

The University of Kansas
Integrated Marketing Communications Program Student Project Release Form

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KUPCE and IMC Workshop Series Marketing Communications Plan
Title of the student's/students' master's project/research paper

1. Lindsay Santee

2. Evelyn Burns

November 23, 2015
Date the project or research paper was accepted by the Journalism faculty

3. Jenny Matkovich
Student's/Students' name(s) (type or print)

Scott Reinardy, Ph.D.
Journalism Assoc. Dean's name (type or print)

Journalism Assoc. Dean's signature

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Client's Initials: SLC

Please remove page 88 - PCE Program Planning Budget

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18 JAN 2016

Date

Student's Signature

Date

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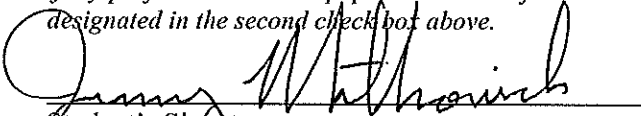
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Date

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Lindsay Sotell
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Date

Fall
2015



The University of Kansas
Professional and Continuing Education
Integrated Marketing Communications
Workshop Series

MARKETING COMMUNICATIONS PLAN

PREPARED BY EVELYN BURNS, JENNY MATKOVICH, AND LINDSAY SANTEE
UNDER THE GUIDANCE OF KELLY CRANE

*KU SCHOOL OF JOURNALISM & MASS COMMUNICATIONS
JOUR 850 Marketing Communications Capstone*

About the Authors



Evelyn Burns

Evelyn Burns is a Military Analyst for the Combined Arms Center – Training at Fort Leavenworth, a 1-star General officer level headquarters. She is responsible for distinguished visitor engagements, event coordination and project management. She earned a bachelor of science in mass communications focusing on television and radio broadcasting from Austin Peay State University, Clarksville, Tennessee in 1998. She is a retired Army officer and veteran of Operation Enduring Freedom. In her spare time she enjoys spending time with family, photography, travel, and serves as 1st Vice Commander of the American Legion Post 23 in Leavenworth, Kan. Evelyn will receive her master's degree in integrated marketing communications from the William Allen White School of Journalism at the University of Kansas in December 2015.



Jenny Matkovich

Jenny Matkovich is a marketing manager at Cerner Corporation in Kansas City, Mo., where she focuses on the company's solution unit marketing for the CareAware solution platform. Jenny earned her bachelor's degree in marketing and management from University of Iowa. Since graduation in 2009, she has launched 17 products for Cerner device innovation area and developed solution marketing and content strategy. Beyond her professional work managing a Healthcare IT brand, Jenny is a long-term board member for the Kansas City International Associate of Business Communicators (KCIABC) and serves as the VP of Communications. At conclusion of the semester, she will receive her master's degree in marketing communications from the School of Journalism and Mass Communications at the University of Kansas.



Lindsay Santee

Lindsay Santee is the Director of Sales and Marketing at VPR Creative Group in Kansas City, Mo., where she manages the company's patient-to-patient healthcare education programs. Lindsay earned her bachelor's degree in journalism with an emphasis in strategic communication from the University of Kansas in 2011. In her spare time, Lindsay volunteers for the Make-A-Wish® Foundation as a Wish Granter and enjoys staying active, traveling, and reading. At the conclusion of the semester, Lindsay will receive her master's degree in journalism with an emphasis in integrated marketing communications from the School of Journalism and Mass Communications at the University of Kansas.





Kelly Crane, Instructor/Education Program Manager

This project was supervised by Kelly Crane, education program manager at the William Allen White School of Journalism and Mass Communications, University of Kansas Edwards Campus, where she oversees the recruiting, marketing and management of the integrated marketing communications (IMC) graduate program. With more than 26 years of director- or VP-level experience leading the integrated marketing efforts of companies in industries from advertising and entertainment, to healthcare and technology, Kelly realized her passion is mentoring people who are just starting their careers and helping them achieve their educational and career goals. Now more than a decade after she first stepped onto the Edwards Campus as an MBA student, she has seen the IMC program grow and evolve to keep up with changes in technology, media and marketing techniques. Kelly earned a bachelor's degree in psychology from Baylor University and an MBA from the University of Kansas.



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Executive Summary

“Education is more than a luxury; it is a responsibility that society owes to itself.”

— Robin Cook

EXECUTIVE SUMMARY

Currently, around 16 million American adults are enrolled in some sort of educational or training services program and that number continues to grow. In 2013, corporations spent on average \$1,847 per employee and total annual spending was around \$150 billion. It is clear employers see value in investing in the professional development and education for their employees. Whether it through online avenues, professional associations, or community colleges and universities, the current marketing and communications industry is saturated with various opportunities for marketing-focused continuing education and professional development. However, local opportunities that offer in-person, advanced level, and marketing-focused continuing education are lacking.

The University of Kansas School of Journalism's Integrated Marketing Communications (IMC) graduate program and the University of Kansas Professional and Continuing Education (KUPCE) department look to benefit from the development of a higher-level IMC continuing education workshop series. This advanced- series is geared toward professional business communicators and marketers in the Kansas City metropolitan area. The objective of this workshop is to give attendees a competitive advantage alongside networking, confidence, and education and skills local marketing and communications professionals' desire in their career.

Three students from the University of Kansas IMC graduate program worked with KUPCE to develop a marketing communications plan to assist with launching this new marketing and communications continuing education offering for Kansas City professionals. During a span of four months, the team conducted both primary and secondary research to inform the creation of this marketing plan.

Secondary research provided the team with a better understanding of the continuing education industry, trends within the industry, primary and secondary competition for the new continuing education offering, and demographic and psychographic information on the workshop series' target audience. The team conducted primary research, which included a focus group, interviews with industry experts and the members of the target audience, and a survey. The survey was then analyzed, along with KUPCE's website and social media accounts. This provided insight into what KUPCE is doing right, and what it could do better.

Through this research, the team developed key recommendations for Phase I and Phase II. This will allow KUPCE to launch a successful continuing education offering that targets Kansas City marketing and communications professionals:



Phase I: Establish a Solid Foundation by Targeting KU Alumni
Phase II: Expand and Grow Beyond KU

In addition, the marketing communications plan contains specific tactics, a timeline for execution, estimated budgets for the recommendations, and measurements in order to determine success and areas for improvement. The plan also includes detailed appendices, which include results from the primary and secondary research and expand details of the recommendations.

The purpose of the research and this proposal is to answer the following questions:

- Is a KU IMC Continuing and Professional Education workshop series viable?
- Who is the audience and what does the audience want?
- How should the workshop series be marketed?



Situation Analysis

“Anyone who stops learning is old, whether at twenty or eighty. Anyone who keeps learning stays young.”

— Henry Ford

History of KUPCE

The University of Kansas Professional & Continuing Education (KUPCE) department was established in 1891 as the KU “School of University Extension.” It was initially created to address the educational needs of working professionals without direct access to a college or university, which was a bold and new idea at the time. Only two other major universities had similar programs. KUPCE changed its name a few times since its initial trailblazing 125 years ago. It is now a leading provider of professional continuing education programming, workforce training and lifelong enrichment and education.

Today, the KUPCE department is nestled in the heart of Overland Park, Kan., at the KU Edwards Campus. It has provided quality education to working professionals for more than 125 years. It currently “supports the teaching, research, and public service missions of the University, contributing to postgraduate professional education, workforce development, distance learning, and quality of life for Kansans and worldwide communities” (KUPCE, 2015)

According to the KUPCE website, its mission and values are as follows: “From our main office at the KU Edwards Campus in Overland Park, we continue our founding mission by extending the University’s resources to working professionals while upholding the educational values that make KU a world-class center of learning. We perform these services with the guiding principle that the best form of learning is to undertake it continually, whether through academic research, professional development, personal enrichment or the pursuit of general knowledge” (KUPCE, 2015).

KUPCE offers courses and events, customized professional training and education, conference and event management and other programming. Everything from short courses, workforce development training, conferences, and lifelong learning classes are offered. The majority of KUPCE’s services are in the following subject areas: aerospace, architecture, continuing legal education, engineering, fire and rescue training, law enforcement training, leadership and management.

Success is defined by KUPCE as creating awareness of KU and its programming, educating the public, breaking even (but ideally, generating revenue), creating sustainable programs, and increasing enrollment at KU. Related to this project, KUPCE wants to develop a continuing education offering which:

- Provides quality professional development and continuing education to enrich the community it serves,
- Is financially sustainable and ideally lucrative, and



- Increases awareness and enrollment in the University of Kansas IMC graduate program.

According to its website, KUPCE prides itself on:

- “Partnering with KU faculty and departments to offer academic conferences and research dissemination support.
- Developing new employee training programs with businesses and industries in the Kansas City metropolitan area, across the country and around the world.
- Providing non-credit courses in professional development and certificate opportunities through public and online programs for working professionals.
- Serving a central role in Kansas’ public safety by managing the Kansas Law Enforcement Training Center and the Kansas Fire & Rescue Training Institute.
- Providing lifelong learning opportunities for adults 50 and over through the popular KU Osher Lifelong Learning Institute.
- Collaborating with all 19 Kansas community colleges to make programming easily accessible for all Kansans” (KUPCE, 2015).

Opportunity for KUPCE and IMC Graduate Program Partnership

A partnership between The University of Kansas School of Journalism’s Integrated Marketing Communications (IMC) graduate program and the University of Kansas Professional and Continuing Education (KUPCE) department offers a mutually beneficial opportunity for the two organizations. The co-development of an IMC continuing education series provides unique opportunities for both the KUPCE and the IMC graduate program to make an impact within the University of Kansas, the Edwards Campus and the greater Kansas City community. Each organization’s missions, guiding principles, values and the KU brand promise are already fairly aligned. Alignment is key when analyzing whether two brands would make good partners. As a result of this, they have a solid foundation to collaborate on an advanced continuing education offering for professional business communicators and marketers in the Kansas City metropolitan area.

There is an opportunity for the KUPCE and KU IMC program to fill a local and nationwide gap in the industry as well as to fill the hole between marketing-focused online courses, webinars and association seminars and the University of Kansas IMC graduate program. Research supports there is a want and need for an advanced continuing education offering for local marketing and communications professionals.



This offering will also give attendees a taste of what the IMC graduate program classes are like and will facilitate a pathway for enrollment into the program.

KUPCE's mission is to extend the University's resources to working professionals while upholding the educational values that make the University of Kansas a world-class center of learning. KUPCE's guiding principle states, "The best form of learning is to undertake it continually, whether through academic research, professional development, personal enrichment or the pursuit of general knowledge" (KUPCE, 2015).

The University of Kansas IMC graduate program's mission is to educate marketers for personal development and professional success. The program's vision is to become the degree of choice for marketing communications professionals in the Kansas City area. The program thrives on helping marketers grow personally and professionally, expanding program enrollment and market awareness, and flourishing the marketing industry financially and creatively (University of Kansas, 2015).

Success for the University of Kansas Professional and Continuing Education (KUPCE) department is viewed as developing a continuing education offering that provides quality professional development and continuing education to enrich the community it serves, is financially sustainable and ideally lucrative, and increases awareness and enrollment in the University of Kansas IMC graduate program.

By working together, both organizations can not only achieve the goals presented, but also benefit uniquely from them. The development of continuing education programming will provide visibility to local marketing and communications professionals who may not be aware of the program or who may have not considered enrollment into the KU IMC graduate program. It will also expand the KUPCE's areas of expertise and bring awareness to all it offers.

The KU IMC graduate program's brand promise is to "Learn it tonight, use it tomorrow!" The IMC continuing education program can extend this promise to more working Kansas City marketing and communications professionals. Together both the KUPCE and the KU IMC graduate program's continuing education curriculum will provide world-class education for local marketing professionals to grow, learn, and network, both personally and professionally.



Education Industry Landscape

The need for learning and continuing education is at an all-time high in American society today. It is vital for working professionals to constantly update their skills, rethink and relearn to remain competitive in the workforce. Being a lifelong learner and staying up-to-date on the latest trends is essential for working professionals in today's business world and economy, in order to survive and advance in corporate America.

The education industry is a \$7 trillion industry and it only continues to grow each year. In North America, it is no surprise that the United States has the largest number of students and generates the largest amount of education expenses worldwide. In 2011, higher education in the United States alone generated \$453.7 billion of revenue. Currently, around 16 million American adults are enrolled in some sort of educational or training services program (Hicks, 2015).

According to the American Society for Training and Development, (ASTD) an estimated \$171.5 billion was spent on corporate training and professional development in 2010. According to the same report, the average training expenditure was \$1,228 spent per employee in 2010. Interesting to note, the industries that spent the most in professional development per employee in 2010 were health care and technology. That number has continued to grow and in 2013, \$1,847 was spent on average per employee with total spending on employee training coming in around \$150 billion (Silber, 2012).

The 2011 Corporate Issues Survey conducted by The Ken Blanchard Companies indicates the kind of continuing education corporations want for its employees is leadership training. In a Global Talent Management survey, business skills topped the list of development priorities for 2013. "HR executives said that a sizable portion of new workforce entrants were deficient in many areas included in business skills training, such as communications, professionalism/work ethic and critical thinking/problem solving" (Ken Research Private Limited, 2012).



Education and the Economy

It is no secret that the education landscape has changed over the years. It is difficult to speak of one "system" of higher education in the United States unless one understands the system to be highly diversified. From universities and community colleges to for-profits and continuing education courses, all offer different education choices. These providers serve different educational segments and students seeking different goals. Add on advances in technology and cuts to education funding, it is clear why the education landscape is complex.

State Funding for Higher Education Remains Far Below Pre-Recession Levels in Most States

Percent change in state spending per student, inflation adjusted, 2008 - 2015



Source: CBPP calculations using data from Illinois State University's annual Grapevine Report and the State Higher Education Executive Officers Association. Illinois funding data is provided by the Fiscal Policy Center at Voices for Illinois Children. Because enrollment data is only available through the 2014 school year, enrollment for the 2014-15 school year is estimated using data from past years. Years are fiscal years.

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The recession in 2007 has ended, but cuts to higher education continue to remain. Nationally, total state tax revenue recovered in mid-2013 from its plunge during the recession. However, the state-by-state picture is far more mixed. The majority of states have still not fully rebounded, including the state of Kansas. Spending per student remains below pre-recession levels in the majority of states. Forty-seven states spent less per student in the 2014-15 school year than they did at the start of the recession (Leachman, 2015).

Between the 2008 and 2015 fiscal years, state higher education spending per student is down 20 percent, or \$1,805 per student. Meanwhile, tuition is up 29 percent, or an average of \$2,068 per student. Universities need to save money wherever possible and have responded by cutting programs, staff, and other expenditures.

Universities have raised tuition to compensate for declining state funding and rising costs. Since 2010, the adult skills budget, which funds non-academic, university-based education and training

for those 19 and over, has been cut by a staggering 40 percent (Okolosie, 2015).



As the graph on page 12 shows, some states have rebounded better than others, with Alaska, Wyoming and North Dakota receiving more funding than pre-recession state funding levels. However, most states are still suffering. Tuition at four-year schools in Arizona is up more than 80 percent, while in five other states - California, Florida, Georgia, Hawaii, and Louisiana - tuition is up more than 60 percent (Chokshi, 2015).

Kansas continues to experience deep education funding cuts and tax cuts throughout the state, which has led to revenue losses. Governor Sam Brownback cut education funding by \$51 million in March of 2015. Governor Brownback says he is experimenting with reducing income tax to spur economic growth. Because of the education cuts, many districts were forced to end the 2014-2015 school year early because they did not have the funds to stay open. Kansas is also experiencing a teacher shortage because of the underfunding of schools (Klein, 2015).

When employers are not willing to pay or reimburse for continuing education, students are required to pay for the education themselves, either out-of-pocket or through student loans. Graduate students account for about 40 percent of the \$1 trillion in outstanding student loan debt, according to the New America Foundation. The average graduate borrowed \$57,600 for a graduate degree in 2012. For this reason, educational programs need to offer financial assistance and scholarships to assist with the cost of the program.

The value of continuing education speaks for itself. The jobless rate for people with master's degrees was only 3.4 percent in 2013, according the Bureau of Labor Statistics. Median annual earnings were \$69,100 for people with a master's degree and \$57,600 for those with only a bachelor's degree. This shows investing in one's education and being a lifelong learner is beneficial (Trinkle, 2011).



Employer Assistance

Even given the state of the economy, many large employers are willing to pay or provide reimbursement for continuing education for their employees. In fact, organizations with professional training and development budgets have grown in the last few years. Continuing education is an integral part of many companies' strategies. The statistics support the value of professional development. According to Todd Tauber, the former Vice President of Learning and Development Research at Bersin, total spending on employee training was around \$150 billion with an average of \$1,847 spent each year per employee in 2013. Tauber estimated the average investment was \$1,200 per learner, which is a 15 percent leap over the previous year.

Each year *Training Magazine* ranks the top 125 organizations for employee development. The average training budget for these organizations is 6 percent of each of their payroll. The Cheesecake Factory, a top performer in employee development, invests an average of \$2,000 annually per employee on training. The investment in its employees clearly pays off because the chain brings in sales of \$1,000 per square foot; almost double the restaurant industry average. When organizations invest in professional development and training, the benefits are mutual between company and employee.

Fortune Magazine's 100 Best Companies to Work For devote an average of 73 hours each year to salaried workers' development; this education is offered both in-person and online. "The American Society for Training and Development reports in 2013, 39.2 percent of employers from its annual survey delivered employee training electronically, with workers spending 30 hours on average each year engaged with online learning and development programs." It is clear that offering continuing education and professional development online is better than not offering it at all (Bullen, 2014).

However, not all employers pay or reimburse for continuing education. When this is the case, professionals are required to pay out-of-pocket. The program's affordability is an important factor when adults are considering continuing education and professional development.



SWOT Analysis

The following is a SWOT Analysis on the University of Kansas Professional and Continuing Education Department (KUPCE), the University of Kansas and University of Kansas Edwards Campus (KU), and the University of Kansas William Allen White School of Journalism and Mass Communications' Integrated Marketing Communications graduate program (KU IMC program).

Strengths:

- **KUPCE**
 - Pioneer in continuing education programming as the third major university in the nation to start a CE program
 - Experience in offering classes online and in-person
 - Offers customized continuing education programs geared to fit varying audiences
 - Has the ability to offer continuing education credit or certifications within some of its programs
 - Currently offers a variety of successful and sustainable programs including leadership and management
 - Offers a variety of services including conference and event management, customized professional education, research dissemination, campus resources, registration services and when applicable CEUs
 - More than 125 years of experience

- **KU**
 - Academic brand and reputation
 - Research-based institution that provides quality education
 - Established nearly 150 years ago
 - KU has become a major public research and teaching institution of 28,000 students and 2,600 faculty on five campuses
 - KU Edwards Campus offers top-tier facilities for classroom learning

- **KU IMC program**
 - The IMC and William Allen White School of Journalism alumni network
 - Early leader in IMC education, offering a program for longer than anyone in the country except Northwestern University
 - IMC alumni date back to 1999



- **Strengths of all key stakeholders**

- Experience in offering classes online and in-person
- Access to KU facilities, staff, faculty and departments
- Extensive alumni network

Weaknesses:

- **KUPCE**

- Lacks brand recognition within the KC metropolitan area
- Primary CE experience is with professional areas that require CEUs
- Limited financial support from KU
- Time limitations of qualified instructors to put in additional effort toward developing topic areas
- Inadequate capital funds to support all of KUPCE's needs
- Limited marketing budgets for advertising programs

- **KU**

- It is difficult for a large university to make changes quickly
- KU Edwards Campus is not centrally located within the downtown Kansas City business corridor

- **KU IMC program**

- Limited staff to work on growing relationships within the business community
- Limited resources to attract qualified instructors capable of implementing effective education
- Insufficient resources for marketing and advertising the program to elevate brand awareness
- Advising resources are limited for current students
- Current IMC students believe the classes in the IMC program are outdated
- IMC students only have access to IMC elective courses every 1-2 years as it depends on popularity and the ability to fill the courses

- **Weaknesses of all key stakeholders**

- Overly cautious regarding change in educational programming
- Risk averse decision making
- Limited access to technical expertise to create superior online educational content



Opportunities:

- **KUPCE**
 - Ability to reach people who cannot or won't commit to a full graduate degree program
 - Expand the market to people who want learning opportunities provided in smaller segments

 - Current and past IMC students want more industry learning and networking
 - KU IMC program has estimated around 140 alumni who may want to freshen up their skills but do not need college credits
 - Gap in marketing education currently between online webinars, short luncheon meetings, conferences and the full IMC program
 - The expansion possibility to go beyond current industry offerings
 - Need for continuing education for people of all ages to keep up job skills and career advancement

- **KU**
 - The alumni base from the J-school, B-school, Communication Studies and other programs offer a large audience for potential program attendees
 - Opportunity to move curriculum more online for online learners and to reach people beyond KU current student involvement

- **KU IMC program**
 - KUPCE IMC classes would bring more awareness to the KU IMC program
 - Could position IMC program as a leader in the industry
 - To develop a community of professional marketers and communicators
 - Increase IMC awareness and enrollment through an audience of workshop attendees who may want to pursue graduate school
 - Marketing is an ever-changing industry and requires lifetime learning

- **Opportunities of all key stakeholders**
 - New IMC professional and continuing education programming would lead to new awareness and personal affiliation with KU
 - Potential to generate revenue
 - Forge new relationships by engaging with KC metro influential businesses and business leaders
 - The potential to strengthen partnerships with industry professional organizations



Threats:

- **KUPCE**
 - Reduction in other current programming attendance could negatively effective overall budget and ability to start new programming
 - New KU Online Master's Program in Digital Content Strategy could take away from enrollment and resources in a new IMC continuing education offering

- **KU**
 - The brand recognition of other Universities
 - Rising tuition costs
 - Reductions in available financial aid for students
 - Perception that going back to school is getting more and more expensive
 - Possibility of the elimination of the tax credit for continuing education
 - Geographic distance between the Lawrence campus and Edwards Campus limits ease of collaboration

- **KU IMC program**
 - MBA programs continue to be a big competitor
 - Possibility of misalignment with University of Kansas William Allen White School of Journalism's traditional perspective
 - Marketing and communication best practices are always evolving, it is difficult to stay relevant

- **Threats of all key stakeholders**
 - Extensive online marketing learning opportunities from other competitors
 - Free learning opportunities through local organizations and online
 - At the mercy of the economy
 - Potential attendees time restrictions
 - Potential attendees and/or employer's lack money for continuing education
 - The education budget continues to be reduced in Kansas effecting University funding



SWOT Analysis Summary

Internal - Strengths & Weaknesses

The strengths and weaknesses of the University of Kansas Professional and Continuing Education department (KUPCE), the University of Kansas and University of Kansas Edwards Campus (KU), and the University of Kansas Integrated Marketing Communications graduate program (KU IMC program) were evaluated. Where there are weaknesses in one area there is an equal or stronger comparative strength. With such strong mission and values, these three organizations can overcome the listed weaknesses with the development of an IMC continuing education program. The notable shared strengths of all stakeholders are the access to KU facilities, staff, faculty and KU's extensive alumni network. Another common thread of the stakeholders is the KU brand and academic reputation of the research-based university. The stakeholders' shared weaknesses relate to large institutions' common culture of being risk-averse and cautious regarding change.

External - Opportunities & Threats

In evaluation of the KUPCE, KU and KU IMC graduate program's opportunities and threats, where there are threats in one area there are equal or stronger comparative opportunities. A new IMC continuing education offering would lead to new awareness and personal KU affiliation for all stakeholders. In addition, there is an opportunity to generate revenue and forge new relationships through engagement with influential Kansas City businesses and professionals. The threats shared by all stakeholders are the extensive primary and secondary competitors in the oversaturated marketplace. The most universal threat is potential attendees have increasingly less time and money and can choose to obtain free or low cost education online or through other avenues.



Secondary Research

“Those people who develop the ability to continuously acquire new and better forms of knowledge that they can apply to their work and to their lives will be the movers and shakers in our society for the indefinite future.”

— Brian Tracy

Trends

Online Learning

Traditional instructor-led, classroom education and training remains the most popular format to learn. It represented 42 percent of the corporate training market in 2011. Online learning is expected to soon overtake some of that market share. More than 90 percent of survey-takers consider face-to-face training to be valuable or extremely valuable. Classroom learning continues to endure for a reason: online classes, webinars, and other distance-learning solutions, while convenient, are sometimes a poor substitute for the experience of face-to-face education and collaboration.

Still, it cannot be denied online learning, also known as e-learning, is booming. Market research firm Global Industry Analysts projects the online learning industry will reach \$107 billion this year. The trend of online learning already represented around 33 percent of learning hours in 2010, according to ASTD's 2011 State of the Industry Report. Because of this, online certificate programs are becoming increasingly popular and offer new growth opportunities to an untapped audience in continuing education. Online learning is becoming increasingly more convenient and easy to find because technology is now at everyone's fingertips. Online learning also allows individuals to learn at their own pace when it is most convenient for their schedule.

As previously mentioned, Massive open online courses, also known as MOOCs, are another recent trend in higher education. MOOCs are courses delivered over the web to potentially thousands of students at a time. MOOCs offer unlimited participation, open access to learning via the Internet and interactive forums for collaboration between students and professors. Some MOOCs offer open licensing of content to promote the reuse of resources. Lately, however, MOOCs use closed licenses for course materials while still offering free access to students. One weakness of MOOCs is their low completion rate. Even though thousands of people register for MOOCs, the majority never finishes the course.

Online learning also allows for self-directed learning. There are infinite resources and channels when it comes to online learning of new skills and knowledge, as well as an unlimited amount of information and data on the Internet. Knowing how to decipher which types of education are of high quality and value is important with e-learning. It is clear online learning has its benefits, but finding a balance between the two avenues, online and in-person, is important.

(Cobb, 2012) (Educause, 2015) (Omnipress, 2014) (Silber, 2012)



Understanding the Adult Learner

Working adults in America cannot afford to stop learning. There is a large need for continuing education and professional development in order to help professionals advance in their careers. The good news is there are infinite numbers of continuing education offerings that currently exist for these adult learners. Jefferson Flanders, President and CEO of MindEdge, a provider of corporate, continuing and higher education states, "It's vital that employees continue to learn. The ability to adapt and learn is one of the most important factors in long-term career success" (Hegarty, 2011)

Most undergraduate programs have a fairly homogenous population in terms of background, goals, and motivations. However, adult learners usually lead very diverse, busy lives. Because of this, it is important to understand the motivation behind adult learners before designing and developing a continuing education offering for them. Research shows "that older graduate students return to education with a mastery approach to subject matter as opposed to a grade-driven performance approach" (Hegarty, 2011). This is important to note when building a continuing education curriculum.

According to Niall Hegarty, a researcher for the *Journal of Continuing Education*, it is important for universities and institutions to note adult learners have different and unique expectations for their education. Because of these differences in expectations, instructors have a responsibility, which must "deliver to each student a campus experience that has a curriculum that connects the classroom learning objectives to real-world requirements, relevance, and skills" (Hegarty, 2011). Adult learners are highly focused, serious, and more motivated than the traditional college student. Because of this, "successful adult learning programs are those programs that not only meet the needs of the adult learners but include a curriculum that is effective in fostering individual self-direction and autonomy" (Hegarty, 2011). These students "tend to also require special needs for flexible schedules" (Hegarty, 2011). These learners want innovation and welcome every opportunity to immediately apply and integrate what they learn in their work settings.

It is clear adults want to learn skills and knowledge they can easily apply at work. Because of this, university administrators "need to attach credit values to adult education programs which can be used toward the total credit requirement of a graduate program" (Hegarty, 2011). This gives the adult learner the opportunity to roll the credit into a full-time graduate program if they choose to enroll in one in the future. It also reassures the learner they are receiving quality and valuable education and their time is not wasted.



The Importance of Community Engagement

It is vital for universities and continuing education departments to partner and engage with their local community. According to Judy Shannon and Tiffany Wang, researchers on the importance of university and community engagement in continuing education, “Historically, universities seek engagement with their community to gain access to research sites, internships, labor, or to meet other needs” (Wang, 2010)

However, CE departments need to act as a convener and bring together diverse groups of people for the common good. Continuing education departments “are in a unique position to build connections beyond the ivy walls of the university to engage in scholarly collaborations across both campus and community. Continuing educators are able to create pathways [between] the university and community.” CE professionals are positioned to build bridges between ideas, institutions, and most importantly, people.

The power of the bridge and connection between the university and local community is a vital one. It allows members of the community to build bridges with one another and create an inclusive, engaged environment. This will mean CE departments need to partner with local professional associations, organizations, and businesses.

