedIn, You Tube, College Blogs,

- **Online:**

Mediums: Utah & National College Metasites (campus explorer, Utah Futures, Utah Majors), State Employment (DWS, LDS, Voc Rehab, DI, Single Mom's Foundation)

- **SalesForce Email Marketing**

Consumer Database – 25,000

Employer Database – 90,000

Automated Sales (email, call center follow calls, postcard mailing lists-see process sheets, sales reports, campaign management tracking)

- **M6 Text Marketing**

Reach: 10,000

Geographic: Davis & Morgan County

Annual Flight Run: July–June

Ad Space:

Total Cost: \$3150

- **SendWord Now Crisis Communication**

Reach: 2500 students, 10000 prospects, 150 faculty & staff

Geographic: State of Utah

Flight Run: July-June

- **InfoUSA Database Leads**

Reach: 14 million businesses, 210 consumers, 600,000 manufacturers

Geographic: Western U.S.A.

Flight Run: July 08 – June 09

Ad Space: Lead Lists for Direct Mail & Email

Total Cost: \$1800

- **Muzak Phone Messaging**

Reach: DATC call ins

Geographic: Davis & Morgan County

Flight Run: July – June

Ad Space: 6 different program phone messages every quarter

Total Cost: \$600

- **Direct Mail**

Reach: 60,000 high school students & 10,000 adult prospects

Geographic: Wasatch Front

Target: Cosmetology, Plumbing, Back 2 School, New years Resolution

Ad space: 6x9 postcard

Total Cost: \$5000

- **Community Resources**

Community of Promise, Rocky Mountain Gas Association, Clearfield Community Learning Center, Job Corps, Dept of Workforce Services, LDS Employment Services, Vocational Rehab, Prison Rehab program, Adult Ed, ESL, Family Enrichment Center, Davis County Libraries, Food Bank, PIRC, Family Connection Center, Davis Chamber of Commerce, Utah Health Department, Parent Teachers Association, Utah Home School Association, Utah Council (all colleges of State), SOS Staffing, ManPower, Kelly Services, ResourceMFG, Hill Air Force Base SCEP, Safe Harbor, Applegate Homecare, SOAR Foundation, SLC Housing, Davis Hospital, McKay Dee Hospital, Red Cross, Triple A Credit, Al-anon, NAMI, Homeland Security, Women's Retreat House, United Way, Catholic Community Services, Davis School District, Morgan School District, City Community & Economic Development (Davis & Morgan County), Francis Peak Apartments, Davis Economic & Development, Davis CVB, Clearfield Community Services, Ogden Housing Authority

- **Public Relations**

- Press Conferences: Community Events & Open Houses
- Press Releases (local & national): Program, Facility Renovations, Equipment Upgrades, Success Stories, Students of Month, National Employer Partnerships, Community Impact
- Press Kits
- Crisis Communication Plans
- Community Event Calendars
- Social Media – Facebook, Twitter, LinkedIn
- Education Blogs & Metasites
- Community Newsletters
- Press Clippings

- **Print**

- **Managing Bookkeeper Postcard**  
*Target:* 250 Graduated Seniors (Accounting Track)  
*Message:* Upgrade Skills w/ Mng. Bookkeeper  
*Call 2 Action:* Free USB w/Campus Tour  
*Metric:* Direct Line Allen  
*Cost:* \$250
- **Apprenticeship Flier**  
*Target:* 50 Supply Shops  
*Message:* lowest price in market, \$250 in HVAC/Electric/Plumbing  
*Call 2 Action:* Call/Email Doug to sign up today  
*Metric:* Doug track # calls & emails  
*Cost:* \$45
- **Catalog** (print cover offset, guts printed in copy center on demand)
- **New Stationary** – business card, letterhead, envelope
- **School of Brochures** – Business,
- **Campus Brochure**
- **Retail Posters-August**
- **Life Stages Success Stories & You Tube Videos**
- **Annual Report-October**
- **Program Virtual Tours – November**
- **Life Stages Front Page – November**
- **Christmas Cards – December**
- **Events** (Maybe-FCC, Get FIT, 4x4 Show)
  - Campus Open House/Ribbon Cutting - August
  - Graduation – September
  - HS Senior Tour – September
  - DATC Job Fair – October 22
  - WITT – November 4<sup>th</sup> or 11<sup>th</sup>
  - DSD Counselor Luncheon - December
  - Career Planning/Financial Aid Open House –January, August
  - OWATC Job Fair – February (alt. graduate job fair, contact Weber business)
  - Tech Expo – February
  - Graduation – February
  - DSD Health Fair - March
  - Driver's Ed –March, April
  - Jr. High Tech Expo – April
  - Graduations –May
  - Women's Expo - May
  - Summer Camp Orientation – June



- Community Events – OKUMA, Lincoln, Polaris, Cosmetology, Apprenticeship, Composites, Family Cultural Celebration, Women’s Expo, Utah Career Days
- **Promotions**
  - Monthly Scholarship Giveaways
  - Buy 1 Get 1 Monthly Tuition Waivers-Struggling programs
  - Viral Video – day in life of student (10 low end video cam-winners win a camera)
  - Promotional Giveaways – MP3 Players, USB Memory Sticks, Pens, Mints, Chocolates, Shirts, Laptop Bags, Calculators
- **Metrics**
  - SEM Web & Phone Tracking Reports
  - Web Google Analytic Reports
  - Online Tracking Reports from Comcast, MediaOne, Standard, & Clearchannel
  - DATC 1-800 Tracking Phone Line
  - CRM Leads, Applicants, Students Report
  - CRM Email Reports
  - M6 Marketing Text Reports
  - DATC Event Landing Pages & Sites
  - Placement Jobs, Salaries & Tax Revenue Reports
  - NorthStar Program & College Monthly, Quarterly, Annual Reports (Membership & Headcount)

## Question and Answers for Bid #Q151 - Utah College of Applied Technology College Marketing Campaign

### OVERALL BID QUESTIONS

There are no questions associated with this bid. If you would like to submit a question, please click on the "Create New Question" button below.

Question Deadline: Sep 17, 2012 2:00:00 PM MDT