Partnerships between the university and the community can help address significant needs within the area. Additionally, if the community knows the university is involved and engaged with them, the community will be more willing to support the university. According to Wang and Shannon, “The following steps can strengthen your engagement initiatives and add credibility to the vital role CE plays for the university and the community:

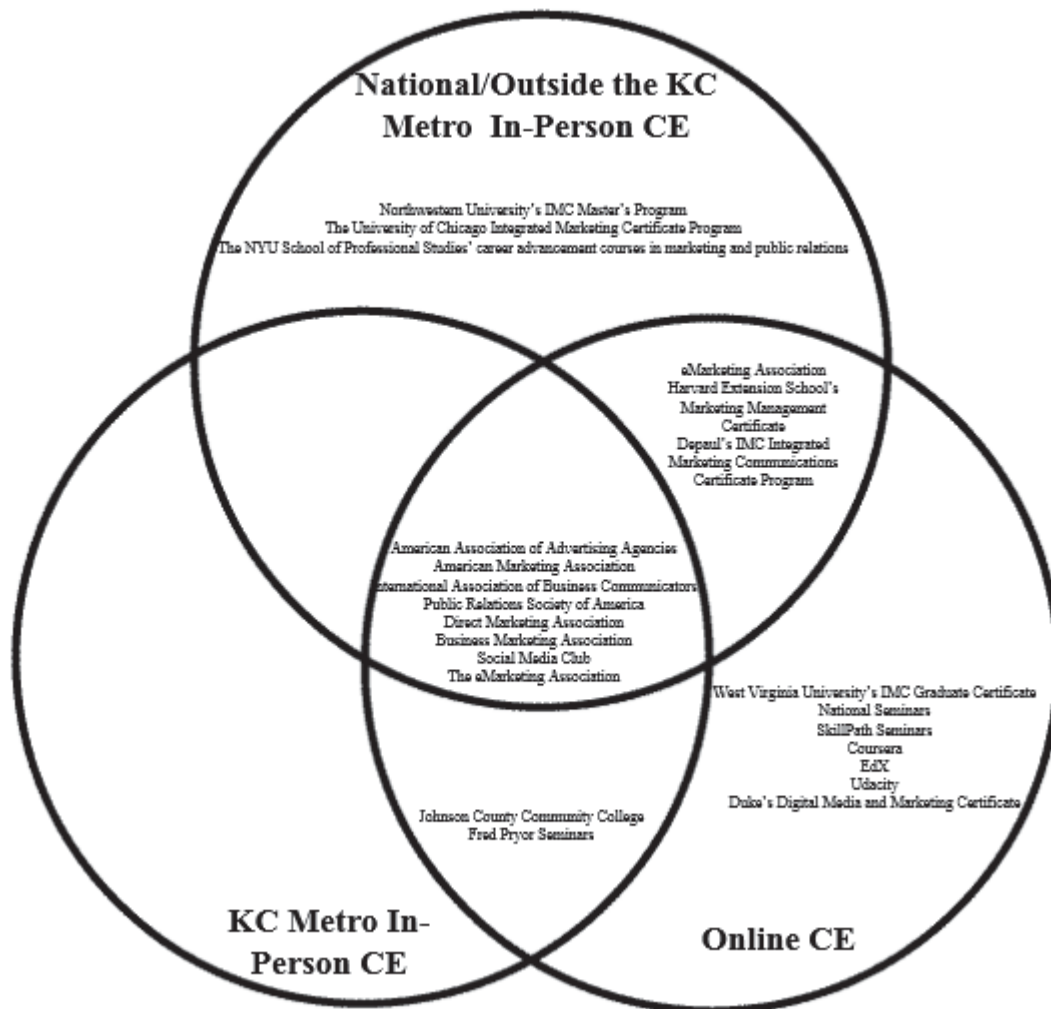
- Make engagement a priority
- Develop strong facilitation skills
- Build your network and seek partnerships, on and off campus
- Be ever mindful of opportunities to create linkages
- Establish a reputation as a *connector*
- Convene stakeholders around shared issues
- Provide the unbiased space and leadership for different voices to be heard
- Seek overarching goals to build collaboration and encourage action
- Share your initiatives in internal and external publications



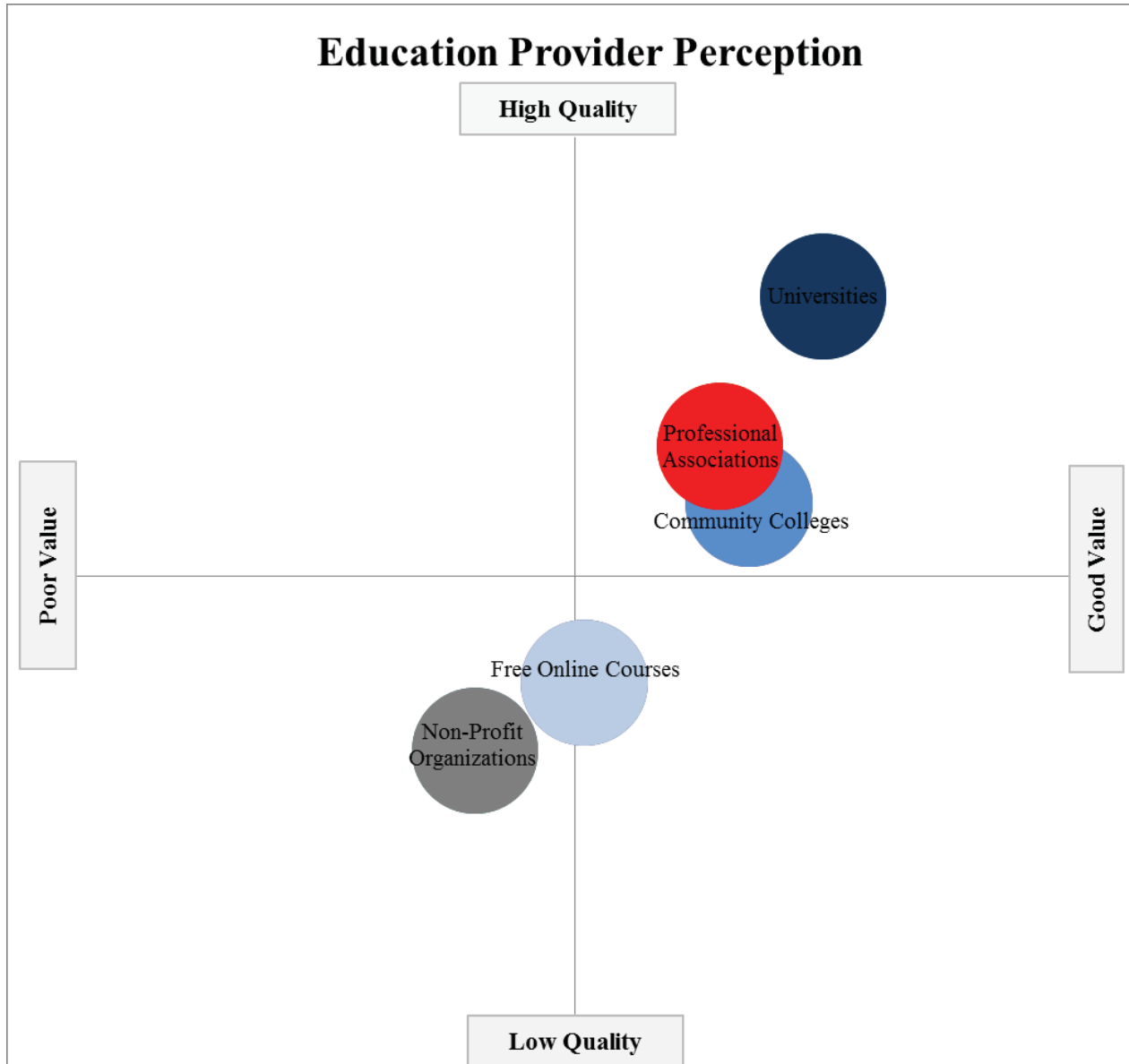
Competition Overview

The IMC continuing education program's primary and secondary competition analysis continues on page 26. The graph below provides a high level overview of the competitive environment.

The Primary and Secondary Competitors Venn Diagram outlines which continuing education programming is offered predominantly at a national level and in-person, within the Kansas City region and in-person, and online.



The Education Provider Perception Map outlines the survey respondents' perspectives of the value versus quality for non-profit organizations, free online courses, professional associations, and community colleges and universities.



Primary Competition

The University of Kansas IMC continuing education offering's primary competition can be divided into two areas: continuing education provided by local and national professional associations and the University of Kansas' new online dual certificate offering/Master's Program in Digital Content Strategy.

Similar to the research completed by KUPCE, these associations and their local chapters are likely the largest competitors for KU's IMC continuing education offering. Most of these associations have a national and local presence:

- American Association of Advertising Agencies
- American Marketing Association
- International Association of Business Communicators
- Public Relations Society of America
- Direct Marketing Association
- Business Marketing Association
- Social Media Club
- The eMarketing Association

The list of professional associations, which might compete less directly with the IMC continuing education offering, is more exhaustive. The above associations were selected because of local participation, name recognition, and most importantly the focus on similar topics to KU's IMC continuing education offering. Additionally, several of these professional associations have already collaborated with the University of Kansas in the past or were recommended by interviewees and survey respondents.

In 2016, the University of Kansas will offer an online dual certificate program in Social Media Strategy and Data Interpretation and Communication. With completion of both certificates and an additional two classes, students earn a master's degree in Digital Content Strategy (University of Kansas, 2015). This is a primary competitor of KU's IMC continuing education offering because it competes for KU resources and is similar in content offerings.

Reasons the IMC Continuing Education Offering Should Take Notice of Local Marketing and Communication-Focused Professional Associations

Local professional association chapters provide in-person continuing education offerings and a variety of networking opportunities for Kansas City-area marketing and communication professionals to connect and learn. Each organization's professional development opportunities vary month-to-month and many host special interest group



meetings, in addition to normal programming. Some of these associations cater to entry-level professionals and others focus on education for more seasoned professionals. Additionally, some of these professional associations have specific focuses, like the Social Media Club. Other organizations focus more broadly and cater to anything business communication-related, for example the International Association of Business Communicators.

Pricing for professional development programming from these local professional associations range, on average, in price from \$0 to \$50 per event and rarely surpass \$50. Annual local association conferences, like those held by American Marketing Association of KC (AMAKC) and Kansas City International Association of Business Communicators (KCIABC), fees are \$75 to \$500. The low costs provided by these professional associations and topics covered should also be noticed by KU's IMC continuing education offering.

National subsidiaries for each of these associations vary in membership size. For example, the eMarketing Association claims it is the largest and most active marketing group with more than 602,000 members, but does not offer a local chapter (eMarketing Association, 2015). All of the parent associations hold annual, or more frequent, conferences for in-person engagement, but at a much higher price than those of the local chapters. Additionally, all of the national professional associations provide webinars and open collaboration forums, which are typically free for members or at a low cost. Many of these local and national professional associations have numerous other benefits to membership.

Advantages the IMC Continuing Education Offering has Over Local Marketing and Communication-Focused Professional Associations

University of Kansas' extensive alumni network likely has an inclination to look again to KU for continuing education opportunities. The local professional associations typically provide continuing education that is more lecture-based than workshop oriented. These lectures are usually based on case studies. Although attendees hear real-life lessons, these education offerings often become sales pitches for the speaker or lack takeaways. The KU IMC graduate program's promise of "learn it tonight, use it tomorrow" is a differentiator for this market. Applied learning is available throughout each of these associations' professional development. However, the University of Kansas is a research-based institution taught by experienced professors who can provide theoretical and evidence-based education.



Reasons the IMC Continuing Education Offering Should Take Notice of KU's New Online Master's Program in Digital Content Strategy

The William Allen White School of Journalism and Mass Communications developed an online master's degree, which begins in August of 2016. The offering is divided into two certificates: 1. Social Media Strategy and 2. Data Interpretation and Communication. Students can earn a certificate in either area or can complete both certificate programs to receive a graduate degree. All classes are online except two in-person courses offered at the Lawrence, Kan., campus. This University of Kansas program is similar to what KUPCE and the KU IMC graduate program has discussed developing (University of Kansas, 2015).

The program requires 30 hours of coursework for a master's degree in Digital Content Strategy (University of Kansas, 2015). The curriculum of the certificates in Social Media Strategy and Data Interpretation and Communication match closely the top topic areas where survey respondents reported having interest.

Advantages the IMC Continuing Education Offering Have Over KU's New Online Master's Program in Digital Content Strategy

The William Allen White School of Journalism and Mass Communications new online Master's Program in Digital Content Strategy requires the completion of two certificates. Participants who don't want the commitment to a full degree program have the opportunity to complete one certificate, which still requires 15 hours of coursework. Although, it divides the workload by half, it is a serious time commitment.

The IMC Continuing Education offering has the opportunity to offer quality market substantiated education, but in a condensed time frame. Additionally, survey respondents reported networking as a top priority when seeking continuing education. While online programs have significant strengths and offer accessibility to education, there are weaknesses inherent in the use of this medium. Research shows online courses lack substantive and meaningful interaction and are sometimes a poor substitute for the experience of face-to-face education and collaboration (The Board of Trustees of the University of Illinois, 2015).



Secondary Competition

The University of Kansas School of Journalism Integrated Marketing Communications (IMC) graduate program and the University of Kansas Professional and Continuing Education (KUPCE) department have three key categories of secondary competition for the IMC continuing education offering. Secondary competition could be inclusive of corporate training and all varieties of online learning. However, research shows the most significant secondary competitors include massive open online course (MOOC) offerings, other seminar-or-credit based continuing education offerings, and IMC-focused continuing education offered at other universities.

MOOCs deliver university-level subject matter from university faculty to potentially thousands of students at a time via the web. Coursera, edX and Udacity are leading the MOOC phenomenon, which began around 2012. MOOCs provide interactive user forums to support community interactions between students and professors and include traditional course materials like filmed lectures and readings (EDUCAUSE, 2015). MOOCs allow for online collaboration and offer education in thousands of subject areas.

Local seminar companies offer marketing and communications-based continuing education, professional development seminars, conferences and training. The following are local seminar companies competing with KU's IMC Continuing Education offering:

- Enterprise Center of Johnson County
- Fred Pryor Seminars
- Johnson County Community College
- National Seminars
- SkillPath Seminars

Many universities are now offering Integrated Marketing Communications (IMC) certificates and master's programs. Some of the most influential educational institutions in the country are jumping on this trend. Below are a few of the most noteworthy universities' offerings:

- West Virginia University's IMC Graduate Certificate
- Northwestern University's IMC Master's Program
- DePaul's IMC Certificate Program
- Duke's Digital Media and Marketing Certificate
- Harvard Extension School's Marketing Management Certificate
- The University of Chicago's Integrated Marketing Certificate Program
- The NYU School of Professional Studies' career advancement courses in marketing and public relations



Reasons KU's IMC Continuing Education Offering Should Take Notice of MOOCs

Today, a professional marketing and communication professional can take many marketing training courses for free. MOOCs teach best practices on Search Engine Optimization, landing pages, blogging, conversion, email marketing, and other trends in order to develop a comprehensive marketing strategy (MOOC List, 2015). Coursera and edX do not charge for access and have very few hidden fees. Most MOOCs offer different levels of completion certificates, sometimes called Verified Certificates of Achievement, for minimal amounts (edX Inc., 2015). For example, Coursera's completion certification within their Signature Track typically prices at \$40 to \$50. The edX certificate, called the Verified Certificate of Achievement, is available for a few classes. These certificates can be added to attendees' resume and LinkedIn. For some MOOCs, specialization certificates are available and require a capstone-like project to complete the course and receive the certificate (Apollo Lightspeed, LLC, 2015). Coursera, edX and Udacity are the three MOOCs evaluated based on course offerings and popularity.

Advantages the KU IMC Continuing Education Offering Has Over MOOCs

Although online courses can equip marketing and communication professional with the skills needed to be successful in the workplace, online learning has its limitations. Individuals often start MOOCs, but the courses are rarely fully completed. MIT Technology Review has found, "A widely cited figure is that 90 percent of students don't finish their courses; a study at Penn determined that the number was 96 percent. (Pope, 2014)" There is a lot of hype around MOOCs revolutionizing the education system, but holistically MOOCs have proven to not be able to re-create a quality college education. Compared to the 150 years of experience KU has in higher education, MOOCs are still in the infancy stage. An in-person IMC Continuing Education offering has advantages that online learning could never offer. Collaboration, networking, credentials, access to alumni networks and mentorship are all benefits attracting participants away from MOOC offerings.

Reasons KU IMC Continuing Education Offering Should Take Notice of Local or National Seminar Companies

The Enterprise Center of Johnson County, Fred Pryor Seminars and classes at Johnson County Community College all offer in-person learning opportunities within the Kansas City metropolitan area. Of these, the Internet Marketing Certificate offered by Johnson County Community College is the most similar to the IMC Continuing Education offering. It is a yearlong program with focuses on YouTube and Video Marketing with



Podcasting, Search Engine Optimization, Social Media Marketing, Email Marketing, and Web Analytics.

All of the seminar competitors have a long history of offering courses in-person and/or online. Many of them offer certificates or credit for completion. Their trainings are skill-based versus strategy based and typically targeted for professional development and continuing education. All of these offerings offer a much lower cost training than what the KU IMC Continuing Education program would likely offer.

Advantages the KU IMC Continuing Education Offering Has Over Local or National Seminar Companies

Both the Johnson County Community College and the Enterprise Center of Johnson County offerings focus more on applied training versus the theoretical and research-based education the University of Kansas' experienced professors can offer. Johnson County Community College and the Enterprise Center of Johnson County do not have the credibility the University of Kansas has. The seminar companies (Fred Pryor, National Seminars, and SkillPath) offer some individual courses, but not a comprehensive program like the IMC Continuing Education program plans to offer. Additionally, the offerings are not as advanced level as the offering that KU would develop.

Reasons the KU IMC Continuing Education Offering Should Take Notice of Other University IMC Offerings

The KU IMC graduate program is one of only a handful in the nation. While there are nearly 20 MBA programs offered in the Kansas City area alone, the KU IMC graduate program is the only marketing and communications program in the state (Education Database Online, 2015). KU accreditors have called the program a 'hidden gem.' Northwestern University was the country's first university to offer an IMC Master's Program and the University of Kansas followed shortly after, offering the second in the country (Northwestern University, 2015).

As leaders in the IMC graduate program, KU should continue to look at what Northwestern University offers. Additionally, elite schools like Duke, Harvard, and the University of Chicago are offering specifically Integrated Marketing Communications Certificate Programs. The certificate program is something for KUPCE and KU's IMC graduate program to keep an eye on and keep in mind as the IMC continuing education offering grows and sustains itself. KU needs to continue to look to its IMC competitor institutions to see how they are structuring their certification programs and course offerings.



Notable course offerings that are not offered by The University of Kansas School of Journalism Integrated Marketing Communications (IMC) graduate program include:

- Digital Storytelling
- Brand Equity Management
- Visual Information Design
- Advertising and Public Relations Essentials
- Mobile Marketing Practitioner
- Basic Statistical Analysis for Marketing
- Digital Video Production

Advantages KU's IMC Continuing Education Offering Has Over Other University IMC Offerings

U.S. News and World Report ranked the University of Kansas as 115th overall in the 2016 list of National University Rankings. On average, the in-state tuition and fees are \$10,448 (2014-15); out-of-state tuition and fees are \$25,731 (2014-15) (U.S. News & World Report LP., 2015). KU credited courses are substantially lower than many of the marketing and communications programs offered by other leading universities. For example, Duke's Digital Media and Marketing Certificate program is \$2,995 due in full upon registration (Duke Continuing Studies, 2015). KU can offer local marketing and communications professionals significantly lower costs with its offering.

The University of Kansas has strong brand recognition locally and regionally. Many of these nationally recognized university programs would require Kansas City professionals to relocate during their time of involvement with the program. These other programs therefore, should not be looked at as competition, but as guidance.



Primary Audience Summary:

The KU IMC continuing education offering's primary audience is University of Kansas alumni who currently work in the marketing and communications field in Kansas City. The extensive KU alumni network makes it a target audience that is easy to reach. The primary research found that those without a prior University of Kansas affiliation showed less interest in a University of Kansas continuing education offering. The primary audience for an IMC continuing education workshop series already has an existing loyalty to the University of Kansas and likely values the university and the quality education it provides.

More than 85 percent of survey respondents currently work in the marketing communications, media, advertising, public relations or a related field. In order to afford the continuing education offering, the primary audience will need be able to pay out-of-pocket or have employer assistance. The target audience is looking for applied, practical learning to advance their careers in the marketing and communications field.

Research found these individuals are mid-to-senior level professionals whose ages range from 26 to 35 years old and who reside within the Kansas City metropolitan area. The largest group of survey participants lives in Mission, Kan. (specifically within the 66202 and 66205 zip code). This audience includes individuals whose incomes are significantly greater than the median Kansas City household income, which was \$45,551 in 2013 (Ontodia, Inc., 2013). PRIZM analysis estimates a median household income of \$71,083 within Mission, Kan. (The Nielsen Company, 2015). This audience is not considering graduate school at the present time, but is interested in professional development.

Secondary Audience Summary:

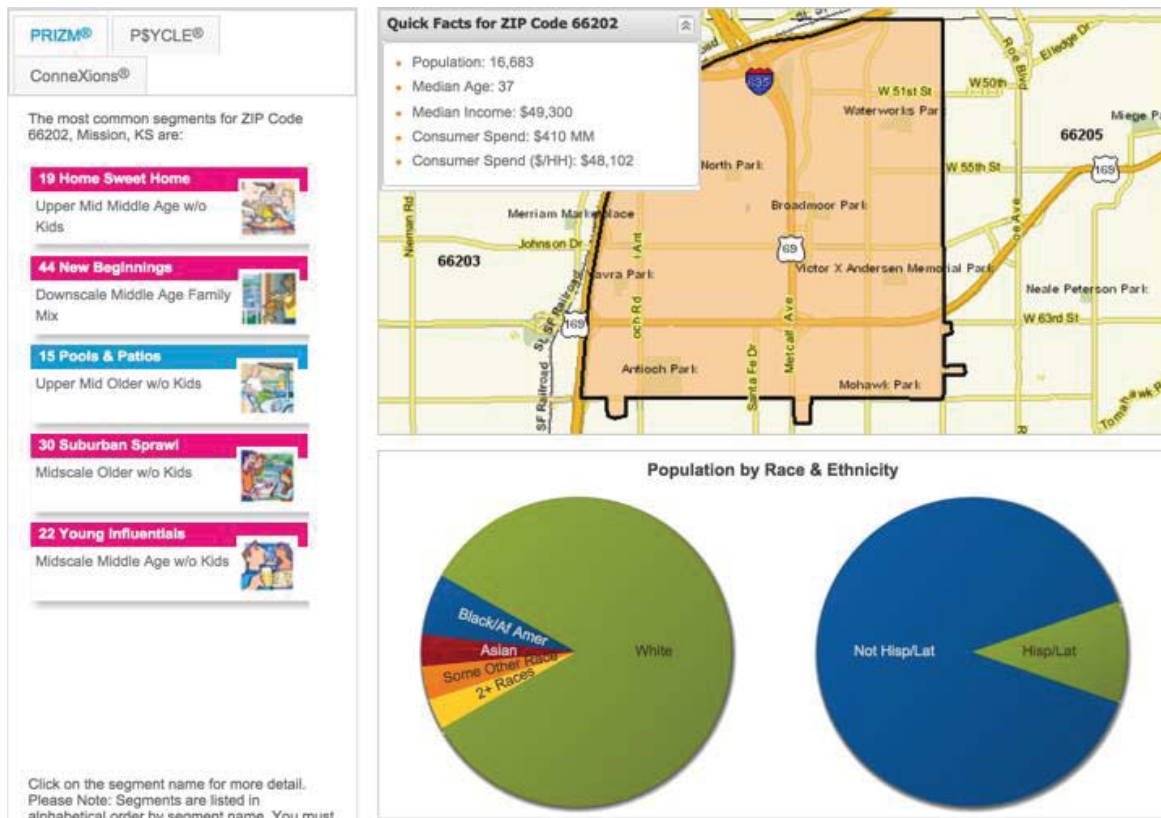
The IMC continuing education offering's secondary audience includes individuals who have no prior affiliation with the University of Kansas and work in the marketing and communications field. This audience is made up of mid-level professionals, possibly looking to strengthen their skillset for a career change or transition. Some of these individuals may hold a generalized graduate degree, like a Master of Business Administration.

Secondary research found these individuals are middle aged, ranging from 35-54 years old. This audience is likely married and has children. From analysis of the survey results, this secondary audience lives around Olathe, Kan. Using the zip code for Olathe, 66062; the PRIZM analysis indicates the secondary audience median household income is \$89,686 (The Nielsen Company, 2015).



PRIZM Analysis - Primary Audience

Based on survey respondents' demographic data, the majority of the primary audience lives in and around Mission, Kan. within the two zip codes: 66202 and 66205. The PRIZM data below represents the top zip code of 66202. PRIZM segments our primary audience within the 19 Home Sweet Home group. The persona "Jonathan" is aligned with the 19 Home Sweet Home group. This segment is described as upper income, middle age with no children.

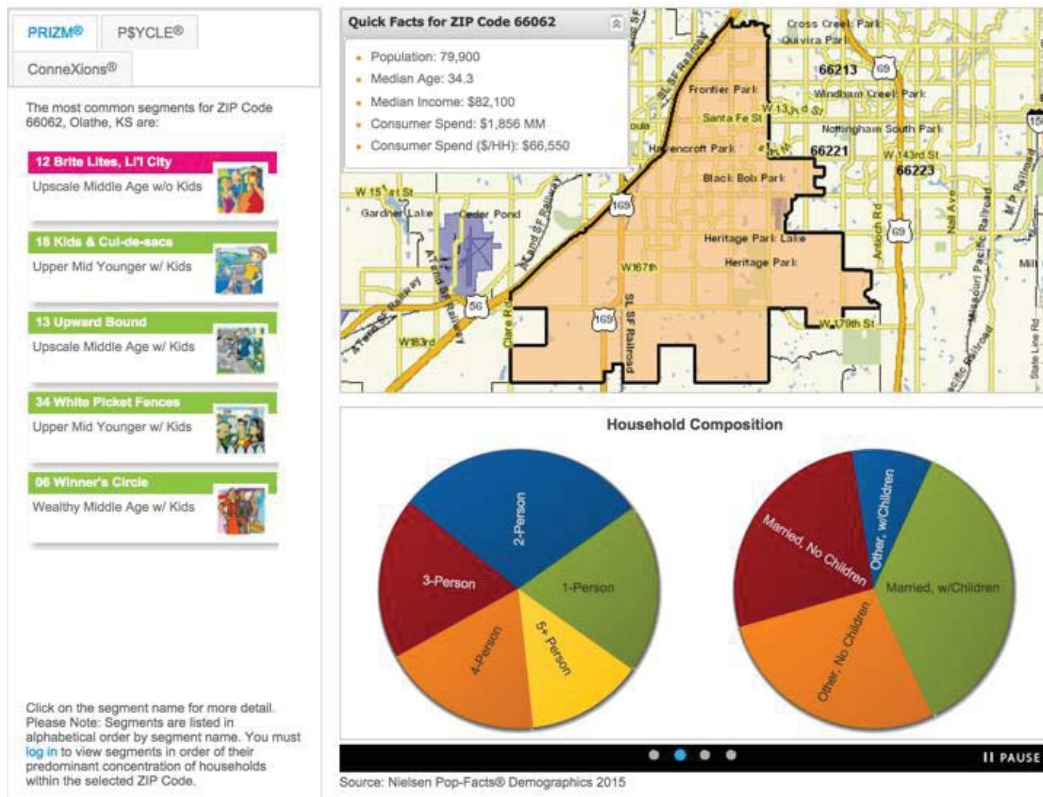


PRIZM describes the 19 Home Sweet Home segment as a suburban group who have “fashioned comfortable lifestyles, filling their homes with exercise equipment, TV sets, and pets.” This segment is in the under 55 year-old age group, with a median household income of \$71,083. They are professionals, college graduates, employed with white-collar jobs, and have a high interest in technology. These upper-middle-class individuals have small families and are mostly homeowners.



PRIZM Analysis - Secondary Audience

The secondary audience resides in and around Olathe, Kan. With close proximity to the KU Edwards Campus, this audience also favors continuing education held within the Overland Park, Kan. area. Using the zip code for Olathe, 66062, the PRIZM analysis below segments our secondary audience as part of the 13 Upward Bound group. The persona, “Margaret,” is aligned with the 13 Upward Bound group. This segment is described as upscale income, middle age with kids.



PRIZM describes the 13 Upward Bound group as “legendary soccer moms and dads.” The 13 Upward Bound segment has a median household income of \$89,686. The group’s ages range from 35-54 years old. PRIZM shows this group most likely has a graduate level education and is in positions of mid-to-upper level management. Within the Olathe community, this segment is likely to own their own homes and drive an SUV.



Personas

The following two personas developed for the IMC continuing education offering are meant to create personalized representations of the two target audiences. Jonathan's persona represents our primary audience and Margaret's persona represents our secondary audience.

Primary Audience Persona – Jonathan

- Holds a bachelor's degree from the University of Kansas William Allen White School of Journalism
- Communications Specialist with 8 years of experience
- Makes \$50,000 a year
- Works in the Kansas City Crossroads Arts District and lives in Mission, Kan.
- Newly married with no children
- Barriers:
 - Concerned about the burdens of going back to graduate school
 - Time: Travels often for work and newly married
 - Money: Recently purchased a house
- Desires for continuing education:
 - Advanced training preferred to position him for senior level roles
 - Building resume and expanding professional network
 - High value education is a requirement
 - Wants leadership skills to position himself for a promotion
 - Classes on weeknights

Jonathan is a 30-year-old Communications Specialist who works at a local advertising agency in the Kansas City Crossroads Arts District and lives in Mission, Kan. He has eight years of experience and handles a variety of responsibilities for his company. Although he is a loyal KU fan and alumni, he is not aware of the KU IMC graduate program. He currently receives and reviews email communications from his alma mater. He is a typical millennial who is highly connected through social media.

As a professional, he is looking for education and networking opportunities that allow him to learn knowledge and skills he can take back to his job. Jonathan has a mentor that has encouraged him to seek out continuing education and networking opportunities. Jonathan is interested in learning from and connecting with people in similar careers, but does not have a large network to inform him of these opportunities. He finds the brand and academic nature of University of Kansas appealing, but is not ready to commit to going back to school full-time. He is also not currently a member of any professional associations.



Secondary Audience Persona – Margaret

- Holds an MBA, but not from the University of Kansas
- Mid-level manager seeking a career change
- Lives in Olathe, Kan. and works in Corporate Woods
- Married with two kids
- Used professional association network to land current position
- Barriers:
 - Worried about work-life balance
 - Lacks knowledge of KU Edwards Campus offerings
 - Time and money
- Desires around continuing education:
 - To position her for a career change
 - To update resume and increase marketability
 - To network with other professionals in the marketing and communications field
 - Education is needed to refresh skills
 - Classes on weeknights

Margaret is a 43-year-old manager working for an insurance company. She is a married, working mother of two. Margaret joined her present company 10 years ago, but is looking for something new. Her career path has plateaued in the last few years and she wants to learn skills that will position her for a more strategic job in marketing and communications.

Margaret has to prioritize her professional involvements with her personal life. The location of the programing and cost will greatly impact her decision to attend. She currently is a paying member of a local marketing and communications association and often attends free or low-cost luncheon case studies offered by them. Yet, she still wants advanced education to build her resume and network.



External Primary Research

“Tell me and I’ll forget. Show me, and I may not remember. Involve me, and I’ll understand.”

— Native American Saying

External Primary Research

External primary research conducted included one focus group, five interviews and a survey. Each individual provided valuable insight on various topics and preferences related to KU's IMC continuing education offering. Potential professors, partners, employers, and students who would be interested in this offering provided feedback.

Focus Group

Event: Focus group with marketing professionals

Date: September 22, 2015

Time: 6:30 PM

Location: Back room at Quay's Coffee- 412 Delaware Street, Kansas City, Mo.

Who Attended: Evelyn Burns, Jenny Matkovich, Lindsay Santee (moderator)

Purpose: To understand what the market is looking for in a marketing-related continuing education offering. All focus group participants are members of KCIABC and currently marketing professionals. None of the participants were graduates of the University of Kansas.

Findings:

Have you participated in any marketing- related continuing education workshops?

"I attended a social media club workshop about integrated marketing. It was a really good workshop. The Social Media Club ProLunch series is really good."

What skills do you feel you are missing in your career? What topics would you look for in a marketing communications workshop?

"This is a large challenge – I would like to learn more about how to handle organizational and communication goals, learning professional hierarchy, how do you build a communications culture in a company, things like that"

"A lot of industry workshops are social media focused. I would like to see media relations and design work programs."

"Communication and messaging – how do you communicate brand for actual products and how to make a footprint."



What is your perception of workshops put on by an accredited academic institution vs. professional organization/ association or seminar company?

“Content is very heavily focused on case studies in organization workshops and that isn’t attractive to me.”

“There is a lack of discussion of failure – institutions would be more open to that. I wish people would talk about what they learned from failed case studies and what they would do differently.”

“There is a natural attraction to the school you graduate from. I don’t want to drive 90 minutes to attend a class.”

“It depends more on where the workshop is held...if it is held at an agency or central KC location, a nearby location would be more attractive.”

How important is it to receive recognition for attending or completing a workshop series? Not important

How important is receiving a certificate or certification or something tangible for completing a workshop or workshop series?

“I don’t think that achieves it. There has to be recognition to that it lends credibility to the job in order to attend during work hours.”

“Justification is important to an employer if they are paying for it. The value of the education and knowledge is most important. Employers will ask if it is something that the organization can use. Some organizations will send people and they expect that person to share that knowledge with others in company.”

“Receiving a certificate of completion implies a significant amount of time involved.”

“Don’t like the certificate program idea- it implies lower value.”

“Certificate implies a junior level education vs. a master’s degree.”

“A certificate is something you receive to qualify yourself for entry level jobs.”

If this program was co-branded or partnered with a local professional association, would that be more appealing to you? It would depend on reputation of association.

What if accreditation were offered?

“Either way, accreditation would be attractive. It would be something to add to a resume.”



What would your structure preference be for these workshops or programs? For example, would it be a short series that happens weekly or would you like it all in one block -- for example a full Saturday.

“Preferred would be a 6 hour Saturday weekend day, a 4 hour Thursday or Friday afternoon during the workday.”

“I would prefer a series because I prefer smaller bites. Location is important too; KU Edwards is not attractive to travel to because it’s 30 minutes from Kansas City. A professional setting is attractive, but it also depends on what the content of the workshop is. If it were an all-day thing, a classroom/institution setting would be good. Downtown area is preferred... Edwards Campus is quite a hike. A unique location contributes to networking.”

Is education delivered from a seasoned marketing professional or a seasoned marketing professor important to you? Which one matters most to you and why?

“Professionals would talk about case studies only.”

“Academic is preferred as you can get the line above the fray, a study perspective.... a professor would be a draw. The consumer perspective would be good to find out what they liked, didn’t like, and get critical feedback from companies who have used agencies.”

“It depends on what the program is looking to teach.”

How do you feel about current online offerings on marketing-related continuing education? Would you take a continuing education course online?

“People stay current using YouTube, online content. It would have to be something structured.”

“Some people have a hard time learning online, that isn’t appealing to me.”

“People look for the networking piece along with the educational piece. I would prefer in-person continuing education.”

How much money and time would you be willing to spend for a workshop or workshop series like the one we have spoken about tonight?

“Will my employer reimburse the workshop is a concern... If paying out of pocket, I’d pay \$50 for one session.”

“No more than \$75 for a full day. Also depends on what all goes into the event, but they must have networking.”



“I expect to be fed and offered coffee and snacks, but regardless the quality of program also plays into cost.”

Focus Group Conclusion:

- Receiving a certification or certificate of completion is not that important. Attendees prefer quality education classes and want to be able to justify their attendance/cost to their employer.
- Accreditation is attractive, but it is far more important to learn something.
- Location matters- the focus group participants do not want to drive out to Edwards Campus.
- They want the client/consumer perspective, but also academic perspective because it is valuable. They want to learn about failed case studies.
- Online learning is not attractive to our focus group participants.
- Certificate implies “of lower value.”
- Name preferences: KU IMC Workshop Series, KU IMC Career Advancement Courses, KU IMC Leadership Workshops, KU IMC Program for Experience Marketing Professionals



Interviews

Event: Interview with Phil Bressler, Owner/ Partner of Muller Bressler Brown and Lecturer at the University of Kansas

Date: October 1, 2015

Time: 8:00 AM

Location: Parisi Artisan Coffee

Who Attended: Lindsay Santee

Purpose: To determine what the market wants and needs. Phil offers a unique perspective- as both a KU lecturer who has been involved in discussions about this workshop series and as an owner of a local advertising agency- Phil gives us an insider's voice about what continuing education/professional development offerings he wants for his employees and students?

Findings:

- Phil really thinks we should keep it simple with this workshop series. He recommends not complicating it and bringing in other professional organizations/agencies as sponsors at first. He said to use the power of the KU brand to create an actual KU IMC Professional Development /Leadership Program- to fill the gap between the self-taught, cliché webinars/seminars of the world and the actual KU IMC program.
- Phil recommends we have the workshop series be five classes and once completed, they will graduate from the KU IMC Professional Development/ Leadership Program. Graduates can put it on their resume, receive a certificate of completion, and receive X number of credit hours to use toward the full KU IMC graduate program. This will also give attendees a taste of the KU IMC program and hopefully increase enrollment and awareness.
- Phil recommended we build a solid foundation for the workshop series by only using the KU brand, faculty and classrooms. Don't let there be confusion about who is hosting the program. Establish it as a KU offering and then, as it builds momentum, the program could add in other guest lecturers and other sponsors.
- What matters most is that the right person teaches the right class and offers value to the attendees. A hybrid combo of educator vs. professional gives the classes more credibility- just make sure they're an expert in the area they are teaching.
- Phil said to use it as a potential pipeline to the IMC program... make the curriculum align and make the attendees see the value and want more.
- Phil stressed to really fill that gap between in-house/self-taught online courses and skills, ½ day marketing seminars, webinars, and luncheon meetings vs. the full IMC program.



- Phil also stressed that he sends his employees all over the country for training and professional development so he is already spending a lot of money to do that. He just wants the best education, so he would be thrilled if he could keep them here in KC to receive that and doesn't mind paying more for quality education (\$500-\$2,000 for a series seems reasonable).
- Phil feels that professionals are missing skills in how to be a more strategic marketer, businessperson, account manager, etc. "*There aren't classes on that and there's a need for that.*" He recommended classes like:
 - Introduction to business school - Dynamics of business world/corporate culture
 - Identifying the business challenge
 - How to be a smart business person/ How to get the business
 - How to be a better account manager/ How to read the client
 - Understanding what strategy is, what it really means, and how it is different than ideas and tactics
- Once people graduate from this workshop series- it gives them a resume builder for their resume and give them a certificate of completion.

Conclusion:

KU should stand alone in offering the IMC workshop series, especially at first. The more parties that are involved, the more confusing it is. Co-sponsoring makes the message harder to control at first. If it is a pipeline into the IMC graduate program then keep it purely KU and make sure the curriculum lines up- it becomes murkier to bring more parties in. Don't dilute the KU brand. KU is affordable and offers quality education. Don't distract from that too early- keep it simple and support KU. This is the perfect progression for the KU journalism school and KUPCE.

Phil said to really utilize the power of KU's identity and don't dilute the brand by mixing in agencies or professional organizations at first. Own the brand- it is an approachable program that is affordable and offers quality education from an accredited university. KU has a pool of experienced professors and talented speakers- KU can make it legitimate. If professors want to bring in guest speakers and experts to lecture- that's up to them, but they host their topic of expertise.



Event: Interview with Stacey K Dickson, President of KCIABC

Date: October 13, 2015

Time: 7:00 PM

Location: Conference Call

Who Attended: Evelyn Burns, Jenny Matkovich, and Lindsay Santee

Purpose: To determine KCIABC's willingness to partner with or sponsor a potential KU IMC marketing workshop series.

Findings:

- **How many current members does KCIABC have? How many members attend meetings?**
 - Total paid members: 130
 - 40 to 50 attendees per lunch and breakfast monthly event (50/50 member/non-member)
- **What are KCIABC's current partnerships and sponsorships?**
 - KCIABC partners with quite a few of the local corporations where the members are from and then they have independent communicators for sponsorships. Cerner has been a sponsor in the past.
- **Do you have any partnerships with any current educational institutions?**
 - KCIABC has partnered with KU quite a bit in the past to host seminars and workshops at their facility. They also try to reach out to colleges and universities to partner with their students- to help with resume reviews and mentor them. KCIABC offers discounted tickets to attend events, speak at their events, etc.
- **What has brought you the most success in enrollment for KCIABC's professional development events?**
 - *"Good topics, well-known speaker, communication, if they know it will be a good presentation."*
 - Happy hour socials- the next all clubs happy hour and meeting is in December. KU won't want to have events/classes/programs when KCIABC does. Local associations share a calendar so they don't overlap on events, so KU should get on that calendar.
- **Is KCIABC open to sponsorships and/or co-branding opportunities for KU IMC workshops?**
 - KCIABC is definitely open to that. They've talked about it. If they're going to promote something, they will want to make some money on it, as well. They will also want to promote it through their social media and newsletter. They will want to be able to track to see who signed up through their promotions. They will want to be involved somewhat in the planning. KCIABC is open to it.



- The biggest thing is affordability. KCIABC tried a few workshops and haven't had great success because they were too expensive for people (\$65). The people who really need it can't afford a high dollar workshop. KCIABC found a lot of companies have cut professional development and are no longer paying for it so these people have to pay out of pocket.
- *"I don't want a professor teaching me, I want a national spokesperson if I am going to pay \$1,000 or \$1,500- NYT Best Sellers or of that caliber. We pay around \$3,500 for keynote speakers."*
- **Please tell us about the IABC Certification- how does it work?**
 - *"Levels are based off where you are in your career. Mid-level is a manager position- that piece of the certification is up and running. The senior/VP level and entry-level certification are not quite up and running yet. It will be globally recognized certification though; it's a big deal."*
 - *"We also offer the Business Communicators Summit (BCS) - it's an annual event, KU sponsored it last year and gave us discount on rental fees and saved us a lot of money. It's \$99 per member for early bird, for non-members it's \$200. \$75 for students and \$100 for non-profits."*
- **Upcoming KCIABC events:**
 - Oct. 15: Monthly Luncheon: Choosing a Mobile Live Streaming Platform | 11:30 a.m. - 1 p.m. at Brio's on the Plaza | More information below
 - Oct. 27: Masters: Creative Campaigns for Non-creative Topics with John Hornaday, account director at Barkley | 5:30 p.m. at Brio Tuscan on the Plaza
 - Oct. 29: KC IABC Appreciation Reception | 5:30 - 7:30 p.m. at Jack Stack BBQ Freight House, 101 W. 22nd St., Kansas City, Mo. | See graphic on right for registration info

Conclusion:

Stacey and KCIABC are willing to partner with KU to create/sponsor a KU IMC workshop series. She stressed that affordability, good topics, well-known speakers, and communication are important in having successful programming. Stacey also stressed that KU won't want to have events/classes/programs when KCIABC does. The local associations share a calendar so they don't overlap on events, so KU should request access and add their events to that calendar.



Event: Interview with Melissa Hendricks, Vice President of Marketing at Cerner Corporation

Date: Wednesday, October 21, 2015

Time: 1:30 PM

Location: Cerner World Headquarters

Who attended: Jenny Matkovich

Purpose: To determine what a marketing and communication leader from a major KC metro employer values for continuing education for her employees. Thus, the University of Kansas School of Journalism IMC graduate program and the University of Kansas Professional and Continuing Education organization can position IMC Continuing Education programming to be attractive to not only participant but also the participant's employer.

Findings:

- **What skills do you feel your marketing and communication employees' need sharpened or added to their portfolio?**
 - Critical problem solving and understanding the new media economy. *"It's not about social media it's about business strategy and lead generation."*
- **Would a University affiliated workshop event vs. one held by a professional organization be more appealing to you for your employees?**
 - *"Not especially, or it's not important to me if it is University affiliated. I would ask what is the University of Kansas' value proposition."*
- **Individual groups within Cerner have different set aside budgets for employee education/involvement. Do you see a \$500 to \$700 KU education series offering being too much or unreasonable?**
 - *"Not sure about that price tag, seems expensive."*
- **Would you support your employees attending a workshop during regular work hours or would you prefer during their own time?**
 - *"I'm indifferent, I wouldn't approve if it were on a Saturday versus a work day. That wouldn't be critical to my approval."*
- **Do you see if successful, Cerner or another business like Cerner willing to sponsor a KU IMC workshop? If so, what would incentivize you to sponsor?**
 - *"I could see companies doing this. Cerner doesn't value this type of thing. But check out Compute Midwest Technology Conference, it has a lot of good speakers and sponsors and its \$500!"*
- **Do you think co-sponsoring/co-branding a workshop series with KCDMA/AMA/KCIABC would be beneficial to a KU hosting educational programming?**



- *“Couldn’t be that bad of thing, but you got risk when involving others and would have to share profits.”*
- **Format/Structure preference:** Thoughts on a short series (3 hours, once a week, for 3 or 4 week nights or over lunch) or all in one block (full day Friday or Saturday)
 - *“You got a tremendous amount of competition out there for this sort of thing, you need to go back and ask them what makes KU any different than a 30 dollar AMA luncheon.”*
- **Is there continuing education you wish you had access to yourself?**
 - *“I am a lifelong learner. Cerner doesn’t value that type of involvement so I don’t see this a fit for me.”*
- **Any other comments?**
 - *“You should consider topics like business in the new media world for B2C & B2B and how technology is changing.”*

Conclusion:

As a marketing and communications leader at Cerner Corporation, Melissa Hendricks seeks continuing education that will help her team with critical problem solving. Her recommendations on content areas are business-focused. She doesn’t think a social media workshop is meaningful, but instead recommends that the focus should be on something bigger like lead generation in the new world of media.

She urged KU to examine the unique value proposition that this IMC continuing education offering would provide. Melissa sits on the Marketing Advisory Board for the University of Missouri-Kansas City and earned her bachelor’s in speech communication and a Spanish minor from the University of Missouri-Columbia. She also holds a master’s degree in business administration from Rockhurst University.



Event: Interview with Matt King, President of KCDMA and President of King Marketing Group

Date: October 22, 2015

Time: 12:00 PM

Location: Panera Bread at 10606 Shawnee Mission Pkwy, Shawnee, KS 66203

Who Attended: Lindsay Santee

Purpose: To determine KCDMA's willingness to partner with or sponsor a potential KU IMC marketing workshop series.

Findings:

- **How many KCDMA current members are there? What is the average number of members who attend meetings?**
 - *"There are around 400 paid KCDMA members. On average, there are around 60 members who attend each meeting."*
- **What do you currently do with KU Edwards Campus?**
 - *"I work with KU Edwards Campus directly with my personal company. KCDMA works with the Edwards Campus for our annual boot camps in July and for our annual symposium."*
- **What has been KCDMA's most successful lunch meeting to date?**
 - *"Any event that offers immediate education that marketers can use at work is usually a success. We also find that specific topics are more attractive to people. Anything that offers specialized skills that will help people move up with their job. Anything that helps make people more marketable is always appealing."*
- **How much do you charge for lunch events?**
 - *"We charge \$30 per member and \$45 per non-member."*
 - *"We usually have 60 to 70 people attend each lunch meeting."*
 - *"We switched from dinner meetings to lunch meetings a few years ago because people seemed to keep getting busier. People are checked out at 5 PM and don't want to go to another meeting."*
- **Any secrets to success for enrollment/attendance?**
 - *"You must build in time for networking and must offer food/snacks/sugar throughout the meeting to attendees. We usually dedicate 11:15 to 11:45 AM for networking and registration. We then dedicate 11:40 AM to 12:00 PM to eat and from 12:00 to 1:00 PM for the speaker's program and questions."*
- **What has brought you the most success in enrollment for KCDMA's PD events/luncheons?**
 - Specialized topics always receive more attendees. Copy writing, content, data analytics- anything specialized. Broad subjects are not as actionable.



- People want specific subjects where they know exactly what they signed up for and can take it away and use it immediately at work.
- KCDMA focuses on having the best speakers, relevant content, and affordable programming.
 - **Do you see a potential for a KCDMA partnership/sponsorship for the upcoming KU IMC Workshop Series?**
 - *“Yes, there is absolutely a co-branding opportunity.”*
 - *“KCDMA also has to break even so that is something to keep in mind.”*
 - *“We have co-sponsored with many other groups- KCIABC, AMA, BMA”*
 - **Any other recommendations or comments for us?**
 - *“I see your audiences being 1. KU alumni 2. Other KC marketing professionals 3. People who need a refresher course(s) and who have had a break from marketing for a while.”*
 - *“The two most important parts of this project are your 1) Curriculum recommendation and 2) marketing campaign strategy- how to increase enrollment, who to partner with, how to market it.”*
 - *“My company has a database that could help you market to other KC marketing professionals. We could run some reports and numbers to allow you to reach outside of KU alumni.”*
 - *“I will run some reports and numbers for KC marketers- Ages 28-45, in a mid-career/manager level in marketing-related field, who live 20 to 30 miles from Overland Park, KS.”*
 - *“This will help with figuring out the strategy to reach our target market. We will want to use direct mail, email, and social media (Facebook and Twitter) to market to and reach these groups.”*

Conclusion:

Matt offered great insight on what KC marketers are looking for in professional development and continuing education programming. He also said that KCDMA is interested in being a potential sponsor or partner in this workshop series. Lastly, Matt offered his personal database services to help KU reach KC marketers who aren't KU alumni.



Event: Interview with IMC Alumni, Abby Davenport and Sara Scroggins

Date: September 29, 2015

Time: 7:00 PM

Location: Urban Table

Who Attended: Lindsay Santee

Purpose: To determine what alumni of the University of Kansas' Integrated Marketing Communications graduate program are looking for in continuing education.

Findings:

- **What skills do you feel you are missing in your career? What topics would you look for in a marketing communications workshop?**
 - *“Leadership, how to manage others, interacting and managing personality types and managing client expectations.”*
- **What is your perception of a workshop put on by an educational institution (i.e., KU, JCCC, UMKC, etc.) vs. one put on by a professional organization or a seminar company?**
 - *“Seminar companies put on ridiculous seminars. I never learn anything.”*
- **Have you been to a continuing education marketing workshop before? If so, did it meet their needs? If so, how? If not, why not? What specifically would have made them more beneficial?**
 - *“Yes, these workshops need to be more tactical. I usually don't learn anything at them.”*
 - *“I like the idea of panel discussions. I also like when the workshops have specific topics, not just ‘social media,’ specify ‘social media in healthcare.’”*
- **How important is it to receive recognition for attending a workshop? If important, what kind of recognition would you like? (Would a certificate of completion be enough?)**
 - *“It is not important. I do not care about certificates. Certificates don't have merit unless you have something to show for it.”*
 - *“I want something meaningful to show for it, like the knowledge, in addition to a certificate of completion.”*
- **If this program was co-branded or partnered with KC AMA or KC IABC, would that be more appealing to you? If so, why?**
 - *“Yes, you should partner with the KCDMA or KCSAE- KC Society of Association Executives.”*
- **What would your structure preference be for these workshops or programs? For example, would it be a short series that happens weekly or would you like it all in one block -- for example a full Saturday?**
 - *“I would prefer one full weekday, OR ½ of a Thursday afternoon and ½ of a Friday morning, or lunch meetings.”*



- **Is it more appealing to you to attend a marketing workshop in a classroom setting or at a local business or agency?**
 - *“I would prefer a mix. It’s always nice when they workshops fit in designated times to network (even if it’s just during a meal).”*
 - *“KCDMA holds them at restaurants like Lidia’s and Sullivan’s over lunch which is nice.”*
- **Is education delivered from a seasoned marketing professional or a seasoned marketing professor important to you? Which one matters most to you and why?**
 - *“I would rather have a professional and professor combination. A professor who moderated and led a panel of professionals who were experts in a certain area would be appealing.”*
 - *“I would also think it would be beneficial to offer five seminars and let them buy a discounted package for all five seminars or pick and choose which sessions they would prefer to attend. I’d be willing to spend \$300 to \$600 for a session.”*
 - *“I would also be willing to pay \$45 to 50 for a short lunch session. You also have to offer “membership benefits” to the IMC workshop series/program-library and database subscriptions, receive discounted rates to future classes, open to IMC job board, etc.”*

Conclusion:

University of Kansas alumni of the IMC program like the idea of panels, but more importantly they want tactical learning that they can apply immediately. A certificate of completion is a nice bonus to a program, but they would prefer meaningful knowledge. They like the idea of the workshop series being taught by a mix of marketing professionals and marketing professors. They also like the idea of a mix of classroom/agency/restaurant setting. Lastly, it is very important to allow for networking at these workshops.



Survey Analysis

Purpose

The intents of the surveys were to gather feedback about what kind of continuing education and professional development Kansas City-metro marketing and communications professionals’ desire and what they would be willing to pay. The information collected is intended to help determine the best possible integrated marketing communications-related continuing education workshop series for Kansas City communicators.

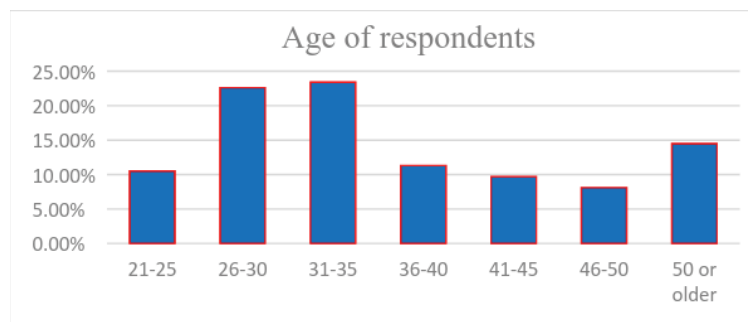
Methodology

Population of Interest

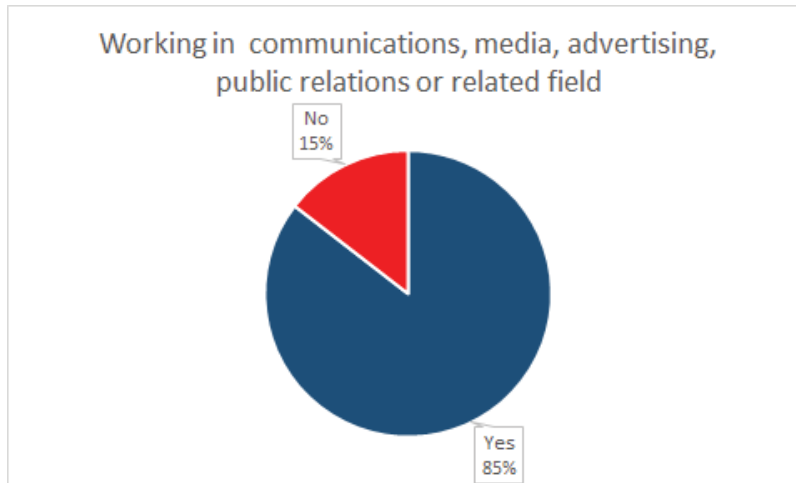
The population of interest for this study is marketing and communications professionals in the Greater Kansas City metropolitan area. The population who accessed this study between October 19 and October 26, 2015 consisted of graduates at both the undergraduate and graduate levels of the William Allen White School of Journalism between the years of 1985 and 2015, Integrated Marketing Communications (IMC) program graduates, current IMC students and communications and marketing professionals in the Kansas City metropolitan area. The surveys were sent via email to 113 University of Kansas alumni, 45 current IMC students. The surveys were also distributed with the assistance of the Kansas City Direct Marketing Association (KCDMA), the American Marketing Association (AMA-KC), and the Kansas City International Association of Business Communicators (KCIABC) via the respective organization’s social media channels LinkedIn and Facebook to non-University of Kansas alumni.

Response demographics

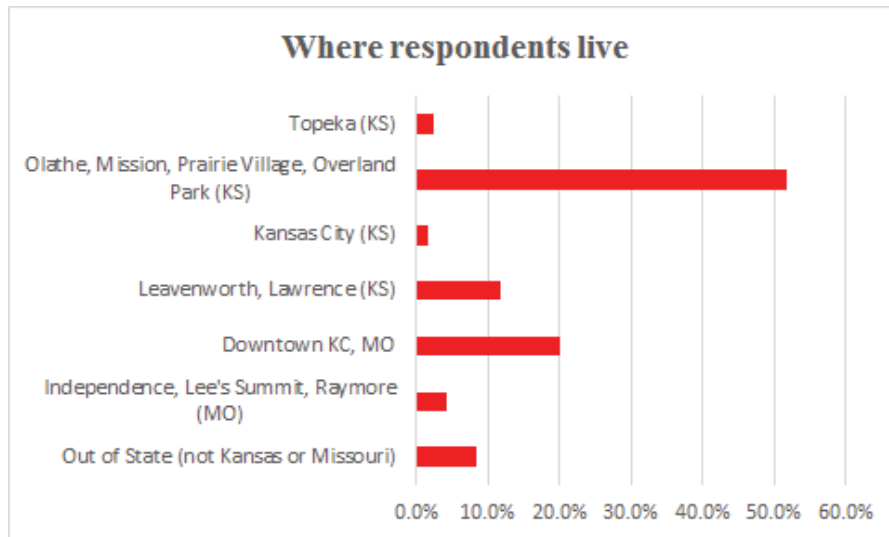
Two different surveys were e-mailed to the population of interest as well as distributed through LinkedIn and Facebook. The survey had 131 surveys completed overall. Survey respondents’ ages varied, with 46 percent of respondents ranging between 26 to 35-years-old.



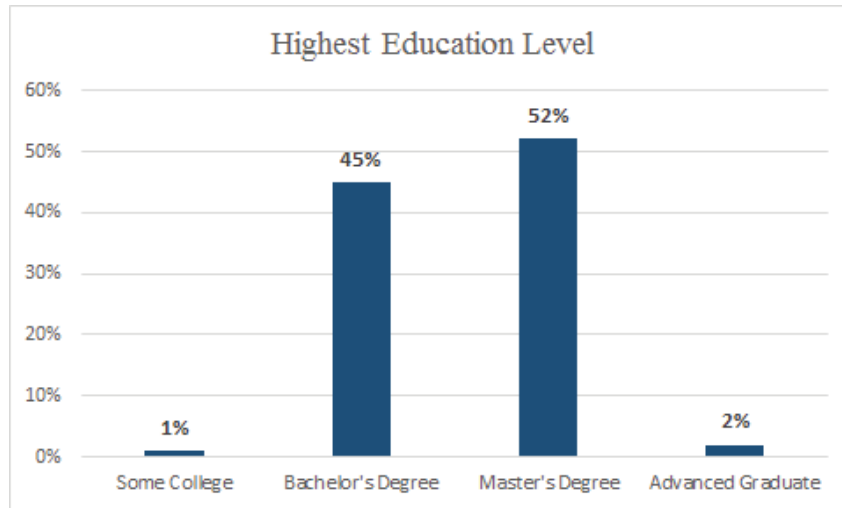
The percentage of respondents who work in the marketing communications, media, advertising, public relations or related field is 85.5 percent.



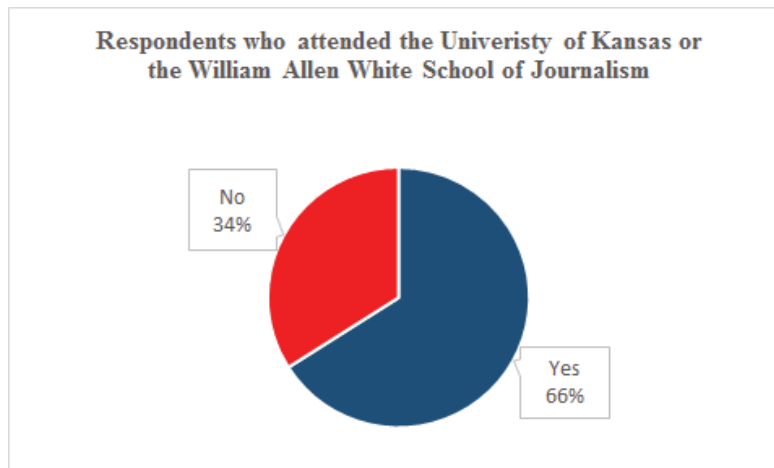
More than 50 percent of respondents live in Johnson County and 20 percent of respondents live in the Kansas City, Mo. area.



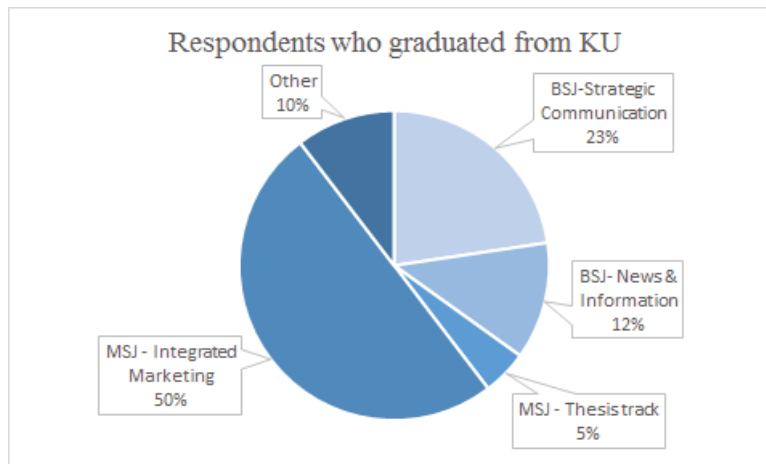
Fifty-two percent of respondents hold a master's degree and 45 percent of respondents hold a bachelor's degree.



Sixty-six percent of respondents graduated from the University of Kansas William Allen White School of Journalism.



Of the respondents who graduated from the University of Kansas, 50 percent graduated with a Master of Science in Journalism with a focus in Integrated Marketing Communications. Twenty-three percent of the respondents graduated with a Bachelor of Science in Journalism with an emphasis in Strategic Communications and 12 percent graduated with an emphasis in News and Information.



Measures

The survey tool used for two online questionnaires was SurveyMonkey. One survey consisted of 19 questions and the other 16 questions with both containing eight identical questions to learn overall demographic data. Response format was a combination of dichotomous, Likert scale, multi-option variable and unstructured response. The questions were organized into two surveys: the Continuing Education Integrated Marketing Communications survey and the Continuing Education IMC Perceptions survey. Survey questions were developed by all team members and approved by Kelly Crane, IMC Education Program Manager, to ensure design compliance prior to distribution to the identified population.

Procedure

The online-survey links were sent by email with the assistance of the University of Kansas Alumni Association and Kelly Crane, the Integrated Marketing Communications Education Program Manager. Each group leveraged its respective databases to contact potential voluntary participants. Instructions for survey completion and return were provided in the email. All responses were anonymous.

Responses were received online via Survey Monkey. Once all surveys were received, response data was transcribed into Excel spreadsheets to allow for further analysis.



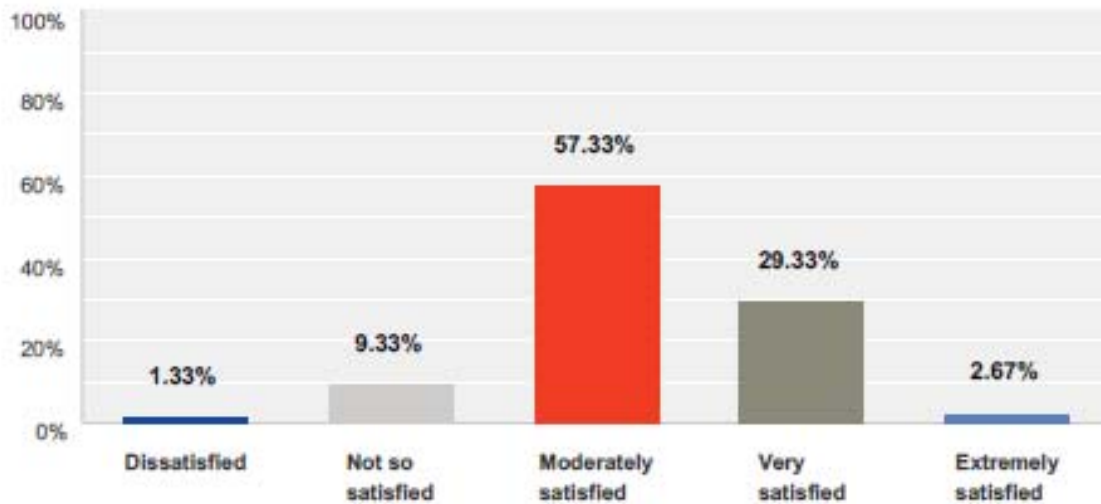
Findings

IMC Continuing Education Survey

CURRENT OFFERINGS

Only 32 percent of respondents are very to extremely satisfied with current continuing education offerings. The survey revealed that almost 57.3 percent of respondents are moderately satisfied with current continuing education offerings.

Satisfaction of Continuing Education Offerings



Comments from respondents varied when asked what they would change about the current continuing education offerings for marketing and communication professionals. Text analysis revealed 10 keywords in their responses:

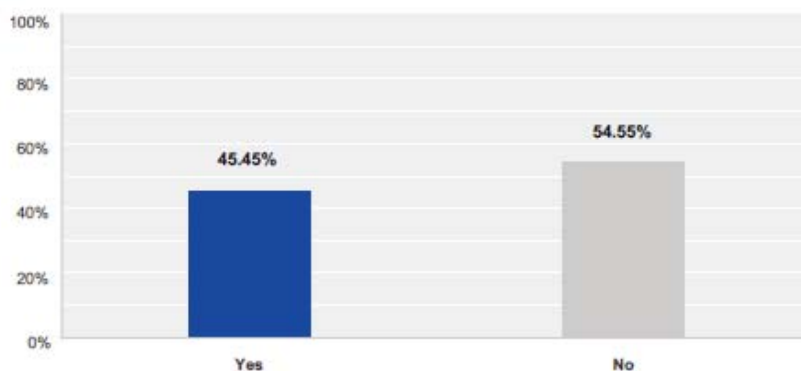


Specific comments included:

- *“More emphasis on social media and emerging media.”*
- *“More opportunities”*
- *“I don’t know much about them, so I suppose what I would change would be that I would be made aware of them more.”*
- *“More emphasis on Digital Marketing - Social Media Marketing, Web Analytics, etc.”*

Almost 55 percent of respondents have not attended a marketing communications-related professional development or continuing education offering. Respondents, who had attended an offering, mostly attended sessions hosted by Kansas City Direct Marketing Association (KCDMA), American Marketing Association (AMA-KC), Kansas City International Association of Business Communicators (KCIABC), or industry and company specific training provided by their employer.

Attendance at Professional Development or Continuing Education Offering



AREAS OF INTEREST

An overwhelming majority of respondents, 61 percent, said they would likely attend a continuing education session in marketing communications if offered at an accredited academic institution. Specifically, the survey revealed that respondents and their employers would pay for an advanced level workshop series in digital marketing and media.

Respondents indicated they or their employer would pay for an advanced level workshop series in the following top three subject areas:

1. Digital marketing and media
2. Business strategy
3. Brand management



The top three subject areas were determined by those with a rating above 3.85 (on a weighted average of a one to five acceptance scale).

Specifically, the respondents are most interested in learning more about the following topics:

- Developing a social media plan and content calendar (54.1%)
- Social media analytics and monitoring (54.1%)
- Web metrics and SEO (54.1%)
- Marketing analytics (50.0%)

Each of these topics had a respondent topic selection rate of 50 percent or higher.

The respondents listed the following top four reasons compel them to attend a higher-level marketing communications-related session:

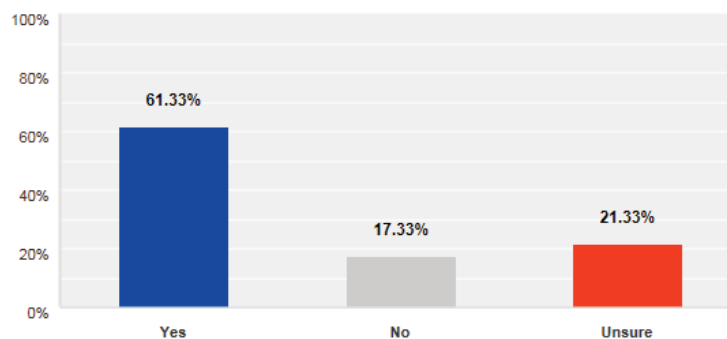
1. For professional development
2. To enhance marketing and communication expertise
3. To network
4. To gain leadership skills

Each of these topics had a respondent topic selection of more than 50 percent.

FINANCIALS

More than 61 percent of respondents indicated their employers pay or will reimburse for professional development and/or continuing education. A little over one-fifth of the population, 21.3 percent, was unsure if their employer would pay or provide reimbursement. Employer provided financial assistance is unavailable to 17.3 percent of respondents.

Employer Pay/Reimbursement

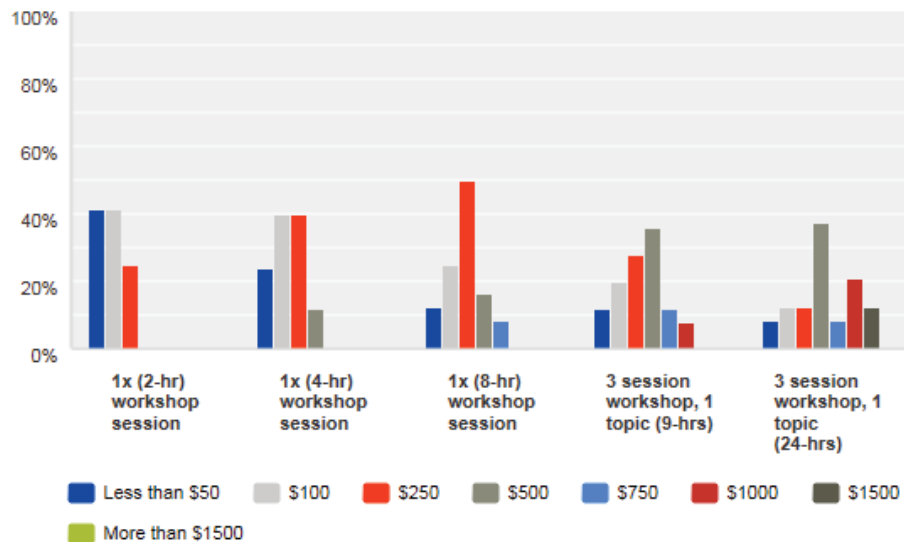


Respondents are willing to pay the following workshop prices:

- A one-time, 2-hour workshop session: \$100 or less
- A one-time, 4-hour workshop session: \$100 to \$250
- A one-time, 8-hour workshop session: \$250
- A 3-session workshop on a specific topic (totaling approximately 9 hours of instruction) = \$500
- A 3-session workshop on a specific topic (totaling approximately 24 hours of instruction) = \$500

Each of the above formats had a respondent topic selection of more than 30 percent.

Willingness to Pay



PREFERENCES

Based on survey results, respondents prefer the top three potential IMC workshop series names:

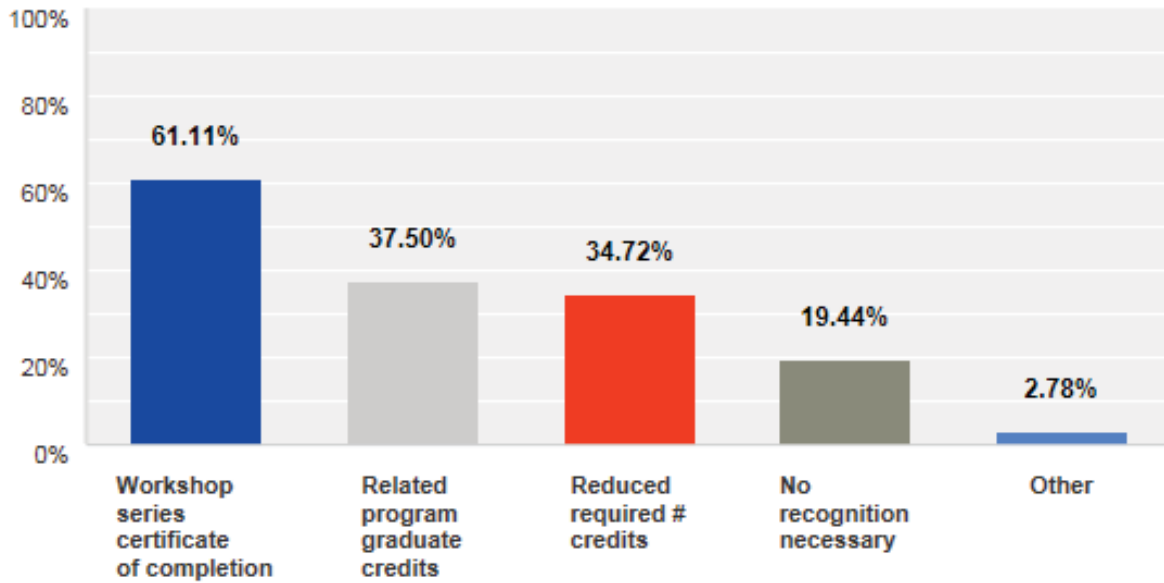
1. IMC Executive Leadership Workshop Series
2. IMC Leadership Workshop Series
3. IMC Professional Development Workshop Series

The top three series names were determined by those with a rating above 4.25 on a weighted average of a one to seven appeal scale.



More than 61 percent of respondents feel a certificate of completion is appropriate for completing a continuing education series.

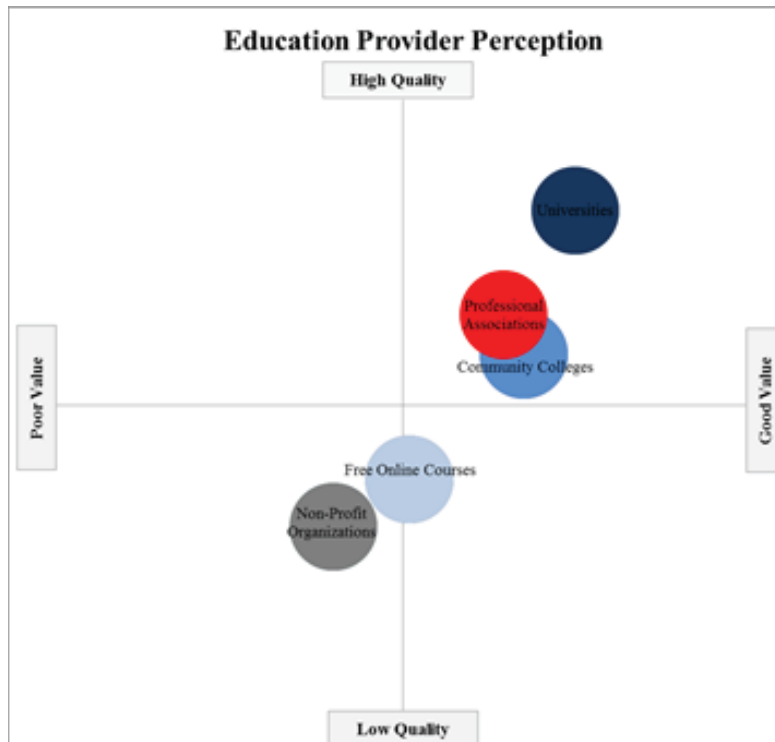
Continuing Education Series Completion Recognition



Perceptions Survey:

EDUCATION PERCEPTION

Universities are perceived as the highest quality and highest value education provider, followed by professional associations, and then community colleges.



Reasons for Participation

According to the survey, respondents' top reasons for participating in educational programs are:

1. To learn something new
2. Because of relevance
3. To learn the latest technology
4. To increase job options

The top four reasons for participation were determined by those with a rating of more than 4.0 on a weighted average of a one to five agreement scale.



SESSION STRUCTURE

The survey results showed that Friday is the most appealing day for a full-day education session. This was determined by the highest rated day on a weighted average of a one to six appeal scale. The survey revealed that Tuesday is the most appealing day for an evening education session. This was determined by the highest rated option on a weighted average of a one to four appeal scale.

The survey data showed that respondents would be most likely to attend a workshop at a local education institution in the Overland Park, Kansas (KU Edwards Campus) area. This was determined by two survey questions, both had the highest rated options on a weighted average of a one to five likely scale.

A conjoint analysis was conducted to identify the ideal time, frequency, and session combination for potential IMC continuing education offerings. Survey respondents were asked to rate the appeal of 16 different combinations of time, frequency, and session. The raw data was downloaded from SurveyMonkey and calculations were made using regression analysis in Microsoft Excel. The analysis shows that the preferred continuing education profile is three hours on a weeknight, once a month or once a quarter, for one session.

| PARTWORTHS | | | |
|------------|----------------------------|-------|----------------------------|
| Intercept | | 4.68 | Ideal profile |
| Time | Three hours on a weeknight | 0.00 | |
| | Half day on a weekday | -1.12 | |
| | Half day on a weekend | -0.85 | Three hours on a weeknight |
| | Full day on a weekday | -1.41 | |
| | Full day on a weekend | -1.31 | |
| Frequency | Once a week | 0.00 | |
| | More than once a week | -0.92 | |
| | Once a month | 0.15 | Once a month or |
| | More than once a month | -0.24 | Once a quarter |
| | Once a quarter | 0.15 | |
| Session | 1 session | 0.00 | |
| | 3 sessions | -0.50 | 1 session |
| | 5 sessions | -0.34 | |

The conjoint analysis also identified that time of day is the most important attribute to the survey respondents.

| ATTRIBUTE IMPORTANCES | | |
|-----------------------|-------|------------|
| Attribute | Range | Importance |
| Time | 1.41 | 0.47 |
| Frequency | 1.07 | 0.36 |
| Session | 0.5 | 0.17 |



Conclusion

The data acquired from the two surveys provided insights into the perceptions and desires for continuing education and professional development offerings for current marketing and communications professionals within the Kansas City metropolitan and surrounding areas. This information should help shape the development of the University of Kansas Integrated Marketing Communications continuing education programming, as well as provide further insight for the current Integrated Marketing Communications graduate program.

It is apparent that marketing and communication professionals want and are willing to pay for quality continuing and professional education, especially if an accredited university provides it. With the majority of the surveyed population already having a master's degree, Kansas City area marketing and communication professionals are looking for ways to stay current in the field and up-to-date on the latest marketing trends, specifically in technology. There is a strong opportunity for the University of Kansas Professional & Continuing Education department to provide quality high-level continuing education for marketing and communications professionals in the Kansas City and surrounding areas.



Internal Primary Research

“Tell me and I’ll forget. Show me, and I may not remember. Involve me, and I’ll understand.”

— Native American Saying

Internal

Website & Social Media Analysis

The following is a comprehensive analysis of KUPCE’s website (kupce.ku.edu) and social media accounts. This data was provided from KU’s Marketing Communications department in the KU Office of Public Affairs. Website analysis focused on visitor demographics: where visitors came from, how visitors entered the site, and an overall content evaluation based on data from November 1, 2014 to November 1, 2015. The social media analysis evaluates the various KU social media accounts the IMC continuing education offering should leverage, as well as social media trends.

Website Key Findings

From November 1, 2014 to November 1, 2015, KUPCE’s website received more than 173,000 individual visits. Visitors viewed five pages on average per visit. It is important to note, nearly 54 percent of website visitors left the site within 10 seconds. Less than 33 percent of visitors stayed on the website for more than one minute.

Sessions

173,267

% of Total: 100.00% (173,267)

Pageviews

871,879

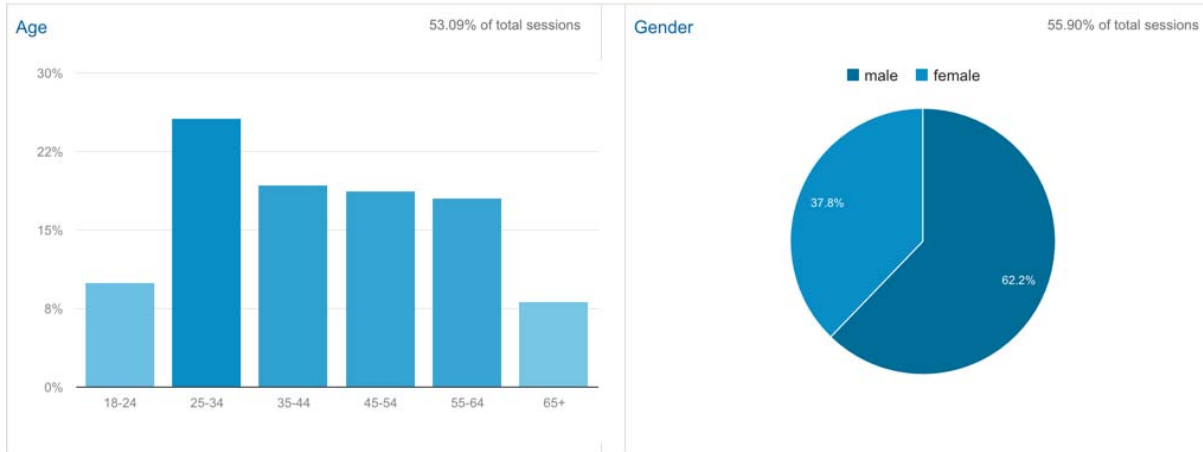
% of Total: 100.00% (871,879)

| Session Duration | Sessions | Pageviews |
|------------------|----------|-----------|
| 0-10 seconds | 93,191 | 161,953 |
| 11-30 seconds | 12,105 | 48,807 |
| 31-60 seconds | 11,481 | 57,049 |
| 61-180 seconds | 21,833 | 148,716 |
| 181-600 seconds | 19,757 | 205,934 |
| 601-1800 seconds | 11,947 | 153,981 |
| 1801+ seconds | 2,953 | 95,439 |



Demographics and Geography

62 percent of KUPCE website visitors were female. The most populous age group visiting the website were between the ages of 25 and 34 years-old, followed by individuals between the ages of 35 to 44.












When evaluating what country visitors are located, nearly 80 percent of visitors are located within the United States, followed next by 2.5 percent of followers in India:

| | 173,267 |
|--------------------|----------------------------------|
| | % of Total: 100.00% (173,267) |
| 1. United States | 137,277 (79.23%) |
| 2. India | 4,422 (2.55%) |
| 3. Canada | 4,303 (2.48%) |
| 4. United Kingdom | 2,359 (1.36%) |
| 5. Brazil | 1,749 (1.01%) |
| 6. Turkey | 1,258 (0.73%) |
| 7. Australia | 1,181 (0.68%) |
| 8. Germany | 1,005 (0.58%) |
| 9. Saudi Arabia | 938 (0.54%) |
| 10. Nigeria | 835 (0.48%) |



Mobile and Social Media Entry

Nearly 25 percent of visitors are visiting kupce.ku.edu from mobile devices. Out of the mobile device website visitors, nearly 40 percent use an Apple iPhone and more than 18 percent visit from an Apple iPad:

| Mobile Device Info ? | Sessions ? ↓ |
|--|--|
| | 42,259 % of Total: 24.39% (173,267) |
| 1. Apple iPhone  | 16,557 (39.18%) |
| 2. Apple iPad  | 7,835 (18.54%) |
| 3. (not set) | 3,530 (8.35%) |
| 4. Samsung SM-G900V Galaxy S5  | 616 (1.46%) |
| 5. Samsung SM-G900P Galaxy S5  | 449 (1.06%) |
| 6. Samsung SM-G900A Galaxy S5  | 339 (0.80%) |
| 7. Motorola XT1080 Ultra  | 282 (0.67%) |
| 8. Samsung SCH i545 Galaxy S4  | 257 (0.61%) |
| 9. Google Nexus 5  | 226 (0.53%) |
| 10. Samsung GT-I9500 Galaxy S IV  | 212 (0.50%) |

From the visitors who viewed KUPCE’s website between November 1, 2014 and November 1, 2015, very little traffic came via social media platforms. Approximately 1 percent of traffic came directly from Facebook, LinkedIn and Twitter. Of those that came from social media sites, the most viewer traffic came from Facebook at 71 percent:

- Facebook: 71 percent - 1,623 sessions
- LinkedIn: 15 percent - 338 sessions
- Twitter: 12 percent - 278 sessions



Content Evaluation

Based on our analysis, two adjustments are recommended for the KUPCE’s website:

1. On the Request Information tab, it does not list “Marketing and Communications” as a Topic of Interest. It is recommended KUPCE add this to the following list:

| Topics of Interest | |
|--|---|
| <input type="checkbox"/> Aerospace Short Courses | <input type="checkbox"/> Engineering Courses |
| <input type="checkbox"/> Conference & Event Management | <input type="checkbox"/> Continuing Legal Education |
| <input type="checkbox"/> Customized Professional Education | <input type="checkbox"/> Engineering |
| <input type="checkbox"/> Environmental Studies | <input type="checkbox"/> Fire & Rescue Training |
| <input type="checkbox"/> Journalism | <input type="checkbox"/> Law Enforcement Training |
| <input type="checkbox"/> Osher Lifelong Learning | <input type="checkbox"/> Research Dissemination |
| <input type="checkbox"/> Other (Specify in comments box) | |

2. On the KUPCE website there are not any social media links to help visitors easily access KUPCE’s Facebook and Twitter accounts. It is recommended for KUPCE to add these widgets to the website to increase social media awareness and following.

Social Media Key Findings

KUPCE operates a Facebook and Twitter account. Depending on the program being marketed, KUPCE currently leverages the corresponding program manager’s accounts. In the case of an IMC continuing education offering, the core accounts leveraged should be KUPCE’s and the IMC graduate program’s social media platforms. In addition to these accounts, the KU, the William Allen White School of Journalism, and KU Edwards Campus’ social media accounts should be leveraged. The Twitter and Facebook account activity are listed as of November 2015:

Primary Social Media Accounts

Twitter for KUPCE:

Twitter account: @KUContinuingEd

636 Tweets

601 Followers

505 Following

Facebook for KUPCE:

Page name: KU Professional & Continuing Education - KUPCE

274 likes



Twitter for KU IMC Graduate Program:

Twitter account: @imc_ku

3 Tweets

41 Followers

241 Following

Facebook for KU IMC Graduate Program:

Page name: NA

Account: IMC KU J-school

Secondary Social Media Accounts:

Twitter for KU:

Twitter account: @KUnews

15.8K Tweets

52.8K Followers

496 Following

Facebook for KU:

Page name: The University of Kansas

245,886 likes

Twitter for William Allen White School of Journalism:

Twitter account: @KUJournalism

4,628 Tweets

4,465 Followers

2,234 Following

Facebook for William Allen White School of Journalism:

Page name: KU William Allen White School of Journalism and Mass Communications

2,447 likes

Twitter for KU Edwards Campus:

Twitter account: @KUEdwardsCampus

1,744 Tweets

1,706 Followers

527 Following

Facebook for KU Edwards Campus:

Page name: KU Edwards Campus

1,783 likes

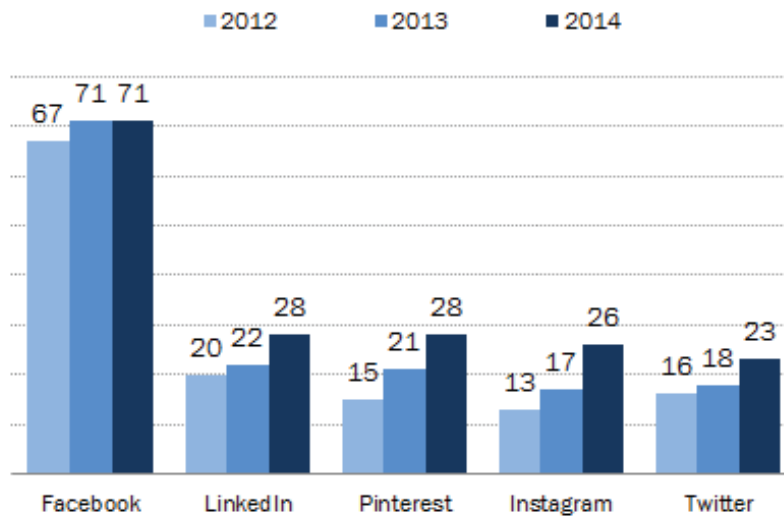


The Importance of Social Media

Social media is a convenient and inexpensive way for businesses to market and promote to target audiences. Research shows American adults who used the Internet in 2012-2014 accessed the following social media sites the most: Facebook, LinkedIn, Pinterest, Instagram and Twitter. Facebook is the most popular social media site used by online adults. The research also found Internet users with college educations used LinkedIn. They are more likely than others without college educations to leverage LinkedIn. The number of college educated users on LinkedIn reached 50 percent in 2014 (Duggan, 2015).

Social media sites, 2012-2014

% of online adults who use the following social media websites, by year



Pew Research Center's Internet Project Surveys, 2012-2014. 2014 data collected September 11-14 & September 18-21, 2014. N=1,597 internet users ages 18+.

PEW RESEARCH CENTER



Conclusion

KUPCE's website, kupce.ku.edu, is a great medium to publish information on the IMC continuing education program. However, the University of Kansas, the William Allen White School of Journalism, and the KU Edwards Campus' websites can broaden your audience and exposure to the program. It is important to consider all of these websites when placing program content. The KUPCE website should incorporate the IMC continuing education program content and allow for visitors to request more information.

Social media use is on the rise with 52 percent of online adults now using two or more social media sites. Facebook, Twitter and LinkedIn have the greatest ability to reach the KU IMC continuing education program's target market. In addition to the KUPCE and the IMC graduate program social media accounts, the KU, William Allen White School of Journalism, and the KU Edwards Campus' accounts have, these outlets should share content. It is recommended to make KUPCE's website presence more social media connected by providing the appropriate widgets to increase social media followers. This will also make visitors more aware of IMC continuing education offerings and connect individuals with like interests.



Recommendations and Measurement

“Learning makes you to stay forever young.
Commit yourself to lifelong learning.”

— Lailah Gifty Akita

RECOMMENDATIONS

There is an opportunity for the University of Kansas Professional and Continuing Education (KUPCE) department to fill a gap for Kansas City's marketing continuing education industry. Whether it is online, through professional associations, or through community colleges and universities, the current marketing and communications industry is saturated with various avenues for marketing-focused continuing education and professional development. However, there is a lack of local opportunities that offer advanced-level continuing education. An educational content gap exists within online webinars, professional association seminars and graduate programs that needs to be filled. This is where the University of Kansas' Integrated Marketing Communications (IMC) Leadership Workshop Series, coordinated by KUPCE, fills the need.

Primary research shows universities are rated as the highest quality education provider. Survey results have not only supported this but show that local professionals prefer to learn in-person, rather than online. Survey respondents indicated they do not want to drive to Lawrence, Kan. The target market prefers courses held at the University of Kansas' Edwards Campus in Overland Park, Kan. Data also shows local marketing and communication professionals are willing to pay \$150 to \$200 per continuing education session and do not want to dedicate a lot of time to it.

This audience wants quick, up-to-date, cost-effective continuing education offerings. Thus, the KU IMC Leadership Workshop Series sessions should be held at a university and taught by experienced professors. This series will target mid-to-high level professionals who want a quality and advanced education. This audience already has bachelor's degrees, and some even have master's degrees, in addition to years of experience under their belt. They don't necessarily need another degree but do need advanced continuing education offerings in new trends and technology, as well as refresher courses in certain skills and education.

The KU IMC Leadership Workshop Series will also be used as a pathway and recruiting tool for the KU IMC graduate program. The KU IMC graduate program's brand promise of "learn it tonight, use it tomorrow" is applicable to the workshop series and its values align with the KU IMC graduate program. Attendees will leave the workshop series with a practical action plan. Attendees will learn theories and how to apply them in context to work problems and relevant situations, while collaborating with an experienced professor and industry peers.

The KU IMC Leadership Workshop Series offers the attendees in-person professional development and continuing education, enhancement of their marketing and communication expertise, networking and leadership skills. The advanced series gives



attendees a competitive advantage alongside the networking, confidence, education and skills local marketing and communications professionals' desire in their career.

Phase I of the IMC Advanced Leadership Workshop Series: Establishing a Solid Foundation

Audience: KU Alumni

Having access to University of Kansas' extensive alumni network is a benefit shared by all three primary stakeholders. These stakeholders are the University of Kansas Professional and Continuing Education department (KUPCE), the University of Kansas and University of Kansas Edwards Campus (KU), and the University of Kansas William Allen White School of Journalism and Mass Communications' Integrated Marketing Communications graduate program (KU IMC graduate program). Together these groups' shared access to KU's extensive alumni network will benefit the KU IMC Leadership Workshop Series. KU alumni, specifically of the KU William Allen White School of Journalism and IMC graduate program, already have an existing loyalty to KU and value the university and the quality education it provides.

The recommendation is to leverage the local KU alumni as the target audience for Phase I. While the focus is KU journalism alumni, it would also be beneficial to target undergraduate and graduate alumni of KU's School of Business (specifically those with a concentration in marketing) and College of Liberal Arts & Sciences (Communication Studies and related majors). See page 53 to review the demographic, psychographic and socioeconomic information that makes up the primary audience for the KU IMC Leadership Workshop Series. Individuals with a prior affiliation with KU likely value the education they have received and have historically invested in KU. These individuals can act as brand ambassadors for the program and help spread the word about the new IMC continuing education offering. Primary research shows alumni are more likely to be loyal to their alma mater. Thus, past KU students are the most likely to be loyal consumers and are more inclined to buy again. However, the right incentives need to be in place for them to re-engage with the university. This was taken into consideration in the Phase I Pricing Section.

Structure: Year One

The survey results show the target audience desires condensed continuing education classes offered in the evening. The conjoint analysis from the survey indicates survey respondents prefer continuing education sessions offered once a month, for four hours, for four occurrences. Specifically, Tuesday evenings from 5:30 to 9:30 PM was the highest ranked day of the week and time of day preferred for a continuing education



offering. Research shows this target audience desires in-person learning from an accredited university.

More than 60 percent of survey respondents said they would likely attend a continuing education session in integrated marketing communications if it were offered at an accredited academic institution. Additionally, the majority of respondents were in favor of the courses being held in Overland Park, Kan. Thus, the KU Edwards Campus is a location that will appeal to the majority of survey respondents who live in Johnson County, Kan.

Curriculum Content and Delivery

To determine Phase I's continuing education topics, the competitor's topic offerings and the target market's topics of interests were taken into consideration. The Kansas City marketing and communication continuing education market is already highly saturated. The primary and secondary competition already provides many avenues for professional development and continuing education. Tactical and case study-based continuing education options are extensive, but an unmet need is advanced theoretical and research-based education.

The IMC Leadership Workshop Series can provide the education at a more advanced level than those offered by professional associations and community colleges. The recommendation for Phase I of the IMC Leadership Workshop Series is have the sessions instructed by KU professors. Phase I should embrace the academic and highly credentialed nature of the University and its faculty.

Survey respondents indicated they or their employer would be more willing to pay for an advanced-level workshop series in the following top three subject areas:

1. Digital marketing and media
2. Business strategy
3. Brand management

Specifically, the respondents are most interested in learning more about the following topics:

1. Developing a social media plan and content calendar
2. Social media analytics and monitoring
3. Web metrics and SEO
4. Marketing analytics



The University of Kansas' new online certificate program in Social Media Strategy and Data Interpretation and Communication offers content aligned with what survey respondents said they were seeking. Digital Marketing and Media, which ranked highest as a workshop series topic, is similar to KU's new Master's degree in Digital Content Strategy. The differentiator between the programs is that the IMC continuing education offering provides Kansas City metro residents an in-person continuing education offering at the KU Edwards Campus in Overland Park, Kan., rather than online. Respondents indicated this was their preferred format and location for continuing education. Also, the IMC continuing education offering will provide education in a more condensed timeframe than the commitment necessary for KU's online certificate program and IMC graduate program.

The survey respondents listed the following top four reasons compel them to attend a higher-level marketing communications-related session:

1. For professional development
2. To enhance marketing and communication expertise
3. To network
4. To gain leadership skills

Taking this into consideration, the IMC continuing education offering can provide all of the above as an in-person, advanced-level continuing education workshop series. The recommendation is not to mirror KU's new online certificate program offering, nor try to compete directly with it. The marketing field is changing rapidly and the IMC continuing education offering provides more immediate and flexible content and thus can more quickly teach the latest trends in the industry.

To conclude, the Phase I workshop series topic recommendation is Digital Marketing and Media. Based on survey respondent desires, the individual session topic recommendations are as follows:

- Developing a social media plan and content calendar
- Social media analytics and monitoring
- Web metrics and SEO
- Marketing analytics

Pricing

One criterion for success for the KUPCE department is developing a continuing education offering is financially sustainable and ideally lucrative. Each KU IMC Leadership Workshop Series consists of four sessions, each taking place once a month on a Tuesday evening. To ensure KUPCE breaks even, pricing is based on having at least 21 attendees at each session. Survey respondents reported they or their employer would pay \$100 to \$250 for each in-person continuing education session taught by seasoned professors at an accredited academic institution.



The following series pricing will ensure the program is sustainable from its onset and over time become more lucrative. To attract our target audience this pricing provides a KU alumni discount:

- \$650 fee for the series (\$162.50 per session)
- \$550 fee for the series for KU alumni (\$137.50 per session for KU alumni)

To encourage completion of the entire four session workshop series, the pricing developed would allow for individual session participation, but at an additional \$25 than for those who sign up for the entire series:

- \$175 fee per session
- \$150 fee per session for KU alumni

The budget is further outlined on page 86.

Marketing and Promotion

Local University of Kansas alumni with a bachelor's degree and/or graduate degree who are currently working in the media, marketing and communications fields are an easy target audience to reach. KU's Alumni Association already has an existing distribution list to use in marketing the new IMC continuing education offerings to the primary target audience. Additional digital correspondence should leverage KUPCE's Facebook and Twitter accounts, as well as the IMC graduate program social media accounts. Because the targeted audience already has an existing connection with KU, correspondence should also leverage the William Allen White School of Journalism and the KU Edwards Campus' social media accounts for promotion of continuing education offerings.

The KU Edwards Campus Facebook has nearly 1,800 likes as of November 2015. The IMC Leadership Workshop Series can use the following mocked post as an example of what the various social media accounts could use:

The image shows a mocked Facebook post from KU Edwards Campus. The post header includes the KU Edwards Campus logo and the text "KU Edwards Campus" followed by "November 6 at 3:16pm" and a globe icon. The main text of the post reads: "Calling all Marketing & Communication professionals for an advanced IMC Leadership Workshop Series. Once a month, four sessions – ONE great opportunity to advance your career!". Below the text is a white-bordered box containing the text "Integrated Marketing Communications Leadership Workshop Series" in bold, and "EDWARDSCAMPUS.KU.EDU" below it.



LinkedIn is a social media network for professionals and operates the world's largest professional network on the Internet. Because of the nature of the IMC continuing education offering and potential participants' desire to network, LinkedIn is a medium KUPCE and the IMC Graduate Program should utilize. In order to develop loyalty to the program, a dedicated LinkedIn group for IMC continuing education participants would provide a forum for future collaboration and promotion.

Direct mail requires a considerable amount of time and money. An IMC continuing education announcement postcard was budgeted for the workshop series. This postcard would introduce the new IMC continuing education offering and announce the first workshop series. Each member of the target audience has invested in KU education before and is more likely to do it again, so we expect the mailer will have a high response rate.

At the conclusion of the IMC Leadership Workshop Series, the KU IMC graduate program has an opportunity to create program awareness and a database of prospective students. The series should conclude with participants completing an evaluation form. One part of the evaluation should survey attendees on their interest to learn about the KU IMC graduate program. While the attendees are engaged with the IMC Leadership Workshop Series, this is the best time to promote the graduate program and gain prospective students.

Other considerations

Survey respondents listed networking as the top reason compelling them to attend an advanced marketing communications-related session. KUPCE needs to ensure it creates an environment where networking is encouraged. Hosting a lecture-based continuing education session with solely classroom discussion and Q&A won't be enough to meet this expectation. Thus, it is recommended to allocate 30 minutes each session for networking.

Survey data also shows the value of issuing a certificate of completion if someone attends all sessions of a workshop series. This certificate of completion gives the attendees something tangible they can place on their resume and LinkedIn and also share with their employers. It gives attendees a sense of accomplishment and provides validation for the skills and knowledge acquired during the workshop series.

The survey analysis found that evening sessions were preferred. In order to make a \$175 fee per session (or \$150 per session for KU alumni) reasonable the session should be longer than KU's traditional night class length. In order to be profitable and a reasonable duration, the recommendation is for a four-hour session. Within the four hours, time would be allotted for networking and students will have the option of adding



a boxed lunch on to their registration fee for \$10 for each session in addition to the registration fee.

Measurement of Success

Phase I success can be measured based on the criteria outlined by KUPCE:

- IMC continuing education offerings provide quality professional development and continuing education to enrich the community it serves,
- It is financially sustainable and ideally lucrative, and
- It increases awareness and enrollment in the University of Kansas IMC graduate program.

In order to meet and measure the first goal of providing quality professional development and continuing education to enrich the community it serves, paper evaluations will be distributed at each continuing education session. Questions should include the following, based on survey respondents top reasons for attending an advanced marketing communications-related session:

- Please indicate your overall satisfaction with the following on a scale of 1 to 5 (1 very satisfied, 2 satisfied, 3 neutral, 4 dissatisfied, and 5 very dissatisfied):
 - The session provided professional development.
 - The session enhanced my marketing and communication expertise.
 - The session provided me sufficient networking.
 - The session provided helped develop my leadership skills.

In order to meet and measure the second goal of offering a financially sustainable continuing education offering, the goal for Phase I is to break even. Phase I will establish a solid foundation for future IMC continuing education offerings to be more lucrative than the initial one. The metrics necessary to be financially sustainable are as follows:

- A total of 21 participants complete the series consecutively or a combination of series participants and individual session participants equates to more than 19 participants.
- Budget assumes 60 percent of participants will not receive a discount.



In order to meet and measure the third goal of increasing awareness and enrollment in the University of Kansas IMC graduate program, the long-term measurement of success for Phase I is for individuals who attend an IMC continuing education offering to apply for the IMC Graduate Program. The metrics for this are quantified as follows:

- Within five years, two IMC continuing education participants from each series will apply for the KU IMC graduate program.
- The evaluation will also include a question asking if the attendee would like to receive more information on KU's IMC graduate program. This will help measure the number of prospective student inquiries we might not otherwise have, if they had not completed the workshop series.

Phase I Conclusion

By following the Phase I recommendations the KU IMC Leadership Workshop Series Phase I will have a highly targeted audience. The target audience of Kansas City area marketing and communications professionals will embrace Phase I's four-session continuing education offering and will appreciate the highly credentialed academic nature of the University. Phase I continuing education sessions should take place on a weeknight at the KU Edwards Campus and instructed by KU's experienced faculty. The initial KU IMC Leadership Workshop Series topic recommendation is Digital Marketing and Media.

Phase I's metrics and goals were created to exceed KUPCE's initial success criteria. The KU IMC Leadership Workshop Series will provide quality professional development and continuing education to marketing and communications professionals in the community. In order to break-even, 21 participants must register for the series. If the KU IMC Leadership Workshop Series is successful, a secondary effect will result in increased awareness of the IMC graduate program and potentially increased enrollment of the KU IMC graduate program.



Phase II: Expand and Grow

Audience: KU Alumni and KC professionals

While Phase I focuses on leveraging local KU alumni, Phase II looks at expanding the target audience to other Kansas City metropolitan marketing and communications professionals. Since the KU Edwards Campus is close in proximity to the Kansas City metropolitan area, there are opportunities to tap into the area's professional workforce. This workforce includes professionals in various levels of low to mid-level management who could utilize additional education to update their skills. Target companies include public relations firms, advertising agencies, and corporate strategic communications departments, among others.

As market trend research indicates, continuing education departments are positioned to build bridges between ideas, institutions and most importantly, people. In regard to the importance of community engagement, research reveals the importance of partnerships between the university and the community. These relationships can help address the area's needs and strengthen the bond between the university and community. The recommendation is to connect with local companies and professional associations, as well as marketing, public relations, and advertising firms and seek out opportunities to tailor workshops to meet the continuing education needs of their respective workforces. By doing so, it will not only increase enrollment and awareness of the KU IMC Leadership Workshop Series, but gain support for the university from the surrounding community.

Research reveals networking in conjunction with continuing education opportunities is important. In order to expand networking opportunities for participants, KUPCE should consider partnering with local marketing and communication professional associations. This effort supports the goal of increasing enrollment of non-KU affiliated professionals into the KU IMC Leadership Workshop Series.

Structure: Year Two

Based on the success of Phase I, the workshop series needs to have the same structure of offering continuing education sessions once a month, for four hours, for four occurrences. In addition to expanding the target audience for Phase II, the recommendation includes increasing the number of continuing education workshop series offered per year. The recommended approach is to offer one KU IMC Leadership Workshop Series in the fall semester and one in the spring semester, each series with a different focus. In this way, it would increase the number of overall workshop series to two per year.

Based on primary research from Kansas City marketing and communication professionals, more than 61 percent of local employers are willing to pay for professional development and continuing education for its employees. Some companies



have a need to educate numerous employees in the same subject area. If the employer has a large number of their employees attending, a recommended tactic is to consider hosting a session at the company's location, rather than at the KU Edwards Campus.

Curriculum Content and Delivery

As the KU IMC Leadership Workshop Series continues to evolve, it is recommended to leverage KU's adjunct professors. To keep information current and relevant, the workshop series will need to incorporate the adjunct professors who are currently working in the marketing and communications field. These adjunct professors offer a different perspective compared to the research-based professors.

As the KU IMC Leadership Workshop Series continues to grow, the topic areas will change. KUPCE will need to keep up with emerging marketing and communications trends and industry needs, while sustaining the advanced-education level. Survey respondents listed leadership skills as one of the top reasons compelling them to attend an advanced-level marketing continuing education offering. Thus, Phase II's workshop series topic recommendation is Leadership and Business Strategy.

Potential Leadership and Business Strategy session topics include:

1. Identifying Business Opportunities
2. Branding for Competitive advantage
3. Pitching the Big Idea
4. Creative Strategy and Execution
5. Branding for Competitive Advantage
6. How to Write a Marketing Plan
7. Managing Client Expectations
8. Identifying your Leadership Style

Pricing

Based upon the survey results, respondents are willing to pay \$100 to \$250 per continuing education session. The proposed budget for years two and three include pricing increases each year to allow for fluctuations in the economy, yet still keeps the cost within the range the audience is willing to pay for a continuing education session. It is important to keep the cost within a reasonable range because research shows not all employers pay or reimburse for continuing education. By doing so, it mitigates potential exclusion of those who have to pay out-of-pocket in order to attend the continuing education session.

The following series pricing is increased by five percent from Phase I to ensure the program stays sustainable and becomes more lucrative over time. To continue to attract KU alumni, this pricing provides a KU alumni discount:

- \$682.50 fee for the series



- \$577.50 fee for the series for KU alumni

To continue to encourage completion of the entire four session workshop series, the pricing developed would allow for individual session participation at an increased price:

- \$192.50 fee per session
- \$157.50 fee per session for KU alumni

Just as there is a discount offered to KU alumni, offering a discount to partnering professional associations' members is recommended in Phase II. These potential professional organization partners include Kansas City's chapters of IABC, AMA, DMA or similar associations. This discount is similar to the one KU alumni receive and would be attractive to these professionals when considering KU's IMC Leadership Workshop Series.

The budget is further outlined on page 86.

Marketing and Promotion

One of the largest expense areas in the KU IMC Leadership Workshop Series' budget is marketing and promotion. An increase in marketing efforts toward current mid-level marketing and communications professionals, who are not KU-affiliated, needs to occur. One tactic to identify and reach this audience is to use King Marketing Group's database services. Funding for these distribution lists is incorporated in the Phase II budget.

The first recommendation is to shift program-marketing efforts away from traditional postcard mailings and toward a more modern approach through digital and social media marketing. Word-of-mouth marketing goes a long way and digital marketing has been proven as a cost-effective way to promote and advertise in today's tech-savvy world. In addition to Phase I's recommendations, a recommended tactic for digital marketing is to use Facebook paid ads. Facebook paid ads can be created based on advertising goals and specific target audiences can be identified. Facebook provides tools to create high quality ads, as well as to analyze the ad's performance. A daily budget or lifetime of the ad budget parameters can be set to keep costs low. The ad can be optimized to receive the most clicks from the targeted audience for the best price.

In the corporate world, companies with limited resources outsource to agencies to meet marketing and promotional needs. Since KUPCE has limited manpower for marketing purposes, the recommendation for the first series in year two is to offer a for-credit student internship to University of Kansas School of Journalism students. This intern will provide dedicated manpower toward external marketing efforts. This intern can utilize King Marketing Group's database lists for email marketing campaigns to target the nearly 25,000 Kansas City marketing and communications professionals.



Based on budget projections, if the first series in year two is successful, additional funds from enrollment may be available to take marketing efforts to the next level. The recommendation is to promote the second series in year two by leveraging other university resources. This includes using The Agency, the School of Journalism's very own full-service agency to develop and assist with advertising and social media promotion of the KU IMC Leadership Workshop Series. This is a mutually beneficial relationship. The KUPCE receives quality services from the full-service agency while students who work at The Agency gain real-world experience in preparation for graduation and entering the workforce.

Measurement of Success

Measurements of success for Phase II include increased enrollment, financial profit and KU's IMC graduate program enrollment and awareness. The specific metrics are as follows:

- A 10 percent increased enrollment in overall KU IMC Leadership Workshop Series from Phase I
- Achieve minimum enrollment of 22 attendees for each KU IMC Leadership Workshop Series in year two
- Make a profit based on year two budget projections which reflect a profit of more than \$2,000.
- Continue with Phase I's goal of having two IMC continuing education participants from each series apply for the KU IMC graduate program.

Conclusion

Phase I provides a strong foundation to build a sustainable KU IMC Leadership Workshop Series. Phase II recommendations allow for expansion, which will strengthen the program for further long-term viability. This phase will broaden targeting efforts to include non-KU alumni marketing and communications professionals. The workshop series topics will fill education gaps and address the needs of local companies and marketing and communications professionals. By following these recommendations, the KU IMC Leadership Workshop Series will build stronger bonds between KU, local organizations and businesses, and the people in the communities it serves.



Budget

“Education is what remains after one has forgotten what one has learned in school.”

— Albert Einstein

BUDGET

The key financial goal for an Integrated Marketing Communications (IMC) continuing education offering is to have a zero to minimal net sum gain in the first year of implementation with revenue growth the following years. The budget projection was based on one four-session series during the first year, and two four-session series each of the following two years. Each session would be four hours in length. The increase in coverage during the second and third years will help offset any additional unexpected cost for IMC continuing education offerings. See budget spreadsheet on page 88.

Where at other schools the expense burden may be solely placed upon the academic department, it is not the case for the KU IMC Leadership Workshop Series. The workshop series coordination and marketing is handled by KUPCE. The School of Journalism provides the instructor and curriculum content. As to the monetary aspect, KUPCE is responsible for managing the budget. If the minimum student quota isn't met, KUPCE absorbs the deficit. Should this happen, KUPCE can adjust the fees charged for the following workshop series. Regardless of whether the minimum student quota is obtained to meet the financial budget needs, the instructor will still get paid. Once there is positive net revenue and KUPCE's previous losses are recouped, the percentage will be split between KUPCE and the J-School based on a negotiated percentage.

The budget uses a "worst case" scenario approach to income and expenses. Increases in both income and expenses are automatically programmed into the budget for years two and three. The income projections are based upon 'series-only' registration fees for the minimum number of student registrations needed to cover the cost of the program for each year. If a person registers for workshop sessions individually, the per-session cost is higher; for example \$175 per session instead of \$162.50, the cost per session if registering for a full series as mentioned in the recommendations. The minimum amount of unique individual registrants needed for each workshop is 76 unique registrations for a series due to the higher rate charged.

The expense projections model contains the following considerations:

- The same instructor will teach a complete series, equal to four sessions.
- Since registration expenses are based upon the number of unique registrations, the budget assumes the number of unique registrants for four individual workshops in the series. This is a hard cost so projection is based on the 'worst-case' scenario.
- Only those who complete a series will receive certificates of completion.
- Projections under Marketing and Promotion for "other" can be used for marketing by an external agency, KU's The Agency, or for social media advertising.
- Internship mentioned in the recommendations would be non-paid, for academic credit only.



Timeline

“Education is not the filling of a pail, but the lighting of a fire.”

— William Butler Yeats

2016 Timeline

| | Dec-15 | Jan-16 | Feb-16 | Mar-16 | Apr-16 | May-16 | Jun-16 | Jul-16 | Aug-16 | Sep-16 | Oct-15 | Nov-16 | Dec-16 |
|--|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| Update KUPCE website's Learn More tab w/ "Marketing & Communications" & social media icons | | | | | | | | | | | | | |
| Finalize instructors & curriculum plan for Phase I | | | | | | | | | | | | | |
| Place IMC Leadership Workshop Series content on websites (KUPCE, Edwards Campus, etc.) | | | | | | | | | | | | | |
| Begin social media push on affiliation accounts (KUPCE, Edwards Campus, etc.) | | | | | | | | | | | | | |
| Launch LinkedIn group for IMC Leadership Workshop Series | | | | | | | | | | | | | |
| Send out direct mail piece to targeted KU alumni | | | | | | | | | | | | | |
| Final month to sign up for the full workshop series | | | | | | | | | | | | | |
| Four series launch & continuation of individual sessions (one session per month) | | | | | | | | | | | | | |
| Individual session participation evaluation & adjustment based on feedback | | | | | | | | | | | | | |
| Complete evaluation of full series | | | | | | | | | | | | | |
| Discuss Phase II (starting 2017) with stakeholders | | | | | | | | | | | | | |
| Prep for Phase II promotion kick off | | | | | | | | | | | | | |
| Acquire new broad distribution list for Phase II | | | | | | | | | | | | | |



Appendix

“There is no end to education. It is not that you read a book, pass an examination, and finish with education. The whole of life, from the moment you are born to the moment you die, is a process of learning.”

— Jiddu Krishnamurti

APPENDIX A

PRIMARY COMPETITION:

1. Local and National Marketing and Communication Associations
2. KU's New Online Master's Program in Digital Content Strategy

American Association of Advertising Agencies: 4A's

DESCRIPTION: National trade association founded in 1917 that represents advertising industry in the United States. It encourages people who are passionate about advertising to join it and to take advantage of a growing business, in a growing market.

LOCAL: Kansas City's American Association of Advertising Agencies (Kansas City 4A's) --- www.kcaaaa.org

GLOBAL/NATIONAL: American Association of Advertising Agencies (4A's) --- www.aaaa.org

Examples of Programming from National:

- Glass Ladder Series: The Art and Science of Networking for Agency Women
- How to Develop Your Strategic Marketing Skills
- Glass Ladder Series: How to Join the C-Suite When Nobody Thinks You Can
- Company Cultures: A Competitive Advantage?
- Making Marketing Analytics More Relevant to the C-Suite
- Strategic Thinking Skills for Today's Account Leaders

Examples of Programming from Local Chapter:

- zeromomentoftruth.com Modern Marketing by Google
- 4A's Transformation Series
- Leading the Charge: Senior Agency Management Skills for a Changing Industry

Other unique details: For more than 40 years, the 4A's Institute of Advanced Advertising Studies (IAAS) is a top industry program for training the best and the brightest in the advertising business.

American Marketing Association

DESCRIPTION: AMA provides more ways for marketers and academics to connect with the people and resources they need to be successful. With a very strong global organization the KC chapter is also growing in membership and involvement.

LOCAL: American Marketing Association of KC --- www.amakc.com

GLOBAL/NATIONAL: American Marketing Association (AMA) --- www.ama.org

Examples of Programming from National:

- New Online Shopping Research Revealed to help Brands Prepare for the Holidays
- Interpreting the Voice of your Customer
- Why Marketing Without Data is NOT a good idea
- Do you know the anatomy of a successful email program?
- Understand native social advertising in 60 minutes or less



- The Power of Influencer Marketing

Examples of Programming from Local Chapter:

- Thought Leadership: The Next Wave of B2B Marketing from Forrester Research
- Nike- Storytelling in a Digital, Mobile, Social World (September 29, 2015)
- A Brand New Loyalty Paradigm- May 20, 2015
- KC Royals Watch Party and AMAKC Networking
- New Ways of Engaging Physicians: How the Kansas City Medical Society Grew 400% in One Year
- Pandora Radio- How Streaming is Changing the Audio Landscape
- IKEA- A Successful Market Launch in KC
- The Myths of Modern Medicine: The Alarming Truth about American Health Care
- Audience: Marketing in the Age of Subscribers, Fans and Followers
- The Hostess Story
- Durrie Vision: “Clear Sight” into Marketing Elective Medical Services

Other unique details: AMA also provide resources for its members so they can access leading edge marketing publications, research and books

International Association of Business Communicators

DESCRIPTION: With more than 100 chapters in 60 countries and more than 13,500 members, IABC is the leading resource for public relations and communications professionals who are dedicated to improving personal and organizational effectiveness through strategic communications management.

LOCAL: Kansas City International Association of Business Communicators ---
www.kciabc.com

GLOBAL/NATIONAL: International Association of Business Communicators (IABC) ---
www.iabc.com

Examples of Programming from National:

- Live Happily Ever After: Tell Your Story in All Your Writing at Work
- What’s on the Digital Communication Horizon?
- Digital Marketing 101
- Building the Brand: How to plan, develop and manage a successful corporate branding program
- Implementation to Impact: Move from writer-for-hire to strategic consultant
- Engaging Employees to Deliver Your Strategy and Brand
- Social Media Production Tools and Analytics
- Getting Strategic with Social Media
- Leading Intranets for Communicators
- Crisis Management for Communication Professionals
- Prove Your Worth: How to Conduct a Communication Audit
- Take It to the Next Level: From Tactical to Strategic Communication
- Write Attention-Grabbing Blogs, Articles, and Proposals to Boost Your Career and Build Your Organization’s Brand



- Online Reputation Management
- Employee Engagement
- Prove Your Worth with Communication Research and Measurement

Examples of Programming from Local Chapter:

- Media Law in the Digital Age
- IndyComm: The Ten Commandments to Maximize
- Creative Campaigns for Non-Creative Topics with John Hornaday
- Gift of Communications

Other unique details: The Communication Management Professional certification for mid-level professionals developed by Global Communication Certification Council (GCCC). GCCC is a team of communication professionals assembled by IABC's international executive board.

Public Relations Society of America

DESCRIPTION: Chartered in 1947, the Public Relations Society of America (PRSA) is the world's largest and foremost organization of public relations professionals.

LOCAL: PRSA Kansas City --- www.kansascity-prsa.org

GLOBAL/NATIONAL: Public Relations Society of America (PRSA) --- www.prsa.org

Examples of Programming from National:

- Navigating Change: Thinking Strategically to Build Value through Mergers, Acquisitions, and Rapid Growth
- One Step Ahead: Keeping Up With the Latest Changes in Media Outreach in the Dramatically Changing Media Environment
- Letting Go in Order to Grow: Growing Your Business by Outsourcing
- Trends Corporate Communicators Need to Know NOW: Lead Your Corporation Into the Next Era of Effective Internal and External Communications
- How Science, Algorithms and Human Behavior Changes Made 2015 the Year of PR: Editorial Coverage Moves the Needle

Examples of Programming from Local Chapter:

- New Pros: Blurring the Lines Between PR and Everything Else
- The Changing Role of the Journalist
- Masters Class Series: Driving Entrepreneurial Spirit in your Company
- Optimizing Fan Engagement- Inside Sporting Innovations
- All Access Pass: Sprint Accelerator

Other unique details: PRSA is a community of more than 22,000 public relations and communications professionals across the United States, from recent college graduates to the leaders of the world's largest multinational firms.

Direct Marketing Association

DESCRIPTION: Trade association for users and suppliers in the direct, database and interactive marketing fields, offering seminars and resources, and lobbying for favorable direct mailing practices for marketers.



LOCAL: Kansas City Direct Marketing Association ---www.kcdma.org

GLOBAL/NATIONAL: Direct Marketing Association (DMA) --- www.thedma.org/

Examples of Programming from National:

- Psychology-Based Marketing
- Privacy and the Public Sector: What Government Can Learn from Data-Driven Marketers
- Copywriting Essentials
- Align Your Organization With Data-Driven Marketing Best Practices

Examples of Programming from Local Chapter:

- Get the most value from your data
- The State of Mobile for 2015 & Beyond

Other unique details: DMA Advocacy constantly works with policymakers to advance and protect the interests of DMA members as they relate to the data-driven marketing industry.

Business Marketing Association

DESCRIPTION: BMA is the world's premier community devoted exclusively to advancing the B-to-B marketing profession.

LOCAL: Business Marketing Association of KC --- www.bmakc.org

GLOBAL/NATIONAL: Business Marketing Association (BMA) --- www.marketing.org

Examples of Programming from National:

- Walking the Line: Between Innovation and Regulation
- Brands Working With Startups

Examples of Programming from Local Chapter:

- Building Content that Amplifies your Expertise in a Tough Environment
- Using Storytelling to Drive Idea Adoption
- Thought Leadership and the Future of B2B
- Marketing in the World of Relationship Selling
- How Fishnet Security's Marketing Team Managed to Branch Out into Strategic, Targeted Campaigns and Still Support 500+ Events a Year

Other unique details: BMA hosts the largest B-to-B marketing conference in the world, where we bring together leading CMOs and marketing thought leaders to share inspirational approaches to B-to-B brand building that drive sales, profitability, and return on investment.



Social Media Club

DESCRIPTION: Social Media Club (SMC) was founded in March 2006 to host conversations around the globe that explore key issues facing our society as technologies transform the way connect, communicate, collaborate and relate to each other.

LOCAL: Social Media Club of Kansas City (SMCKC) --- smckc.com

GLOBAL/NATIONAL: Social Media Club --- www.socialmediacub.org

Examples of Programming from National:

- Walking the Line: Between Innovation and Regulation
- Brands Working With Startups

Examples of Programming from Local Chapter:

- Better Together: Social Media & Experiential Marketing - SMCKC Pro Luncheon
- Blowing the filter off Instagram: 7 tips, 3 panelists, 1 breakfast
- Sickweather: Tracking the Flu Through Social Media - SMCKC December Breakfast

Other unique details: SMCKC is strong and growing association within the KC metropolitan. It was founded in June 2008 and since then has grown into Social Media Club's most active chapter in the US. We put on twice as many events as any other chapter and have a large, vibrant community of regular and professional members. In the past five years, SMCKC has had two of its members serve on the Social Media Club Board of Directors.

The eMarketing Association

DESCRIPTION: The eMarketing Association is the largest association of online marketers and offers courses, memberships, certifications, resources, white papers, articles and social conferences.

LOCAL: N/A

GLOBAL/NATIONAL: eMarketing Association --- www.emarketingassociation.com

Examples of Programming from National:

- Walking the Line: Between Innovation and Regulation
- Brands Working With Startups

Other unique details: eMarketing Association offers several different certifications including: Certified Mobile Marketer, Certified eMarketing Associate, Certified eMarketer, and Certified Social Marketing Associates.



KU's New Online Master's Program in Digital Content Strategy

DESCRIPTION: University of Kansas Master's Program in Digital Content Strategy trains graduates to find, use and analyze information and data to solve organizational problems. Students may work on either Certificate in Social Media Strategy or a Certificate in Data Interpretation and Communication independently, building credentials even before they complete a master's degree. All are online except Information Insight I and II, which require a weekend of in-person sessions on the Lawrence campus. ---

LOCAL: All education sessions are online except for two Lawrence, Kan. campus based requirements hosted over a weekend.

GLOBAL/NATIONAL: Online program in Digital Content Strategy
--- Journalism.ku.edu/online-program-digital-content-strategy

Examples of Programming from National:

- Data Interpretation and Communication Certificate
 - Data Collection I
 - Data Collection II
 - Data Analysis
 - Data Visualization and Presentation
- Social Media Strategy Certificate
 - Analyzing Audiences
 - Social Media Strategy
 - Information in Context
 - Social Media Metrics

Other unique details: The program looks to help students' bridge the gap between those with big ideas but little understanding of how to turn those ideas into reality and those with technical skills who lack the broader vision needed to move beyond the status quo.



APPENDIX B

SECONDARY COMPETITION:

1. MOOCs
2. Other education offerings within a seminar or credit based format
3. IMC Oriented University Offerings

MOOCs

Coursera

DESCRIPTION: Coursera provides universal access to the world's best education, partnering with top universities and organizations to offer courses online.

COST: All courses are free unless you want to earn a Course Certificate.

Certificate or CE oriented? You can also earn a Specialization Certificate- Master a skill with a targeted sequence of courses, apply it in a capstone project, Earn a Specialization Certificate.

Course Offerings: Coursera has had over 660 courses at some point and at a given time about 85 are active.

International Marketing in Asia

Foundations of Marketing Analytics

Social Marketing Capstone Project

Introduction to Marketing

Digital Marketing (6 course specialization)

Social Media Marketing (6 course specialization)

Other unique details:

15,473,820 learners and 133 partners

EdX:

DESCRIPTION: EdX offers free online courses and classes. Find the latest MOOC from the world's best universities including MIT, Harvard, Berkeley, UT and others.

COST: Free online courses from the world's best universities

Certificate or CE oriented? Tracks like Digital Branding and Engagement are free but offer an Add a Verified Certificate for \$49

Course Offerings: EdX has had 173 courses at some point. At a given time about 25 to 30 are active.

Other unique details: At edX, we believe in the highest quality education, both online and in the classroom. EdX was created for students and institutions that seek to transform themselves through cutting-edge technologies, innovative pedagogy, and rigorous courses.



Udacity:

DESCRIPTION: A Nanodegree offered by Udacity is a compact online curriculum designed to get you the skills that employers believe are key to get a job in technology. It focuses on learning by doing. It is typically comprised of 5 to 8 projects with relevant courses to support the skills needed to complete those projects.

COST: Innovative online model that is accessible, affordable and inclusive.

Certificate or CE oriented? Students who complete these courses are awarded the nanodegree, a credential that Udacity has worked with Google, AT&T and other companies to turn into a new form of workplace certification.

Course Offerings: Udacity has 38 active courses in its catalog.

Web Development

Intro to the Design of Everyday Things

How to Build a Startup

Other unique details: Udacity was born out of a Stanford University experiment in which Sebastian Thrun and Peter Norvig offered their "Introduction to Artificial Intelligence" course online to anyone, for free. Over 160,000 students in more than 190 countries enrolled and not much later, Udacity was born.

Other education offerings within a seminar or credit based format

Enterprise Center of Johnson County

DESCRIPTION: Workshops and training for entrepreneurs and investors taking place at the Enterprise Center of Johnson County. Primarily focus on the local entrepreneurs they select in their early stages of development and provide them with support, financial education, mentoring, consulting and affordable work space to position them for venture development and commercialization.

LOCAL: Enterprise Center of Johnson County --- www.ecjc.com

GLOBAL/NATIONAL: N/A

Examples of Programming from Local:

- The Marketing Series
- The Brand Series
- The Sales Strategy

Other unique details: They offer various 2-hour workshops.

Fred Pryor Seminars

DESCRIPTION: Fred Pryor Seminars and CareerTrack, divisions of PARK University Enterprises, Inc., create one of the most respected international providers of professional seminars. Fred Pryor Seminars Training courses seminars conferences & workshops can be found online and locally.

GLOBAL/NATIONAL/LOCAL: Fred Pryor Seminars --- www.pryor.com



Examples of Programming from Local:

- Grammar & Writing Skills
- Business Writing for Results
- Exceptional Business Writing and Goof-Proof Grammar (2-day)
- Mistake-Free Grammar & Proofreading
- Discover the Power of Crystal Reports
- Facebook Marketing

Other unique details: Fred Pryor Seminars/CareerTrack, divisions of Park University Enterprises, Inc. is an approved provider of Continuing Education Units (CEUs), credits approved by the Project Management Institute (PMI), the HR Certification Institute (HRCI), and the National Association of State Boards of Accountancy (NASBA).

Johnson County Community College

DESCRIPTION: Johnson County Community College is a 245 acres community college located in Overland Park, Kansas at College Boulevard and Quivira Road.

LOCAL: Johnson County Community College ---www.jccc.edu

Examples of Courses/Certificates:

- Marketing & Management
- Internet Marketing Certificate
 - YouTube and Video Marketing with Podcasting
 - Search Engine Optimization
 - Social Media Marketing
 - Email Marketing
 - Web Analytics
- Marketing & Management
- Marketing Communications
- Discover the Power of Crystal Reports
- Facebook Marketing

Other unique details: Internet Marketing Certificate prepares students to use Social Media, web analytics, email, YouTube and video in your marketing efforts. Complete all classes within one year and receive the Internet Marketing Certificate.

National Seminars

DESCRIPTION: National Seminars Training is predominately focused on employee training across every industry and profession used to help organizations achieve greater success with live and online training. National Seminars Training is headquartered in a suburb of Kansas City, Mo.

GLOBAL/NATIONAL/LOCAL: National Seminars Training ---
www.nationalseminarstraining.com

Examples of Programming for Classroom Seminars and On-Demand Seminars:

- Social Media Marketing
- The Copywriter's Workshop



- Creative Leadership Skills for Today's Manager, Supervisor, or Team Leader
- The Basics of Communication
- Communication Essentials
- Powerful Communication Strategies
- Communication Techniques for Challenging Situations
- Day-to-Day Business Communication Skills
- Presenting a Confident Image

Other unique details: National Seminars Training is a d/b/a of The Continuing Education Center, Inc., a subsidiary of the Graceland College Center for Professional Development and Lifelong Learning, Inc. Graceland University, founded in 1895, is a private, four-year liberal arts university whose continuing education outreach is committed to providing high-quality opportunities for ongoing professional development. The Center has helped advance the careers of more than 10 million participants in business training seminars throughout the U.S. and around the world.

SkillPath Seminars

DESCRIPTION: SkillPath organizes professional development seminars, conferences and on-site training for training individuals, teams and organizations. SkillPath builds customized training programs and delivers more than 3,500 courses to 80,000 employees each year for Fortune 500 corporations, small businesses, government agencies and not-for-profit organizations.

GLOBAL/NATIONAL/LOCAL: SkillPath | Seminars --- www.skillpath.com

Examples of Programming from Local:

- Business Writing and Grammar Skills Made
- Communicating With Tact, Diplomacy and Professionalism
- The Conference for Adobe Creative Suite User
- The Conference on Leadership Development and Teambuilding
- Managing Multiple Projects, Objectives and Deadlines

Other unique details: SkillPath Seminars offers Continuing Education Credits based for some of its programming based on program length and completion in accordance with the National Task Force for Continuing Education guidelines.



IMC Oriented University Offerings

West Virginia University IMC Graduate Certificate

Title: Integrated Marketing Communications Graduate Certificate

Cost: Estimated Graduate Certificate Program Cost (15 credit hours) is \$12,465. This is based upon the cost per course (3 credit hours) of \$2,493.

Course Offerings:

Required prerequisite:

- IMC 610 - Introduction to IMC (Offered only in early fall, early spring and summer)

2 Core Courses (6 cr.) – TWO from the following:

- IMC 611 - Marketing Research & Analysis
- IMC 612 - Audience Insight
- IMC 613 - Brand Equity Management
- IMC 615 - Creative Strategy & Execution
- IMC 616 - Direct Marketing
- IMC 618 - PR Concepts & Strategy
- IMC 619 - Emerging Media & the Market

(The core courses are offered every term.)

2 Electives (6 cr.) – TWO from the following:

- IMC 614 - Media Analysis
- IMC 617 - Consumer Sales Promotion
- IMC 620 - Research Methods
- IMC 621 - Current Topics in IMC
- IMC 622 - Multicultural Marketing
- IMC 623 - Global Brand Communication
- IMC 624 - Cause Marketing
- IMC 625 - Advanced Creative Concepts
- IMC 626 - B2B Direct Marketing
- IMC 627 - Healthcare Marketing
- IMC 628 - Applied Public Relations
- IMC 629 - Mobile Marketing
- IMC 630 - Sports Marketing
- IMC 631 - Crisis Communication
- IMC 632 - Political Marketing
- IMC 633 - Entrepreneurship in IMC
- IMC 634 - Digital Storytelling
- IMC 635 - Visual Information Design
- IMC 637 - Internal Brand Communication
- IMC 638 - Public Affairs
- IMC 641 - Social Media & Marketing
- IMC 642 - Web Metrics & SEO
- IMC 643 - Digital Video Production



- IMC 693W - Content Marketing
- IMC 693X - Marketing Communications Analytics

Time it takes to complete/how often they meet: The program's academic year consists of five nine-week terms. Currently there is an eight-year maximum time frame for graduate work completion. Certificate-seeking students can begin coursework in either the Early Fall, Early Spring or summer sessions.

Schedule structure: The certificate program is 15 credit hours, one course (3 credit hours) per term for one calendar year (five sessions). The program is offered entirely online with no campus visits required.

Partnered with any other professional org's or associations: No
Academic or professionally taught? Taught by WVU faculty that includes a mix of communications professionals – from marketing directors to academics to entrepreneurs.

Certificate or CE oriented? Certificate (only 6 credits can be applied to IMC Master's program)

Other unique details: Admission requirements to the IMC certificate track are the same as for the master's degree track. Admission to the program is based on the applicant's academic record (undergraduate transcript), GRE or GMAT scores, years of relevant professional experience (resume), writing ability and intent (personal statement) and references (letters of recommendation). For certificate students who may be interested in applying courses to the full master's degree: University Policy states that a maximum of 6 credits obtained by a non-degree student can be applied toward any degree.

Northwestern University

Title: IMC Master's Program

Cost: Total tuition is \$78,840. This does not include activity fee, insurance, and other variable costs.

Course Offerings:

Core Courses

- (IMC 455-6) Consumer Insight
- (IMC 452-6) Marketing Management
- (IMC 450-6) Financial Accounting
- (IMC 451-6) Statistics and Marketing Research
- (IMC 460-6) IMC Strategic Process

Elective Courses

- (IMC 451-7) Analytic Techniques
- (IMC 461-6) Media Economics and Technology
- (IMC 457-6) Managing Integration
- (IMC 459-6) Law, Policy and Ethics
- (IMC 463-6) Brand Communication Decisions
- (IMC 475-6) Crisis Communications



- (IMC 482-6) Digital, Social and Mobile Marketing
- (IMC 462-6) Marketing Mix Analysis
- (IMC 498-6) Marketing Measurement of Communication Effects
- (IMC 486-6) Segmentation and Lifetime Value
- (IMC 490-6) IMC Leadership
- (IMC 490-6) Digital Storytelling
- (IMC 454-6) Communications and Persuasive Messages
- (IMC 465-6) Building Brand Equity
- (IMC 498-6) Digital Marketing, Media and Innovation

Time it takes to complete/how often they meet: The full-time graduate IMC program is five quarters (15 months). Part-time IMC students can complete the program in two years but have up to five years to finish. IMC online students can complete the program in just less than two years by taking two classes per quarter but have five years to finish.

Schedule structure: 5 required courses, 10 electives; structure varies between full-time, part-time, and online programs

Partnered with any other professional org's or associations: no.

Academic or professionally taught? Full time and adjunct professors.

Certificate or CE oriented? Master's Degree Program

Other Unique Details: Program is available full-time graduate, part-time, or online. Graduate full-time and part-time IMC students may apply to begin in the fall quarter only. IMC Online students may apply for the winter, spring, summer or fall quarter. An undergraduate certificate is available for current undergraduate students with 5 required courses and 1 elective course.

DePaul's IMC Certificate

Title: Integrated Marketing Communications Certificate Program

Cost: \$1000 per credit hour. All tuition and fees are due to DePaul University by the published tuition due date for that term.

Course Offerings:

- Jacobs & Stone Multichannel Marketing Communications
- Building an Effective Marketing Plan
- Customer Relationship Management (CRM)
- Practical Internet Marketing
- Social Media Marketing Seminar

Elective Courses (choose one):

- Paid Search Marketing
- Advertising and Public Relations Essentials
- Effective Presentation and Communication Skills
- Professional Business Writing
- Branding for Success
- Negotiation Strategies and Skills



- Advanced Marketing Research
- Marketing Research
- Website Design for Marketers
- Web Analytics Seminar

Time it takes to complete/how often they meet: Courses are continually offered at various times throughout the year, ranging from three-hour seminars to 180-hour certificate programs.

Schedule structure:

Partnered with any other professional org's or associations:

Academic or professionally taught?

Certificate or CE oriented? Non-credit, certificate

Other unique details: Continuing Education Student seeking an online certificate, endorsement or review course do not require an application. Students choose the program of interest and register.

Duke's Digital Media and Marketing Certificate

Title: Duke Digital Media and Marketing Certificate program

Cost: \$2,995 due in full upon registration

Course Offerings:

- Introduction to Online Marketing
- Internet Marketing Fundamentals
- Search Engine Optimization (SEO) Practitioner
- Content Marketing
- Social Media Practitioner
- Mobile Marketing Practitioner
- Pay Per Click (PPC) Practitioner
- Conversion Optimization Practitioner
- Web Analytics Practitioner
- Display Advertising
- Email Marketing

Time it takes to complete/how often they meet? Allows 12 months to complete the program

Schedule Structure: This certificate program is 350 hours of online instruction that must be completed within 12 months (from the date of activation).

Partnered with any other professional org's or associations? No

Academic or professionally taught? Respected authors, speakers, and consultants

Certificate or CE oriented? Non-credit, certificate

Other unique details: This certificate is focused on the most critical areas of Internet marketing, can be studied at your own pace, and is regularly updated to remain relevant in today's rapidly shifting online marketplace. Offered entirely online and self-paced so



students can watch lessons any time/Designed by some of the industry's most respected authors, speakers, and consultants

Harvard's Marketing Management Certificate

Title: Harvard Extension School's Marketing Management Certificate

Cost: Average cost: \$9,600=cost of completing the certificate course at 2015-2016 rates. Tuition for each course, which you take for graduate credit, is about \$2,400 (2015-2016 tuition rate). The number of courses you take to earn a certificate ranges from three to five.

Course Offerings:

- Marketing Management Consumer Behavior
- Political Communication
- Journalism and the Digital Feed: How to Build a Brand and an Audience Online
- Media Management and Marketing: New Business Models in an Evolving Industry
- Data Mining and Forecast Management
- International Marketing
- Branding: A Practical View
- Social Media Management
- Marketing Research and Analysis
- Professional Selling and Sales Management

Time it takes to complete/how often they meet? Complete four certificate courses for graduate credit within three years.

Schedule Structure: It takes an average of 2 years to complete this certificate. You may take up to three years.

Partnered with any other professional org's or associations? No

Academic or professionally taught? N/A

Certificate or CE oriented? Certificate

Other unique details: Most certificates can be completed online. Because some course instructors prefer to meet face-to-face, not every certificate course has an online option. The certificate will state: Harvard University, Harvard Extension School awarded [Your Name] a [three-, four-, or five-] course professional graduate-level certificate in [field name].

Georgetown University School of Continuing Education

Title: Certificate in Marketing

Cost: Tuition for each course is \$895.00. The total cost of the certificate program (six courses) is \$5,370.00.

Course Offerings:

- Creating Effective Marketing Plans
- Marketing Analytics
- Social, Mobile & Search
- Strategic Marketing Intelligence



Time it takes to complete how often they meet? To receive the Certificate in Marketing from Georgetown University, students must successfully complete the four (4) required courses and two (2) electives for a total of 10.80 Continuing Education Units (CEUs), which is equivalent to 108.0 contact hours.

Schedule Structure: Students must complete the requirements within a two-year period.

Partnered with any other professional org's or associations? Yes, developed in collaboration with the American Marketing Association - DC

Academic or professionally taught? Academic, but are also seasoned professional

Certificate or CE oriented? Continuing Education Units (CEUs) Certificate (both)

Other unique details: In addition, the Certificate in Marketing can assist professionals in becoming a Professional Certified Marketer (TM), an American Marketing Association program. Students may also be interested in pursuing the Professional Researcher Certification offered by the Marketing Research Association. Members of the American Marketing Association are eligible for a 10% tuition discount on each course.

University of Chicago Integrated Marketing Certificate Program

Title: The University of Chicago Integrated Marketing Certificate Program

Cost: Total tuition \$6,000 (\$1,000 per course/ 6 courses required -- tuition does not include the cost of books or course materials).

Course Offerings:

- Public Relations in Marketing
- Branding for Competitive Advantage
- Successful Marketing: Basics to New Directions
- Shopper Marketing
- Branding for Competitive Advantage
- Web Analytics for Marketing Professionals
- Managing Integrated Marketing Communications
- Contemporary Media Strategy and Investment
- Consumer Research Design and Analysis
- Consumer Behavior

Time it takes to complete/how often they meet? Each course includes 8 weekday evening class sessions, plus one daytime Saturday class session.

Schedule Structure: Courses begin in fall, winter, and spring. You may enter the program at any of these times. Required courses are offered several times each year, but most electives are offered just once or twice per year. Some courses have prerequisites, noted in their descriptions.

Partnered with any other professional org's or associations? No

Academic or professionally taught? The instructors in this program are practicing marketing professionals from the senior ranks of advertising agencies, corporate marketing departments, and independent consultants.



Certificate or CE oriented? Non-credit, certificate

Other unique details: Our certificates are rigorous in nature and provide students with the opportunity to dive deeply into an area of interest and to broaden a skill set. Students who enroll in Graham School noncredit certificate programs enjoy similar benefits of being connected to the University— camaraderie with fellow classmates, engaging with instructors who are industry experts, and being part of the alumni community.

The NYU School of Professional Studies

Title: Career advancement courses in marketing and public relations

Cost: \$825.00 per course

Course Offerings:

- Advanced Advertising Strategies
- Digital Analytics
- Social Media Marketing Analytics
- Advanced Topics: Big Data for Marketing
- Digital Marketing Intensive
- Social Media Communication
- Marketing and Strategic Communications Writing
- Social Media Campaign

Time it takes to complete/how often they meet? Meet weekly for a month and a half

Schedule Structure: Programs are available in a variety of convenient formats—day, evening, weekends, intensives, and online—to accommodate the busy schedules of working professionals.

Partnered with any other professional org's or associations? No

Academic or professionally taught? Faculty members

Certificate or CE oriented? Continuing Education Units (CEU) - 2 per course

Other unique details: Target marketing -- “Whether you’re interested in advancing in your current profession, changing career paths, or acquiring expertise that will enable your business to grow.”



APPENDIX C

Moderator's Guide for KU Professional & Continuing Ed Focus Group

We are University of Kansas graduate students in the Integrated Marketing Communications master's program and we're completing our capstone project. Today we are here to conduct research with professional communicator in the KC metro area to learn how to best implement continuing education and professional development workshops that are marketing specific.

First and foremost, thank you for your participation and you may discontinue your involvement at any time. Participation in this focus group indicates your willingness to take part in this study and that you are at least 18 years old.

If you have any questions about the publication of this research or should you have any questions about this project or your participation in it, you may ask me or Kelly Crane, KU's Education Program Manager for the Integrated Marketing Communications.

This interview should take about an hour. We would like your permission to record this interview to assist us in note taking. Our notes will be pooled so that individual participants cannot be identified. After this project, the recordings will be destroyed.

I. Greetings and Explanation of Focus Group Protocol (5 minutes)

Moderators introduce themselves and the observers. Explain purpose of focus group and participants' role. Our research question is: Is a Marketing Continuing and Professional Education workshop series viable for our client? How should the workshop series be marketed? Who is the audience and what does the audience want?

II. Introductions and Icebreaker (5 minutes)

To get started, please tell us your first name, where you're from and how long you've been a professional business or marketing communicator and if you are currently or have been involved in a professional marketing related organization.

One at a time, list existing marketing workshop providers, and ask perceptions of them. What comes to mind? (AMA, IABC, PRSA, KCDMA, SMCKC, National Seminars, Fred Pryor Seminars, SkillPath Seminars, Enterprise Center of Johnson County, JCCC Continuing Education, KU, etc.,)

What are your perceptions of those providers and, more specifically, the workshops they offer?

III. Frame or construct needed in marketing continuing education (15 minutes)

(To each individual) What skills do you feel you are missing in your career? What topics would you look for in a marketing communications workshop?

What is your perception of a workshop put on by an educational institution (i.e., KU, JCCC, UMKC, etc.) vs. one put on by a professional organization or a seminar company?

Have you been to a continuing education marketing workshop before? If so, did it meet their needs? If so, how? If not, why not? What specifically would have made them more beneficial?



How important is it to receive recognition for attending a workshop? If important, what kind of recognition would you like? (Would a certificate of completion be enough?) When you consider attending a marketing workshop, how important is receiving a certificate or something tangible? And would that be an expectation for something affiliated with a University?

If this program was co-branded or partnered with KC AMA or KC IABC, would that be more appealing to you? If so, why?

IV. Optimal format for constructing a marketing program (10 minutes)

(To each individual) What make a marketing workshop desirable to you?

What would your structure preference be for these workshops or programs? For example, would it be a short series that happens weekly or would you like it all in one block -- for example a full Saturday.

Is it more appealing to you to attend a marketing workshop in a classroom setting or at a local business or agency?

Is education delivered from a seasoned marketing professional or a seasoned marketing professor important to you? Which one matters most to you and why?

V. Naming feedback (10 minutes)

Now we would like to introduce our client, the University of Kansas Professional & Continuing Education Program. We will show you a few name options for this professional & continuing education workshop. We'd like to hear your feedback on each one. Please be as honest and candid as possible. Also, if there is anything you don't understand or are unclear about please let us know and we can explain further. We want to know which workshop or program name is most appealing to you. (Show: University of Kansas Marketing Seminar Series, IMC Certificate, IMC Professional Development Program, Marketing Management Certificate, Certificate in Marketing, IMC Continuing Education Workshop, Marketing Workshop, IMC Workshop, IMC Symposium, Marketing Career Advancement Courses)

VI. Focus Group Debriefing/Feedback (5 minutes)

Is there anything that we've covered in the last hour that you'd like to expand on or would any of our observers like to ask some questions (Evelyn/Jenny)?

How much money and time would you be willing to spend for a workshop like the one we have spoken about tonight?

VII. Conclusion and Thanks (2 minutes)

That's all that we really need from you tonight. Is there you would like to add to the discussion that you feel could be of value to our research?

We thank you so much for taking time out of your busy schedule to give us your thoughts and opinions. If there are any follow-up questions you may have or feedback you think would be important for us to know, please feel free to contact us.



APPENDIX D

Focus Group Key Takeaways

Event: Focus group with marketing professionals

Date: September 22, 2015

Time: 6:30 PM

Location: Back room at Quay's Coffee- 412 Delaware Street, Kansas City, Mo.

Who Attended: Evelyn Burns, Jenny Matkovich, Lindsay Santee (moderator)

Purpose: To understand what the market is looking for in a marketing-related continuing education offering. All focus group participants are members of KCIABC and currently marketing professionals. None of the participants were graduates of the University of Kansas.

Findings:

Have you participated in any marketing- related continuing education workshops?

Yes, with the AMA and KCIABC.

"I attended a social media club workshop about integrated marketing. It was a really good workshop. The Social Media Club ProLunch series is really good."

What skills do you feel you are missing in your career? What topics would you look for in a marketing communications workshop?

"This is a large challenge – I would like to learn more about how to handle organizational and communication goals, learning professional hierarchy, how do you build a communications culture in a company, things like that"

"A lot of industry workshops are social media focused. I would like to see media relations and design work programs."

"Communication and messaging – how do you communicate brand for actual products and how to make a footprint."

What is your perception of workshops put on by an accredited academic institution vs. professional organization/ association or seminar company?

"Content is very heavily focused on case studies in organization workshops and that isn't attractive to me."



“There is a lack of discussion of failure – institutions would be more open to that. I wish people would talk about what they learned from failed case studies and what they would do differently.”

“There is a natural attraction to the school you graduate from. I don’t want to drive 90 minutes to attend a class.”

“It depends more on where the workshop is held...if it is held at an agency or central KC location, a nearby location would be more attractive.”

How important is it to receive recognition for attending or completing a workshop series? Not important

How important is receiving a certificate or certification or something tangible for completing a workshop or workshop series?

“I don’t think that achieves it. There has to be recognition to that it lends credibility to the job in order to attend during work hours.”

“Justification is important to an employer if they are paying for it. The value of the education and knowledge is most important. Employers will ask if it is something that the organization can use. Some organizations will send people and they expect that person to share that knowledge with others in company.”

“Receiving a certificate of completion implies a significant amount of time involved.”

“Don’t like the certificate program idea- it implies lower value.”

“Certificate implies a junior level education vs. a master’s degree.”

“A certificate is something you receive to qualify yourself for entry level jobs.”

If this program was co-branded or partnered with a local professional association, would that be more appealing to you?

It would depend on reputation of association.

What if accreditation were offered?

“Either way, accreditation would be attractive. It would be something to add to a resume.”

What would your structure preference be for these workshops or programs? For example, would it be a short series that happens weekly or would you like it all in one block -- for example a full Saturday.



“Preferred would be a 6 hour Saturday weekend day, a 4 hour Thursday or Friday afternoon during the workday.”

“I would prefer a series because I prefer smaller bites. Location is important too; KU Edwards is not attractive to travel to because it’s 30 minutes from Kansas City. A professional setting is attractive, but it also depends on what the content of the workshop is. If it were an all-day thing, a classroom/institution setting would be good. Downtown area is preferred... Edwards Campus is quite a hike. A unique location contributes to networking.”

Is education delivered from a seasoned marketing professional or a seasoned marketing professor important to you? Which one matters most to you and why?

“Professionals would talk about case studies only.”

“Academic is preferred as you can get the line above the fray, a study perspective.... a professor would be a draw. The consumer perspective would be good to find out what they liked, didn’t like, and get critical feedback from companies who have used agencies.”

“It depends on what the program is looking to teach.”

How do you feel about current online offerings on marketing-related continuing education? Would you take a continuing education course online?

“People stay current using YouTube, online content. It would have to be something structured.”

“Some people have a hard time learning online, that isn’t appealing to me.”

“People look for the networking piece along with the educational piece. I would prefer in-person continuing education.”

How much money and time would you be willing to spend for a workshop or workshop series like the one we have spoken about tonight?

“Will my employer reimburse the workshop is a concern... If paying out of pocket, I’d pay \$50 for one session.”

“No more than \$75 for a full day. Also depends on what all goes into the event, but they must have networking.”

“I expect to be fed and offered coffee and snacks, but regardless the quality of program also plays into cost.”



Conclusion:

- Receiving a certification or certificate of completion is not that important. Attendees prefer quality education classes and want to be able to justify their attendance/cost to their employer.
- Accreditation is attractive, but it is far more important to learn something.
- Location matters- the focus group participants do not want to drive out to Edwards Campus.
- They want the client/consumer perspective, but also academic perspective because it is valuable. They want to learn about failed case studies.
- Online learning is not attractive to our focus group participants.
- Certificate implies “of lower value.”

Name preferences: KU IMC Workshop Series, KU IMC Career Advancement Courses, KU IMC Leadership Workshops, KU IMC Program for Experience Marketing Professionals



APPENDIX E Conjoint Analysis Data

| <i>Regression Statistics</i> | |
|------------------------------|-------------|
| Multiple R | 0.285108266 |
| R Square | 0.081286723 |
| Adjusted R Square | 0.065897891 |
| Standard Error | 2.052514136 |
| Observations | 608 |

| ANOVA | <i>df</i> | <i>SS</i> | <i>MS</i> | <i>F</i> | <i>Significance F</i> |
|------------|-----------|-------------|-------------|-------------|-----------------------|
| Regression | 10 | 222.5288221 | 22.25288221 | 5.282189227 | 1.78351E-07 |
| Residual | 597 | 2515.050125 | 4.21281428 | | |
| Total | 607 | 2737.578947 | | | |

| | <i>Coefficients</i> | <i>Standard Error</i> | <i>t Stat</i> | <i>P-value</i> | <i>Lower 95%</i> | <i>Upper 95%</i> | <i>Lower 95.0%</i> | <i>Upper 95.0%</i> |
|----------------|---------------------|-----------------------|---------------|----------------|------------------|------------------|--------------------|--------------------|
| Intercept | 4.679197995 | 0.32977545 | 14.18904287 | 1.37352E-39 | 4.031536961 | 5.326859029 | 4.031536961 | 5.326859029 |
| half day day | -1.115288221 | 0.290632851 | -3.837447197 | 0.000137568 | -1.686075321 | -0.54450112 | -1.686075321 | -0.54450112 |
| half day wkend | -0.854636591 | 0.276674232 | -3.08896346 | 0.002101921 | -1.398009723 | -0.31126346 | -1.398009723 | -0.31126346 |
| full day wkday | -1.413533835 | 0.30826269 | -4.585484655 | 5.52062E-06 | -2.018944979 | -0.80812269 | -2.018944979 | -0.80812269 |
| full day wkend | -1.307017544 | 0.290632851 | -4.497143176 | 8.27751E-06 | -1.877804644 | -0.736230443 | -1.877804644 | -0.736230443 |
| more 1x wk | -0.92481203 | 0.30826269 | -3.000077727 | 0.002811663 | -1.530223174 | -0.319400886 | -1.530223174 | -0.319400886 |
| 1xmonth | 0.151629073 | 0.290632851 | 0.521720349 | 0.602058552 | -0.419158028 | 0.722416173 | -0.419158028 | 0.722416173 |
| more 1xmonth | -0.241854637 | 0.276674232 | -0.874149483 | 0.382388355 | -0.785227768 | 0.301518495 | -0.785227768 | 0.301518495 |
| 1x qtr | 0.151629073 | 0.290632851 | 0.521720349 | 0.602058552 | -0.419158028 | 0.722416173 | -0.419158028 | 0.722416173 |
| 3 session | -0.496240602 | 0.206788899 | -2.399744881 | 0.016711864 | -0.902362743 | -0.09011846 | -0.902362743 | -0.09011846 |
| 5 session | -0.342105263 | 0.210583507 | -1.624558674 | 0.10478443 | -0.755679809 | 0.071469283 | -0.755679809 | 0.071469283 |

| Partworths | | | |
|------------|----------------------------|-------|----------------------------|
| Intercept | | 4.68 | Ideal profile |
| Time | Three hours on a weeknight | 0.00 | |
| | Half day on a weekday | -1.12 | |
| | Half day on a weekend | -0.85 | Three hours on a weeknight |
| | Full day on a weekday | -1.41 | |
| | Full day on a weekend | -1.31 | |
| Frequency | Once a week | 0.00 | |
| | More than once a week | -0.92 | |
| | Once a month | 0.15 | Once a month |
| | More than once a month | -0.24 | |
| | Once a quarter | 0.15 | |
| Session | 1 session | 0.00 | |
| | 3 sessions | -0.50 | 1 session |
| | 5 sessions | -0.34 | |



APPENDIX F Budget

| KU Continuing Education Center for Professional Education Programs Program Planning Budget | | | | | | | | | |
|--|--------|----------------|------------------|-------|----------------|------------------|----------|----------------|------------------|
| IMC Professional Development | | | | | | | | | |
| Three Year Analysis | | | | | | | | | |
| | Year 1 | Year 2 | Year 3 | | | | | | |
| Number of Series | 1 | 2 | 2 | | | | | | |
| Targeted Registrations per class | 21 | 22 | 22 | | | | | | |
| INCOME | | | | | | | | | |
| | Count | Year 1 Fee | Total | Count | Year 2 Fee | Total | Count | Year 3 Fee | Total |
| Primary Registration Fees | | | | | | | | | |
| Classroom Offerings - | | | | | | | | | |
| Regular Registration | 13 | 650.00 | 8,190.00 | 26 | 682.50 | 18,018.00 | 26 | 750.75 | 19,819.80 |
| Alum Registration | 8 | 550.00 | 4,620.00 | 18 | 577.50 | 10,164.00 | 18 | 635.25 | 11,180.40 |
| Total Income | | | 12,810.00 | | | 28,182.00 | | | 31,000.20 |
| EXPENSES | | | | | | | | | |
| | Count | Year 1 Rate | Total | Count | Year 2 Rate | Total | Count | Year 3 Rate | Total |
| Marketing & Promotion | | | | | | | | | |
| Post Card (Professional Fees) | | | 500.00 | | | 527.50 | | | 553.88 |
| Mailing List Processing | | | | | | 369.25 | | | 387.71 |
| Mailing list rentals | | | | | | 500.00 | | | 500.00 |
| Printing & Duplicating | | | 1,000.00 | | | 1,250.00 | | | 1,500.00 |
| Web Site | | | 750.00 | | | 500.00 | | | 525.00 |
| Targeted Emails - annually | 6 | 75.00 | 450.00 | 6 | 80.00 | 480.00 | 6 | 85.00 | 510.00 |
| Postage | | | 1,200.00 | | | 1,250.00 | | | 1,500.00 |
| Mailing labor | | | 300.00 | | | 400.00 | | | 500.00 |
| Other (Marketing Email or Social Media Ads) | | | | | | 1,750.00 | | | 1,837.50 |
| Total Marketing & Promotion | | | 4,200.00 | | | 7,026.75 | | | 7,814.09 |
| Event Materials | | | | | | | | | |
| Facilities & Technology | 4 | 82.50 | 330.00 | 8 | 90.75 | 726.00 | 8 | 91.85 | 734.80 |
| Instructional Materials | 4 | 100.00 | 400.00 | 8 | 110.00 | 880.00 | 8 | 120.00 | 960.00 |
| Certificate Printing | 21 | 1.50 | 31.50 | 22 | 1.50 | 33.00 | 22 | 1.50 | 33.00 |
| Total Event Materials | | | 761.50 | | | 1,639.00 | | | 1,727.80 |
| Instruction (Payroll) | | | | | | | | | |
| Honoraria | 1 | 2000.00 | 2,000.00 | 2 | 2100.00 | 4,200.00 | 2 | 2205.00 | 4,410.00 |
| Fringe - 25% | | 500.00 | 500.00 | | 525.00 | 1,050.00 | | 551.25 | 1,102.50 |
| Other | | | | | | | | | |
| Total Instruction (Payroll) | | | 2,500.00 | | | 5,250.00 | | | 5,512.50 |
| Professional Staff | | | | | | | | | |
| Program Management | 40 | 95.00 | 3,800.00 | 80 | 100.00 | 8,000.00 | 80 | 105.00 | 8,400.00 |
| Registration Fees/Info Center (v)* | 84 | 6.50 | 546.00 | 352 | 7.00 | 2,464.00 | 352 | 7.00 | 2,464.00 |
| Credit Card Fees | | 2.5% | 320.25 | | 2.5% | 704.55 | | 2.5% | 775.01 |
| Total Professional Fees | | | 4,666.25 | | | 11,168.55 | | | 11,639.01 |
| M. University Overhead | | | | | | | | | |
| Overhead on Non-KU Income | | 5.5% | 704.55 | | 5.5% | 1,550.01 | | 5.5% | 1,705.01 |
| Total University Overhead | | | 704.55 | | | 1,550.01 | | | 1,705.01 |
| Total Direct Expenses | | | 12,832.30 | | | 26,634.31 | | | 28,398.40 |
| OVERAGE/DEFICIT | | | (22.30) | | | | 1,547.69 | 2,601.80 | |



APPENDIX G



"your complete list brokerage service"

Target Market:

Age: 26-45

Household income: \$40,000 to \$99,999

Occupation: Marketing and Marketing related Job functions. Various levels of low to mid-level management.

Targeting individuals that have been and are in the work force that could utilize additional education, updated courses to re-align their skills. To learn updated skills to make them more competitive in their current role or to attain advancement in their careers.

Geo: 15-mile radius around the KU Edwards Campus

Marketing Channels:

E-mail: Send an email to this target market

E-mail: Drop a last chance email to this target market.

2 E-mail deployments: \$1,750

Minimum orders: \$750 for email.

Audience: Approx. 25,000 total target market universe in the Kansas City Metro

Matt King-President

Phone: (913) 829-
3903

PO Box 4493
Olathe, KS 66063



APPENDIX H

Buckets

Digital Marketing and Media

- Social media analytics and monitoring
- Developing a social media plan and content calendar
- Creating and curating content
- Web Metrics and SEO
- Email marketing

Professional Writing

- Using stories to connect with an audience
- Writing for print and TV
- Writing for the web (website, social media, and blog)
- Writing for corporate communications
- Writing proposals and RFPs

Client and Team Management

- Marketing Management
- Managing your marketing and communications team
- Managing client expectations
- Identifying your leadership style
- Customer Relationship Management (CRM)

Business Strategy

- Identifying business challenges/opportunities
- Branding for competitive advantage
- How to pitch and propose the big idea
- Creative strategy and execution
- Branding for competitive advantage
- How to write a marketing plan

Creativity and Innovation

- Design thinking
- Creative process
- Cultivating innovation
- Advanced creative concepts
- Innovations in marketing

Analytics and Budgeting

- Financial Literacy for Marketers
- Marketing ROI



- Marketing Analytics
- Creating a Marketing Budget
- Budget management

Brand Management

- Brand Equity Management
- Internal Brand Communications
- Positioning your product and product line
- Creating your personal brand
- Branding and the DREK process

Media and Public Relations

- Event Planning
- Advertising Strategy
- PR Concepts and Strategy
- Applied PR
- Media relations

Marketing Research and Analysis

- Managing Focus Groups
- How to write good survey questions
- Conducting Research Interviews
- Intro to SPSS
- Conducting Secondary Research
- Analyzing Research



APPENDIX I
Survey Questions



Continuing Education Integrated Marketing Communications Survey

Introduction:

Thank you in advance for taking the time to complete our survey. We are surveying Kansas City-metro marketing and communication professionals to gather feedback about what kind of continuing education and professional development they desire and are willing to pay for. We will use this information to determine the best possible integrated marketing communications-related continuing education workshop series for Kansas City communicators. Your responses are completely anonymous.

You can only take the survey once, but you can edit your responses until the survey is closed on October 23, 2015.

If you have any questions about the survey, please email Evelyn Burns at e804b230@ku.edu.

We really appreciate your input!

1



Continuing Education Integrated Marketing Communications Survey

Survey questions:

* 1. What is the highest level of education you have completed?

- | | |
|--|--|
| <input type="radio"/> Did not graduate high school | <input type="radio"/> Bachelor's Degree |
| <input type="radio"/> High school/GED | <input type="radio"/> Master's Degree |
| <input type="radio"/> Some College | <input type="radio"/> Advance Graduate work or Ph.D. |
| <input type="radio"/> Associate's Degree | |

* 2. Did you attend the University of Kansas William Allen White School of Journalism?

- Yes No



Continuing Education Integrated Marketing Communications Survey

Survey questions:

3. Please select which degrees you have from the University of Kansas William Allen White School of Journalism (check all that apply):

- BSJ- Strategic Communication
- BSJ- News & Information
- MSJ- Thesis track
- MSJ- Integrated Marketing Communications
- Ph.D. in Journalism and Mass Communications
- Other

4. List year(s) you graduated from the J-school



Continuing Education Integrated Marketing Communications Survey

Survey questions:

5. Please list your school, major/concentration, and graduation year

School

Major/concentration

Graduation year

4



Continuing Education Integrated Marketing Communications Survey

Survey questions:

* 6. What is your age?

- 21-25
- 26-30
- 31-35
- 36-40
- 41-45
- 46-50
- 50 or older

* 7. Are you working in the marketing communications, media, advertising, public relations or related field?

- Yes No

5



Continuing Education Integrated Marketing Communications Survey

Survey questions:

* 8. What ZIP code do you live in?

9. How satisfied are you with current continuing education and/or professional development offerings in the marketing and communications field?

- Dissatisfied
- Not so satisfied
- Moderately satisfied
- Very satisfied
- Extremely satisfied

10. What would you change about the current continuing education offerings for marketing and communication professionals?

11. In the last year, have you attended a marketing communications-related professional development or continuing education offering?

- Yes
- No

If yes, please identify the organization, institution, or association that hosted it



* 12. What is the likelihood that you would attend a continuing education session in marketing communications if offered at an accredited academic institution?

- Extremely unlikely
- Unlikely
- Neutral
- Likely
- Extremely likely

7



Continuing Education Integrated Marketing Communications Survey

Survey questions:

* 13. In what subject areas would you or your company pay for you to take an advanced level workshop series for continuing education or professional development?

| | Totally unacceptable | Unacceptable | Neutral | Acceptable | Perfectly acceptable |
|----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Analytics and Budgeting | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Brand Management | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Business Strategy | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Client and Team Management | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Creativity and Innovation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Digital Marketing and Media | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Financial Literacy for Marketers | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Professional Writing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Other (please specify)



14. Please check all topics that you would be interested in learning more about:

- | | |
|--|--|
| <input type="checkbox"/> Advanced creative concepts | <input type="checkbox"/> Identifying your leadership style |
| <input type="checkbox"/> Advertising strategy | <input type="checkbox"/> Innovations in marketing |
| <input type="checkbox"/> Applied PR | <input type="checkbox"/> Internal brand communications |
| <input type="checkbox"/> Brand equity management | <input type="checkbox"/> Financial literacy for marketers |
| <input type="checkbox"/> Branding and the DREK process | <input type="checkbox"/> Managing client expectations |
| <input type="checkbox"/> Branding for competitive advantage | <input type="checkbox"/> Managing your marketing and communications team |
| <input type="checkbox"/> Budget management | <input type="checkbox"/> Marketing analytics |
| <input type="checkbox"/> Creating a marketing budget | <input type="checkbox"/> Marketing management |
| <input type="checkbox"/> Creating and curating content | <input type="checkbox"/> Marketing research and analysis |
| <input type="checkbox"/> Creative process | <input type="checkbox"/> Marketing ROI |
| <input type="checkbox"/> Creative strategy and execution | <input type="checkbox"/> Media relations |
| <input type="checkbox"/> Cultivating innovation | <input type="checkbox"/> Positioning your product and product line |
| <input type="checkbox"/> Customer relationship management | <input type="checkbox"/> PR concepts and strategy |
| <input type="checkbox"/> Design thinking | <input type="checkbox"/> Social media analytics and monitoring |
| <input type="checkbox"/> Developing a social media plan and content calendar | <input type="checkbox"/> Using stories to connect with an audience |
| <input type="checkbox"/> Email marketing | <input type="checkbox"/> Web metrics and SEO |
| <input type="checkbox"/> Event planning | <input type="checkbox"/> Writing for corporate communications |
| <input type="checkbox"/> How to pitch and propose the big idea | <input type="checkbox"/> Writing for print and TV |
| <input type="checkbox"/> How to write a marketing plan | <input type="checkbox"/> Writing proposals and RFPs |
| <input type="checkbox"/> Identifying business challenges/opportunities | <input type="checkbox"/> Writing for the web |



Continuing Education Integrated Marketing Communications Survey

Survey questions:

* 15. Which of the following reasons would compel you to attend a higher level marketing communications-related session? Please select all that apply.

- To network
- To gain leadership skills
- To enhance marketing and communication expertise
- For professional development
- To get a taste of KU's Integrated Marketing Communications (IMC) graduate program
- To fill education gaps
- To gain confidence
- Other

(please specify)

* 16. Does your employer pay/reimburse for professional development and/or continuing education?

- Yes
- No
- Unsure



Continuing Education Integrated Marketing Communications Survey

Survey questions:

17. What do you think you or your employer would be willing to pay out-of-pocket for the following?

| | Less than \$50 | \$100 | \$250 | \$500 | \$750 | \$1000 | \$1500 | More than \$1500 |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| A one-time (2-hour) workshop session | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A one-time (4-hour) workshop session | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A one-time (8-hour) workshop session | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A three-session workshop on a specific topic (total approx. 9 hours of instruction) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A three-session workshop on a specific topic (total of approx. 24 hours of instruction) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |



Continuing Education Integrated Marketing Communications Survey

Survey questions:

* 18. If the University of Kansas School of Journalism's Integrated Marketing Communications (IMC) program were to offer an IMC continuing education workshop series, which name is most appealing to you? (Please rank, 1= Least appealing, 7=Most appealing)

| | 1 - Least appealing | 2 | 3 | 4 | 5 | 6 | 7 - Most appealing |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| IMC Career Advancement Workshop Series | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| IMC Development Series | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| IMC Executive Leadership Workshop Series | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| IMC Experienced Marketing Professionals Workshop Series | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| IMC Management Workshop Series | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| IMC Leadership Workshop Series | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| IMC Professional Development Workshop Series | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| IMC Workshop Series | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Other (please specify)

* 19. What kind of recognition for completing a continuing education series do you feel would be appropriate?

- A certificate of completion for a workshop or series
- Graduate credit toward a related master's program
- The ability to complete a graduate program with reduced number required credit hours
- No recognition necessary
- Other

For Other (please specify)



Continuing Education Integrated Marketing Communications Survey

You're finished!

Thank you again for taking this survey.

If you have any questions about the survey, please email Evelyn Burns at e804b230@ku.edu.

We greatly appreciate your input!





Survey of Continuing Education and Professional Development for marketing communication professionals

Introduction:

Thank you in advance for taking the time to complete our survey. We are surveying Kansas City-metro marketing and communication professionals to gather feedback about perceptions regarding continuing education for integrated marketing communications. We will use this information to determine the best possible integrated marketing communications-related continuing education workshop series for Kansas City communicators. Your responses are completely anonymous.

You can only take the survey once, but you can edit your responses until the survey is closed on October 23, 2015.

If you have any questions about the survey, please email Evelyn Burns at e804b230@ku.edu.

We really appreciate your input!

1



Survey of Continuing Education and Professional Development for marketing communication professionals

Survey questions:

* 1. What is the highest level of education you have completed?

- | | |
|--|--|
| <input type="radio"/> Did not graduate high school | <input type="radio"/> Bachelor's Degree |
| <input type="radio"/> High school/GED | <input type="radio"/> Master's Degree |
| <input type="radio"/> Some College | <input type="radio"/> Advance Graduate work or Ph.D. |
| <input type="radio"/> Associate's Degree | |

* 2. Did you attend the University of Kansas William Allen White School of Journalism?

- Yes No

2



Survey of Continuing Education and Professional Development for marketing communication professionals

Survey questions

3. Please select which degrees you have from the University of Kansas William Allen White School of Journalism (check all that apply):

- BSJ- Strategic Communication
- BSJ- News & Information
- MSJ- Thesis track
- MSJ- Integrated Marketing Communications
- Ph.D. in Journalism and Mass Communications
- Other

4. List year(s) you graduated from the J-school



Survey of Continuing Education and Professional Development for marketing communication professionals

Survey questions

5. Please list your school, major/concentration, and graduation year

School

Major/concentration

Graduation year

4



Survey of Continuing Education and Professional Development for marketing communication professionals

Survey questions

* 6. What is your age?

- 21-25
- 26-30
- 31-35
- 36-40
- 41-45
- 46-50
- 50 or older

* 7. Are you working in the marketing communications, media, advertising, public relations or related field?

- Yes No

8. What is your ZIP code?

5



Survey of Continuing Education and Professional Development for marketing communication professionals

Survey questions:

* 9. On a scale of 1-9, please rate each education provider on your perception of the level of quality education each provides

1 = low quality; 5= medium quality; 9 = high quality

| | Low quality | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | High quality | 9 |
|---|-------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Universities (KU, UMKC, etc.) | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Community Colleges (JCCC, KCKCC, Metropolitan CC, etc.) | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Professional Associations (IABC, PRSA, AMA, KCDMA, AAAA, SMCKC, etc.) | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Free online courses (Coursera, EdX, Udacity, YouTube, etc.) | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Non-profit organizations (Enterprise Center of Johnson County, etc.) | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

10. On a scale of 1-9, please rate each education provider on your perception of the value that each provides

1 = low value; 5= medium value; 9 = high value

| | Low value | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | High value | 9 |
|---|-----------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Universities (KU, UMKC, etc.) | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Community Colleges (JCCC, KCKCC, Metropolitan CC, etc.) | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Professional Associations (IABC, PRSA, AMA, KCDMA, AAAA, SMCKC, etc.) | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Free online courses (Coursera, EdX, Udacity, YouTube, etc.) | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Non-profit organizations (Enterprise Center of Johnson County, etc.) | | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



* 11. I participate in educational programs: (1 = Disagree; 5 = Agree)

| | Disagree 1 | 2 | 3 | 4 | Agree 5 |
|--------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| To increase earnings | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| To learn the latest technology | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| To learn something new | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Because of relevance | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| To increase my job options | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Because of its accessibility | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Because of affordability | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| To maintain my job status | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Because of time convenience | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Other (please specify)

7



Survey of Continuing Education and Professional Development for marketing communication professionals

Survey questions:

12. How appealing are the following time, frequency, and session options?

| | Least appealing | | | | | | | Most appealing |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | |
| full day on a weekday more than once a month 3 sessions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| half day on a weekend once a week 5 sessions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| half day on a weekend once a month 3 sessions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| half day on a weekday once a week 3 sessions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| half day on a weekend more than once a week 3 sessions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| full day on a weekday once a week 1 session | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| full day on a weekend more than once a month 3 sessions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| half day on a weekday once a quarter 5 sessions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| full day on a weekend once a month 1 session | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| 3 hours on a weeknight more than once a month 5 sessions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| full day on a weekend more than once a week 5 sessions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| full day on a weekday once a month 5 sessions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| half day on a weekend once a quarter 1 session | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| half day on a weekday more than once a month 1 session | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| 3 hours on a weeknight once a quarter 3 sessions | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| 3 hours on a weeknight more than once a week 1 session | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |



Survey of Continuing Education and Professional Development for marketing communication professionals

Survey questions:

13. What day of the week would be most appealing for a full day education session? Please rank the choices below (1=Most appealing, 6=Least appealing)

| | | |
|--------------------------|--------------------------|-----------|
| <input type="checkbox"/> | <input type="checkbox"/> | Monday |
| <input type="checkbox"/> | <input type="checkbox"/> | Tuesday |
| <input type="checkbox"/> | <input type="checkbox"/> | Wednesday |
| <input type="checkbox"/> | <input type="checkbox"/> | Thursday |
| <input type="checkbox"/> | <input type="checkbox"/> | Friday |
| <input type="checkbox"/> | <input type="checkbox"/> | Saturday |

14. What day of the week would be most appealing for an evening education session? Please rank the choices below (1=Most appealing, 4 = Least appealing)

| | | |
|--------------------------|--------------------------|-----------|
| <input type="checkbox"/> | <input type="checkbox"/> | Monday |
| <input type="checkbox"/> | <input type="checkbox"/> | Tuesday |
| <input type="checkbox"/> | <input type="checkbox"/> | Wednesday |
| <input type="checkbox"/> | <input type="checkbox"/> | Thursday |



Survey of Continuing Education and Professional Development for marketing communication professionals

Survey questions:

15. How likely would you attend a workshop in one of the areas below?

| | Least likely | | | | | Most likely 5 |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | 1 | 2 | 3 | 4 | | |
| Kansas City, MO (Downtown area) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Kansas City, KS (KU Medical School area) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Overland Park, KS (KU Edwards Campus area) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

16. How likely would you attend a workshop session at the following locations?

| | Least likely | | | | | Most likely 5 |
|-------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | 1 | 2 | 3 | 4 | | |
| A local conference center | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| A local education institution | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| A local business office | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |



Survey of Continuing Education and Professional Development for marketing communication professionals

You're finished!

Thank you again for taking this survey.

If you have any questions about the survey, please email Evelyn Burns at e804b230@ku.edu.

We greatly appreciate your input!

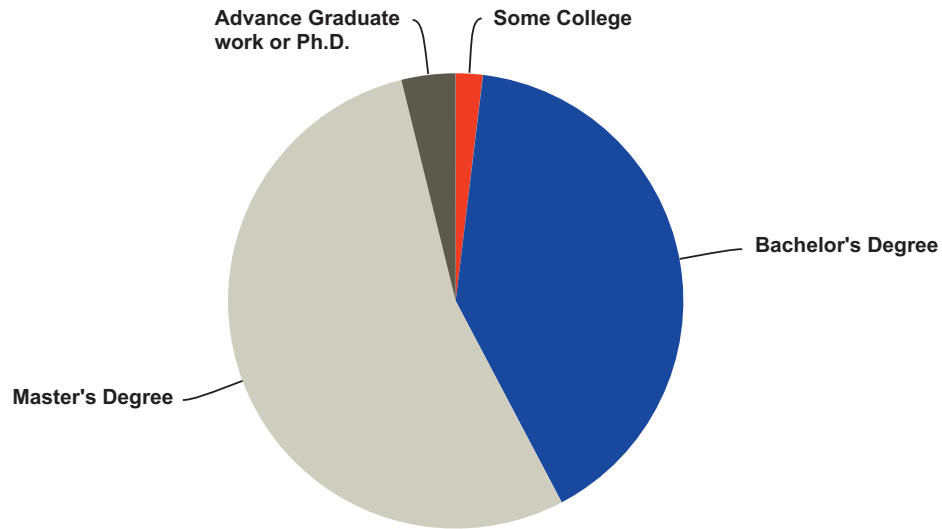


APPENDIX J
Survey Results



Q1 What is the highest level of education you have completed?

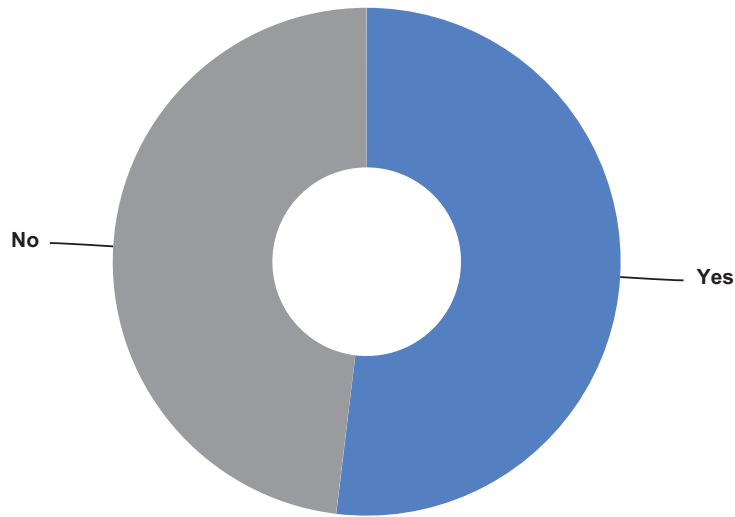
Answered: 52 Skipped: 0



| Answer Choices | Responses |
|--------------------------------|-----------|
| Did not graduate high school | 0.00% 0 |
| High school/GED | 0.00% 0 |
| Some College | 1.92% 1 |
| Associate's Degree | 0.00% 0 |
| Bachelor's Degree | 40.38% 21 |
| Master's Degree | 53.85% 28 |
| Advance Graduate work or Ph.D. | 3.85% 2 |
| Total | 52 |

Q2 Did you attend the University of Kansas William Allen White School of Journalism?

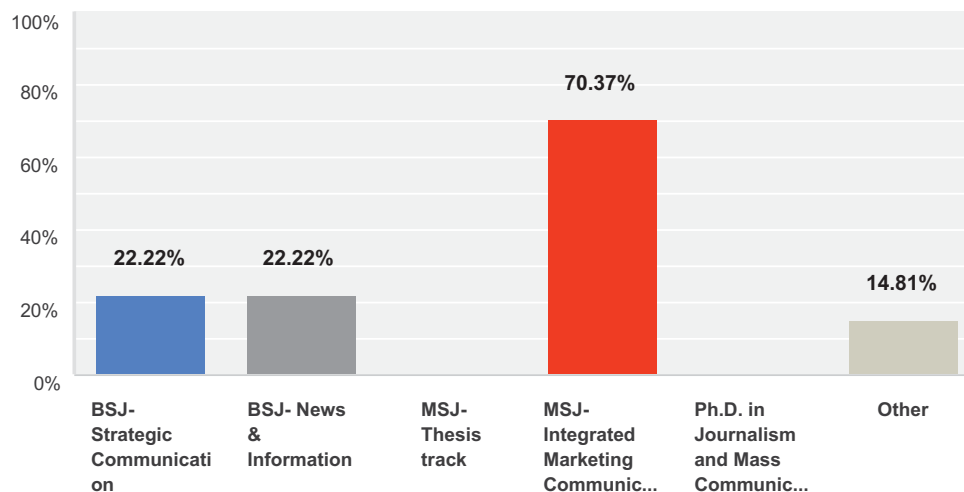
Answered: 52 Skipped: 0



| Answer Choices | Responses | |
|----------------|-----------|-----------|
| Yes | 51.92% | 27 |
| No | 48.08% | 25 |
| Total | | 52 |

Q3 Please select which degrees you have from the University of Kansas William Allen White School of Journalism (check all that apply):

Answered: 27 Skipped: 25



| Answer Choices | Responses |
|---|-----------|
| BSJ- Strategic Communication | 22.22% 6 |
| BSJ- News & Information | 22.22% 6 |
| MSJ- Thesis track | 0.00% 0 |
| MSJ- Integrated Marketing Communications | 70.37% 19 |
| Ph.D. in Journalism and Mass Communications | 0.00% 0 |
| Other | 14.81% 4 |
| Total Respondents: 27 | |

| # | Other | Date |
|---|---|--------------------|
| 1 | Some graduate level Integrated Marketing | 10/20/2015 2:15 PM |
| 2 | None yet- going for IMC | 10/19/2015 5:47 PM |
| 3 | BSJ - Photojournalism, MSJ- Media Mangement | 10/18/2015 4:29 PM |
| 4 | BSJ - Business Communication | 10/17/2015 9:30 PM |

Q4 List year(s) you graduated from the J-school

Answered: 24 Skipped: 28

| # | Responses | Date |
|----|------------------------------------|---------------------|
| 1 | 2000-2005 2002 | 10/23/2015 4:12 PM |
| 2 | 2006-2010 2009 | 10/22/2015 4:16 PM |
| 3 | 2011-2015 2013, expected MSJ 2017 | 10/22/2015 1:26 PM |
| 4 | 2000-2005 2005 | 10/22/2015 11:17 AM |
| 5 | 2011-2015 2011 | 10/22/2015 11:10 AM |
| 6 | 2000-2005 2005 | 10/21/2015 12:07 PM |
| 7 | 2011-2015 2011 | 10/20/2015 2:15 PM |
| 8 | Before 2000 ? | 10/20/2015 10:39 AM |
| 9 | 2011-2015 2014 | 10/19/2015 9:41 PM |
| 10 | 2011-2015 2011 | 10/19/2015 7:24 PM |
| 11 | 2011-2015 2013 | 10/19/2015 7:22 PM |
| 12 | 2011-2015 2004 and 2011 | 10/19/2015 6:53 PM |
| 13 | 2011-2015 2015 | 10/19/2015 5:52 PM |
| 14 | 2011-2015 2008, 2013 | 10/19/2015 5:51 PM |
| 15 | 2011-2015 2004, 2012 | 10/19/2015 4:56 PM |
| 16 | 2011-2015 2013 | 10/19/2015 4:56 PM |
| 17 | 2011-2015 2011 | 10/19/2015 12:01 PM |
| 18 | Before 2000 1987 | 10/19/2015 10:33 AM |
| 19 | Before 2000 1993 | 10/18/2015 5:41 PM |
| 20 | Before 2000 BSJ - 1979, MSJ - 1991 | 10/18/2015 4:29 PM |
| 21 | 2000-2005 1994, 2000 | 10/17/2015 9:30 PM |
| 22 | 2011-2015 2015 | 10/16/2015 12:06 PM |
| 23 | 2000-2005 1990, 2001 | 10/16/2015 10:50 AM |
| 24 | 2000-2005 2005 | 10/16/2015 8:26 AM |

Q5 Please list your school, major/concentration, and graduation year

Answered: 19 Skipped: 33

| Answer Choices | Responses |
|---------------------|------------|
| School | 100.00% 19 |
| Major/concentration | 100.00% 19 |
| Graduation year | 100.00% 19 |

| # | School | Date |
|----|---|---------------------|
| 1 | University of Kansas | 10/23/2015 8:37 AM |
| 2 | College of Liberal Arts & Sciences | 10/22/2015 8:01 PM |
| 3 | University of Central Missouri | 10/22/2015 7:02 PM |
| 4 | Villanova | 10/22/2015 3:23 PM |
| 5 | Drake University | 10/22/2015 1:11 PM |
| 6 | Manhattan Christian College | 10/22/2015 12:30 PM |
| 7 | University of Nebraska-Lincoln | 10/22/2015 11:09 AM |
| 8 | University of Iowa | 10/21/2015 12:51 PM |
| 9 | University of Missouri-Kansas City | 10/21/2015 12:15 PM |
| 10 | University of Arkansas | 10/21/2015 12:09 PM |
| 11 | Webster University | 10/21/2015 11:47 AM |
| 12 | University of Kansas | 10/21/2015 10:55 AM |
| 13 | Northeast Mo State Univ (now Truman State Univ) | 10/21/2015 7:36 AM |
| 14 | KU school of business | 10/20/2015 10:39 PM |
| 15 | School of Business | 10/20/2015 3:02 PM |
| 16 | University of Missouri / Park University | 10/20/2015 8:47 AM |
| 17 | Univ of Central MO | 10/19/2015 5:54 PM |
| 18 | University of Kansas Liberal Arts | 10/19/2015 12:43 PM |
| 19 | Univ of Missouri | 10/19/2015 10:23 AM |

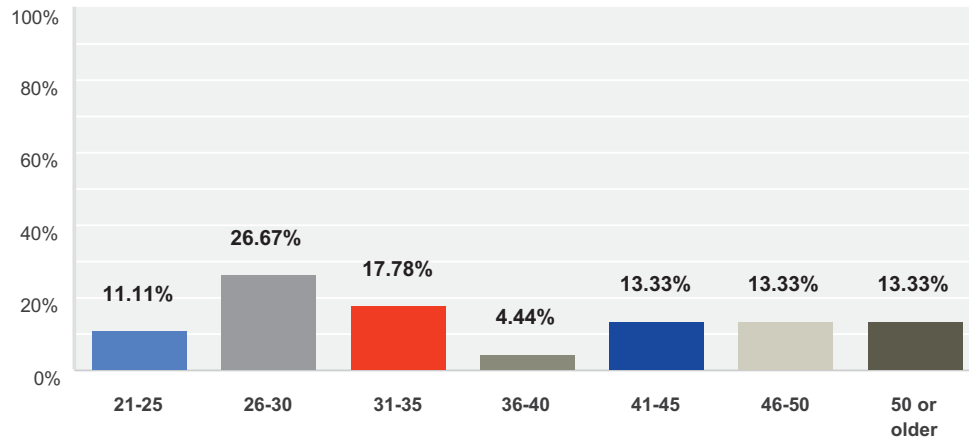
| # | Major/concentration | Date |
|----|---|---------------------|
| 1 | Mathematics | 10/23/2015 8:37 AM |
| 2 | B.Sc in Biology; M.A in Entomology | 10/22/2015 8:01 PM |
| 3 | Masters of Arts - Mass Communication | 10/22/2015 7:02 PM |
| 4 | Public Relations | 10/22/2015 3:23 PM |
| 5 | Graphic Design and Creative Advertising | 10/22/2015 1:11 PM |
| 6 | Counseling | 10/22/2015 12:30 PM |
| 7 | Journalism - Broadcast Production | 10/22/2015 11:09 AM |
| 8 | Business Marketing | 10/21/2015 12:51 PM |
| 9 | Communications - Mass Media and Journalisum | 10/21/2015 12:15 PM |
| 10 | Marketing | 10/21/2015 12:09 PM |

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| | | |
|----------|---|---------------------|
| 11 | Computer Science | 10/21/2015 11:47 AM |
| 12 | Chemical Engineering | 10/21/2015 10:55 AM |
| 13 | Mass Communication | 10/21/2015 7:36 AM |
| 14 | Strategy management and marketing | 10/20/2015 10:39 PM |
| 15 | Business Administration/Psychology | 10/20/2015 3:02 PM |
| 16 | Bachelor's of Journalism / Master's of Public Affairs | 10/20/2015 8:47 AM |
| 17 | Bachelor of Science in PR | 10/19/2015 5:54 PM |
| 18 | Psychology and ABSC | 10/19/2015 12:43 PM |
| 19 | Education | 10/19/2015 10:23 AM |
| # | Graduation year | Date |
| 1 | 1973 | 10/23/2015 8:37 AM |
| 2 | 1985 | 10/22/2015 8:01 PM |
| 3 | 2015 | 10/22/2015 7:02 PM |
| 4 | 1996 | 10/22/2015 3:23 PM |
| 5 | 2011 | 10/22/2015 1:11 PM |
| 6 | 2014 | 10/22/2015 12:30 PM |
| 7 | 2013 | 10/22/2015 11:09 AM |
| 8 | 2009 | 10/21/2015 12:51 PM |
| 9 | 2013 | 10/21/2015 12:15 PM |
| 10 | 2014 | 10/21/2015 12:09 PM |
| 11 | 1996 | 10/21/2015 11:47 AM |
| 12 | January of 1965 | 10/21/2015 10:55 AM |
| 13 | 1990 | 10/21/2015 7:36 AM |
| 14 | 2016 | 10/20/2015 10:39 PM |
| 15 | 1992 | 10/20/2015 3:02 PM |
| 16 | 2006 / 2014 | 10/20/2015 8:47 AM |
| 17 | 1993 | 10/19/2015 5:54 PM |
| 18 | 2010 | 10/19/2015 12:43 PM |
| 19 | 2009 | 10/19/2015 10:23 AM |

Q6 What is your age?

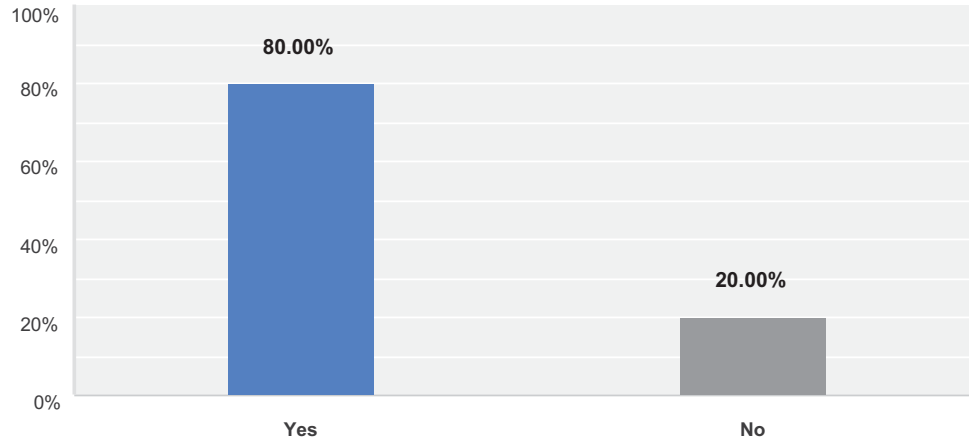
Answered: 45 Skipped: 7



| Answer Choices | Responses |
|----------------|-----------|
| 21-25 | 11.11% 5 |
| 26-30 | 26.67% 12 |
| 31-35 | 17.78% 8 |
| 36-40 | 4.44% 2 |
| 41-45 | 13.33% 6 |
| 46-50 | 13.33% 6 |
| 50 or older | 13.33% 6 |
| Total | 45 |

Q7 Are you working in the marketing communications, media, advertising, public relations or related field?

Answered: 45 Skipped: 7



| Answer Choices | Responses | |
|----------------|-----------|-----------|
| Yes | 80.00% | 36 |
| No | 20.00% | 9 |
| Total | | 45 |

Q8 What is your ZIP code?

Answered: 44 Skipped: 8

| Answer Choices | Responses |
|----------------|------------|
| Name: | 0.00% 0 |
| Company: | 0.00% 0 |
| Address: | 0.00% 0 |
| Address 2: | 0.00% 0 |
| City/Town: | 0.00% 0 |
| State: | 0.00% 0 |
| (no label) | 100.00% 44 |
| Country: | 0.00% 0 |
| Email Address: | 0.00% 0 |
| Phone Number: | 0.00% 0 |

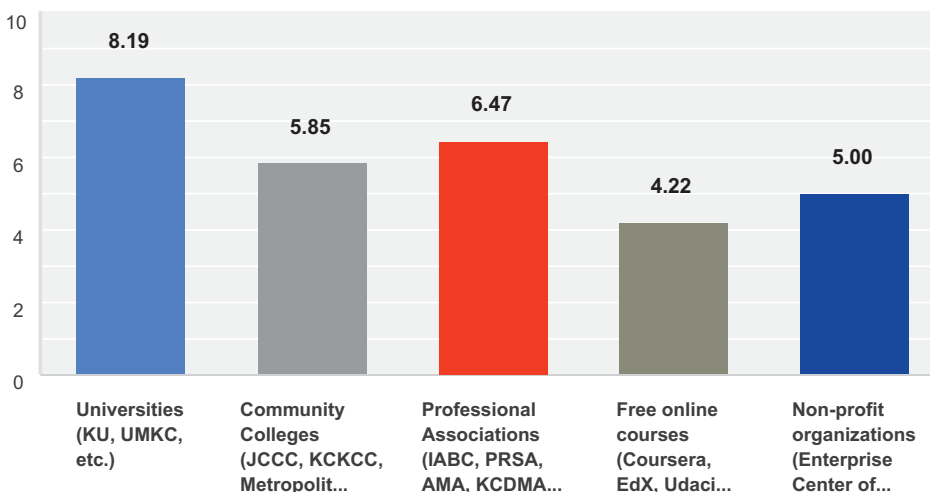
| # | Name: | Date |
|----|-------------------------|---------------------|
| | There are no responses. | |
| # | Company: | Date |
| | There are no responses. | |
| # | Address: | Date |
| | There are no responses. | |
| # | Address 2: | Date |
| | There are no responses. | |
| # | City/Town: | Date |
| | There are no responses. | |
| # | State: | Date |
| | There are no responses. | |
| # | (no label) | Date |
| 1 | 66205 | 10/23/2015 4:12 PM |
| 2 | 66213 | 10/23/2015 8:38 AM |
| 3 | 64134 | 10/22/2015 7:02 PM |
| 4 | 66202 | 10/22/2015 4:16 PM |
| 5 | 66210 | 10/22/2015 3:24 PM |
| 6 | 66202 | 10/22/2015 1:27 PM |
| 7 | 66208 | 10/22/2015 1:11 PM |
| 8 | 64057 | 10/22/2015 12:30 PM |
| 9 | 66202 | 10/22/2015 11:17 AM |
| 10 | 64108 | 10/22/2015 11:10 AM |
| 11 | 64106 | 10/22/2015 11:09 AM |

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| | | |
|----------|-------------------------|---------------------|
| 12 | 64151 | 10/21/2015 12:51 PM |
| 13 | 66204 | 10/21/2015 12:15 PM |
| 14 | 64108 | 10/21/2015 12:10 PM |
| 15 | 66221 | 10/21/2015 12:07 PM |
| 16 | 66210 | 10/21/2015 11:47 AM |
| 17 | 70503 | 10/21/2015 10:56 AM |
| 18 | 66061 | 10/21/2015 7:37 AM |
| 19 | 66047 | 10/20/2015 10:39 PM |
| 20 | 66210 | 10/20/2015 3:02 PM |
| 21 | 66049 | 10/20/2015 2:15 PM |
| 22 | 66044 | 10/20/2015 10:39 AM |
| 23 | 64086 | 10/20/2015 8:47 AM |
| 24 | 64118 | 10/19/2015 9:42 PM |
| 25 | 66223 | 10/19/2015 8:14 PM |
| 26 | 66085 | 10/19/2015 7:24 PM |
| 27 | 66062 | 10/19/2015 7:23 PM |
| 28 | 66227 | 10/19/2015 6:53 PM |
| 29 | 64150 | 10/19/2015 5:54 PM |
| 30 | 64111 | 10/19/2015 5:52 PM |
| 31 | 66205 | 10/19/2015 5:51 PM |
| 32 | 64113 | 10/19/2015 5:47 PM |
| 33 | 66215 | 10/19/2015 4:56 PM |
| 34 | 66204 | 10/19/2015 4:56 PM |
| 35 | 66209 | 10/19/2015 12:43 PM |
| 36 | 64063 | 10/19/2015 12:01 PM |
| 37 | 66216 | 10/19/2015 10:33 AM |
| 38 | 64116 | 10/19/2015 10:23 AM |
| 39 | 66610 | 10/18/2015 5:41 PM |
| 40 | 66049 | 10/18/2015 4:29 PM |
| 41 | 66212 | 10/17/2015 9:31 PM |
| 42 | 2015 | 10/16/2015 12:06 PM |
| 43 | 64105 | 10/16/2015 10:50 AM |
| 44 | 66221 | 10/16/2015 8:26 AM |
| # | Country: | Date |
| | There are no responses. | |
| # | Email Address: | Date |
| | There are no responses. | |
| # | Phone Number: | Date |
| | There are no responses. | |

Q9 On a scale of 1-9, please rate each education provider on your perception of the level of quality education each provides 1 = low quality; 5= medium quality; 9 = high quality

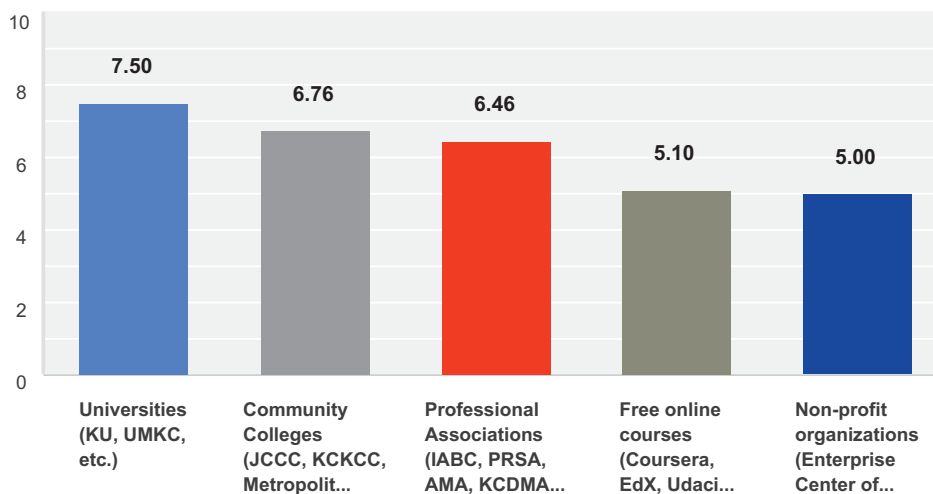
Answered: 42 Skipped: 10



| | Low quality 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | High quality 9 | Total |
|---|---------------|-------------|-------------|--------------|--------------|--------------|--------------|--------------|----------------|-------|
| Universities (KU, UMKC, etc.) | 0.00% 0 | 0.00% 0 | 0.00% 0 | 2.38% 1 | 0.00% 0 | 0.00% 0 | 11.90% 5 | 45.24% 19 | 40.48% 17 | 42 |
| Community Colleges (JCCC, KCKCC, Metropolitan CC, etc.) | 0.00% 0 | 4.88% 2 | 9.76% 4 | 2.44% 1 | 17.07% 7 | 29.27% 12 | 19.51% 8 | 14.63% 6 | 2.44% 1 | 41 |
| Professional Associations (IABC, PRSA, AMA, KCDMA, AAAA, SMCKC, etc.) | 0.00% 0 | 0.00% 0 | 2.50% 1 | 7.50% 3 | 15.00% 6 | 22.50% 9 | 25.00% 10 | 22.50% 9 | 5.00% 2 | 40 |
| Free online courses (Coursera, EdX, Udacity, YouTube, etc.) | 0.00% 0 | 12.20% 5 | 21.95% 9 | 24.39% 10 | 21.95% 9 | 12.20% 5 | 7.32% 3 | 0.00% 0 | 0.00% 0 | 41 |
| Non-profit organizations (Enterprise Center of Johnson County, etc.) | 0.00% 0 | 10.00% 4 | 7.50% 3 | 10.00% 4 | 42.50% 17 | 7.50% 3 | 20.00% 8 | 2.50% 1 | 0.00% 0 | 40 |

Q10 On a scale of 1-9, please rate each education provider on your perception of the value that each provides 1 = low value; 5= medium value; 9 = high value

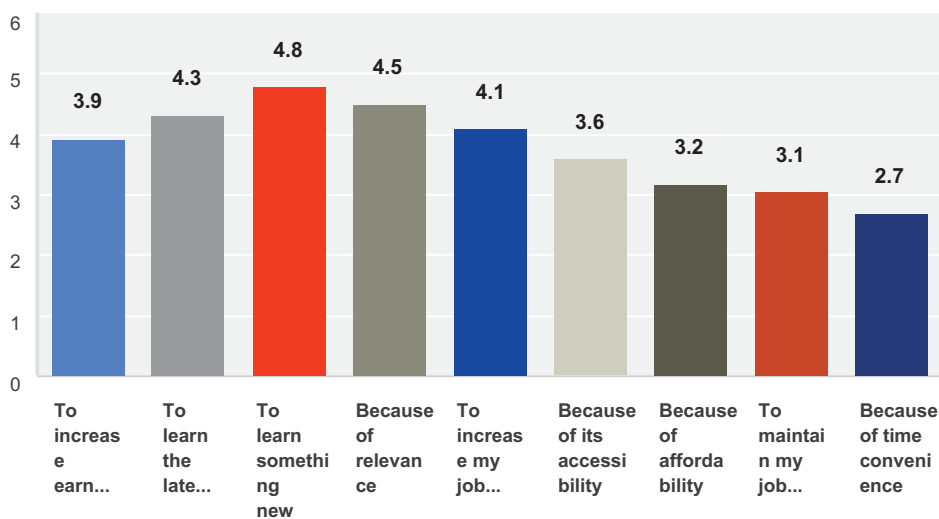
Answered: 42 Skipped: 10



| | Low value 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | High value 9 | Total |
|---|-------------|-------------|-------------|------------|--------------|-------------|--------------|--------------|--------------|-------|
| Universities (KU, UMKC, etc.) | 0.00% 0 | 0.00% 0 | 2.38% 1 | 4.76% 2 | 0.00% 0 | 19.05% 8 | 14.29% 6 | 26.19% 11 | 33.33% 14 | 42 |
| Community Colleges (JCCC, KCKCC, Metropolitan CC, etc.) | 0.00% 0 | 0.00% 0 | 9.76% 4 | 2.44% 1 | 9.76% 4 | 12.20% 5 | 24.39% 10 | 29.27% 12 | 12.20% 5 | 41 |
| Professional Associations (IABC, PRSA, AMA, KCDMA, AAAA, SMCKC, etc.) | 0.00% 0 | 2.44% 1 | 9.76% 4 | 2.44% 1 | 12.20% 5 | 17.07% 7 | 19.51% 8 | 26.83% 11 | 9.76% 4 | 41 |
| Free online courses (Coursera, EdX, Udacity, YouTube, etc.) | 0.00% 0 | 14.63% 6 | 17.07% 7 | 2.44% 1 | 21.95% 9 | 14.63% 6 | 14.63% 6 | 12.20% 5 | 2.44% 1 | 41 |
| Non-profit organizations (Enterprise Center of Johnson County, etc.) | 2.44% 1 | 9.76% 4 | 7.32% 3 | 7.32% 3 | 39.02% 16 | 12.20% 5 | 17.07% 7 | 4.88% 2 | 0.00% 0 | 41 |

Q11 I participate in educational programs: (1 = Disagree; 5 = Agree)

Answered: 42 Skipped: 10

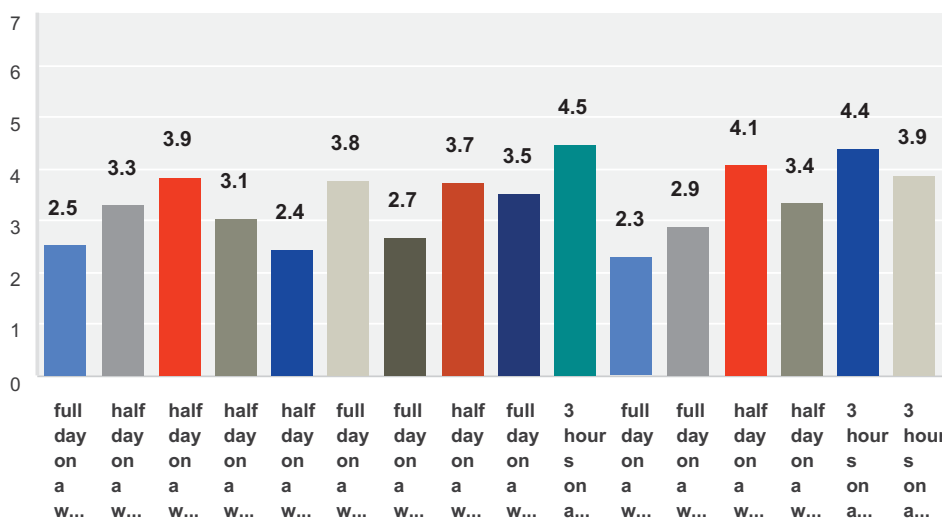


| | Disagree 1 | 2 | 3 | 4 | Agree 5 | Total |
|--------------------------------|--------------|--------------|--------------|--------------|--------------|-------|
| To increase earnings | 4.76% 2 | 7.14% 3 | 14.29% 6 | 38.10% 16 | 35.71% 15 | 42 |
| To learn the latest technology | 2.38% 1 | 4.76% 2 | 7.14% 3 | 30.95% 13 | 54.76% 23 | 42 |
| To learn something new | 0.00% 0 | 0.00% 0 | 0.00% 0 | 19.05% 8 | 80.95% 34 | 42 |
| Because of relevance | 0.00% 0 | 0.00% 0 | 7.14% 3 | 35.71% 15 | 57.14% 24 | 42 |
| To increase my job options | 2.38% 1 | 9.52% 4 | 16.67% 7 | 16.67% 7 | 54.76% 23 | 42 |
| Because of its accessibility | 0.00% 0 | 14.29% 6 | 30.95% 13 | 35.71% 15 | 19.05% 8 | 42 |
| Because of affordability | 9.52% 4 | 16.67% 7 | 33.33% 14 | 26.19% 11 | 14.29% 6 | 42 |
| To maintain my job status | 14.29% 6 | 23.81% 10 | 23.81% 10 | 16.67% 7 | 21.43% 9 | 42 |
| Because of time convenience | 23.81% 10 | 19.05% 8 | 28.57% 12 | 21.43% 9 | 7.14% 3 | 42 |

| # | Other (please specify) | Date |
|---|---|---------------------|
| 1 | Because I enjoy it | 10/23/2015 8:40 AM |
| 2 | I do volunteer work with startup businesses. Many are online startups and I need to keep current. | 10/21/2015 10:59 AM |
| 3 | Number one reason is networking! | 10/19/2015 10:35 AM |

Q12 How appealing are the following time, frequency, and session options?

Answered: 38 Skipped: 14



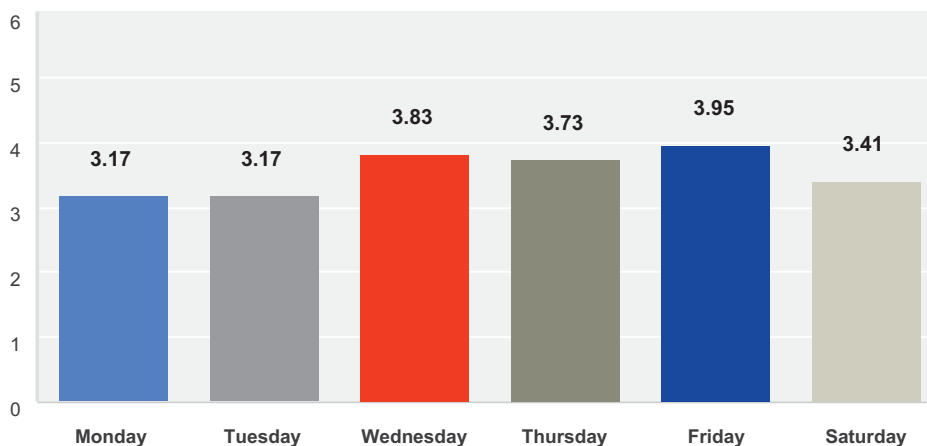
| | Least appealing 1 | 2 | 3 | 4 | 5 | 6 | Most appealing 7 | Total |
|--|-------------------|--------------|-------------|-------------|-------------|-------------|------------------|-------|
| full day on a weekday more than once a month 3 sessions | 37.84% 14 | 16.22% 6 | 21.62% 8 | 10.81% 4 | 8.11% 3 | 2.70% 1 | 2.70% 1 | 37 |
| half day on a weekend once a week 5 sessions | 24.32% 9 | 24.32% 9 | 13.51% 5 | 2.70% 1 | 13.51% 5 | 10.81% 4 | 10.81% 4 | 37 |
| half day on a weekend once a month 3 sessions | 24.32% 9 | 13.51% 5 | 5.41% 2 | 8.11% 3 | 16.22% 6 | 21.62% 8 | 10.81% 4 | 37 |
| half day on a weekday once a week 3 sessions | 27.03% 10 | 27.03% 10 | 8.11% 3 | 5.41% 2 | 18.92% 7 | 10.81% 4 | 2.70% 1 | 37 |
| half day on a weekend more than once a week 3 sessions | 44.44% 16 | 16.67% 6 | 11.11% 4 | 16.67% 6 | 2.78% 1 | 5.56% 2 | 2.78% 1 | 36 |
| full day on a weekday once a week 1 session | 31.43% 11 | 8.57% 3 | 5.71% 2 | 8.57% 3 | 17.14% 6 | 8.57% 3 | 20.00% 7 | 35 |
| full day on a weekend more than once a month 3 sessions | 42.86% 15 | 17.14% 6 | 8.57% 3 | 8.57% 3 | 11.43% 4 | 5.71% 2 | 5.71% 2 | 35 |
| half day on a weekday once a quarter 5 sessions | 20.00% 7 | 17.14% 6 | 5.71% 2 | 17.14% 6 | 17.14% 6 | 11.43% 4 | 11.43% 4 | 35 |
| full day on a weekend once a month 1 session | 24.32% 9 | 18.92% 7 | 10.81% 4 | 10.81% 4 | 10.81% 4 | 8.11% 3 | 16.22% 6 | 37 |
| 3 hours on a weeknight more than once a month 5 sessions | 16.67% 6 | 5.56% 2 | 16.67% 6 | 2.78% 1 | 13.89% 5 | 22.22% 8 | 22.22% 8 | 36 |
| full day on a weekend more than once a week 5 sessions | 50.00% 18 | 19.44% 7 | 13.89% 5 | 0.00% 0 | 5.56% 2 | 5.56% 2 | 5.56% 2 | 36 |
| full day on a weekday once a month 5 sessions | 38.89% 14 | 8.33% 3 | 19.44% 7 | 5.56% 2 | 16.67% 6 | 5.56% 2 | 5.56% 2 | 36 |
| half day on a weekend once a quarter 1 session | 22.22% 8 | 5.56% 2 | 11.11% 4 | 13.89% 5 | 11.11% 4 | 22.22% 8 | 13.89% 5 | 36 |
| half day on a weekday more than once a month 1 session | 27.78% 10 | 13.89% 5 | 13.89% 5 | 8.33% 3 | 16.67% 6 | 13.89% 5 | 5.56% 2 | 36 |

Survey of Continuing Education and Professional Development for marketing communication professionals

| | | | | | | | | |
|--|--------------------|-------------------|--------------------|--------------------|--------------------|---------------------|-------------------|----|
| 3 hours on a weeknight once a quarter 3 sessions | 16.67% 6 | 5.56% 2 | 11.11% 4 | 0.00% 0 | 25.00% 9 | 36.11% 13 | 5.56% 2 | 36 |
| 3 hours on a weeknight more than once a week 1 session | 20.00% 7 | 5.71% 2 | 17.14% 6 | 11.43% 4 | 20.00% 7 | 20.00% 7 | 5.71% 2 | 35 |

**Q13 What day of the week would be most appealing for a full day education session?
Please rank the choices below (1=Most appealing, 6=Least appealing)**

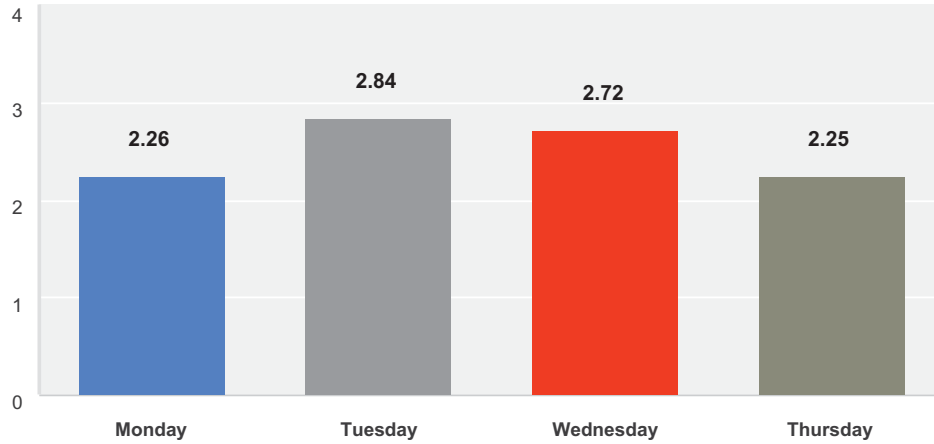
Answered: 39 Skipped: 13



| | 1 | 2 | 3 | 4 | 5 | 6 | Total | Score |
|-----------|--------------|--------------|--------------|--------------|-------------|--------------|-------|-------|
| Monday | 16.67% 6 | 11.11% 4 | 13.89% 5 | 11.11% 4 | 25.00% 9 | 22.22% 8 | 36 | 3.17 |
| Tuesday | 2.78% 1 | 11.11% 4 | 19.44% 7 | 41.67% 15 | 16.67% 6 | 8.33% 3 | 36 | 3.17 |
| Wednesday | 13.89% 5 | 16.67% 6 | 30.56% 11 | 22.22% 8 | 11.11% 4 | 5.56% 2 | 36 | 3.83 |
| Thursday | 8.11% 3 | 29.73% 11 | 21.62% 8 | 16.22% 6 | 16.22% 6 | 8.11% 3 | 37 | 3.73 |
| Friday | 24.32% 9 | 29.73% 11 | 5.41% 2 | 8.11% 3 | 21.62% 8 | 10.81% 4 | 37 | 3.95 |
| Saturday | 38.46% 15 | 2.56% 1 | 10.26% 4 | 0.00% 0 | 7.69% 3 | 41.03% 16 | 39 | 3.41 |

Q14 What day of the week would be most appealing for an evening education session? Please rank the choices below (1=Most appealing, 4 = Least appealing)

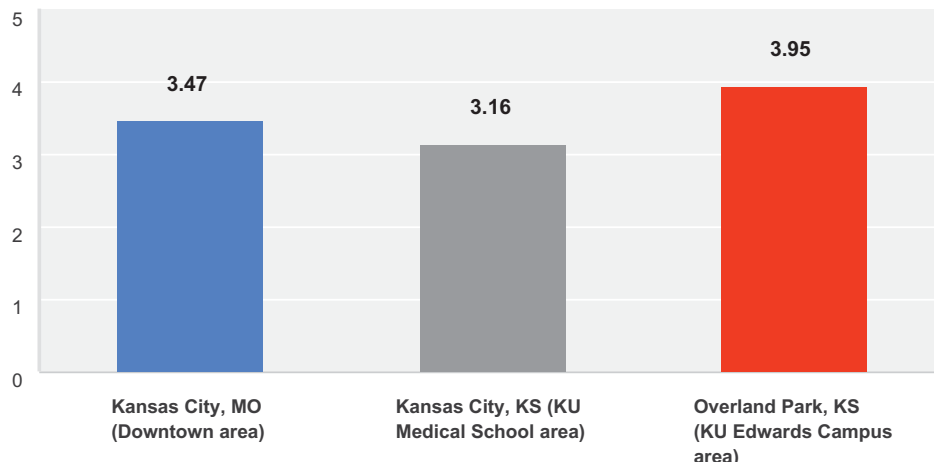
Answered: 39 Skipped: 13



| | 1 | 2 | 3 | 4 | Total | Score |
|-----------|--------------|--------------|--------------|--------------|-------|-------|
| Monday | 34.21% 13 | 7.89% 3 | 7.89% 3 | 50.00% 19 | 38 | 2.26 |
| Tuesday | 28.95% 11 | 34.21% 13 | 28.95% 11 | 7.89% 3 | 38 | 2.84 |
| Wednesday | 19.44% 7 | 36.11% 13 | 41.67% 15 | 2.78% 1 | 36 | 2.72 |
| Thursday | 22.22% 8 | 19.44% 7 | 19.44% 7 | 38.89% 14 | 36 | 2.25 |

Q15 How likely would you attend a workshop in one of the areas below?

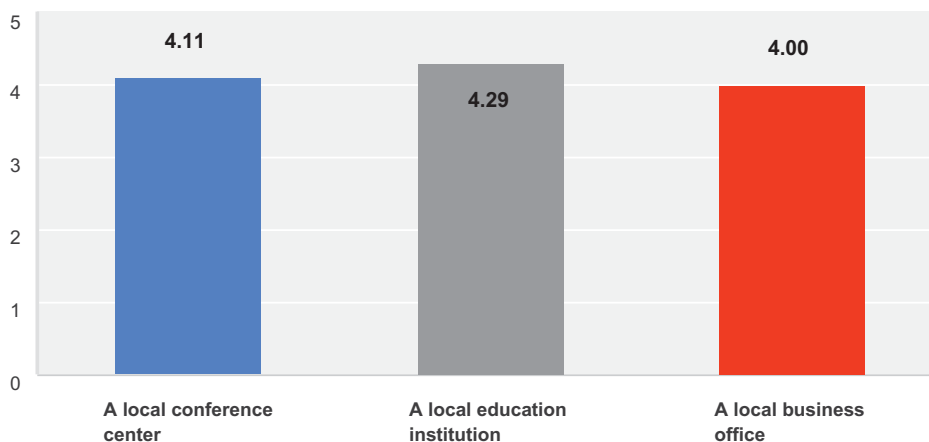
Answered: 38 Skipped: 14



| | Least likely 1 | 2 | 3 | 4 | Most likely 5 | Total |
|--|----------------|------------|--------------|--------------|---------------|-------|
| Kansas City, MO (Downtown area) | 23.68% 9 | 5.26% 2 | 10.53% 4 | 21.05% 8 | 39.47% 15 | 38 |
| Kansas City, KS (KU Medical School area) | 21.05% 8 | 5.26% 2 | 28.95% 11 | 26.32% 10 | 18.42% 7 | 38 |
| Overland Park, KS (KU Edwards Campus area) | 5.26% 2 | 7.89% 3 | 23.68% 9 | 13.16% 5 | 50.00% 19 | 38 |

Q16 How likely would you attend a workshop session at the following locations?

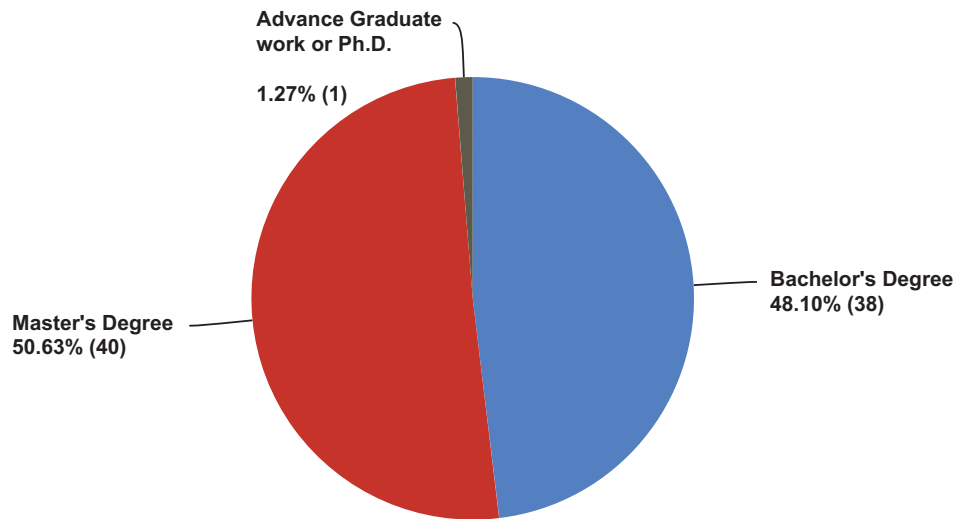
Answered: 38 Skipped: 14



| | Least likely 1 | 2 | 3 | 4 | Most likely 5 | Total |
|-------------------------------|----------------|------------|-------------|--------------|---------------|-------|
| A local conference center | 0.00% 0 | 5.26% 2 | 18.42% 7 | 36.84% 14 | 39.47% 15 | 38 |
| A local education institution | 0.00% 0 | 0.00% 0 | 15.79% 6 | 39.47% 15 | 44.74% 17 | 38 |
| A local business office | 0.00% 0 | 7.89% 3 | 18.42% 7 | 39.47% 15 | 34.21% 13 | 38 |

Q1 What is the highest level of education you have completed?

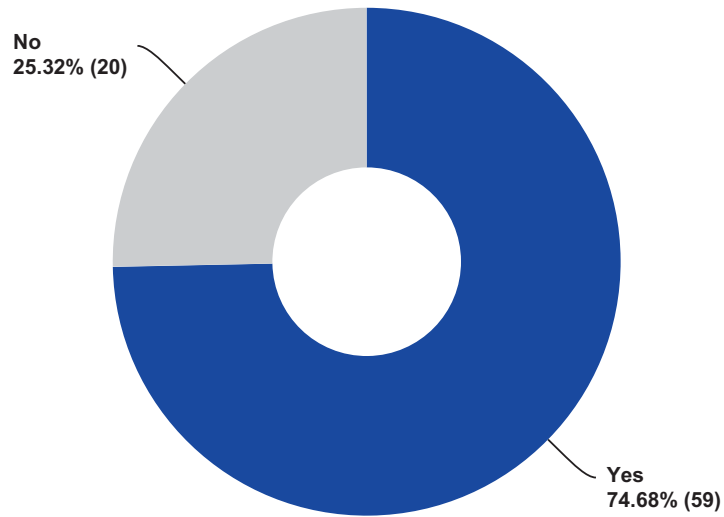
Answered: 79 Skipped: 0



| Answer Choices | Responses |
|--------------------------------|-----------|
| Did not graduate high school | 0.00% 0 |
| High school/GED | 0.00% 0 |
| Some College | 0.00% 0 |
| Associate's Degree | 0.00% 0 |
| Bachelor's Degree | 48.10% 38 |
| Master's Degree | 50.63% 40 |
| Advance Graduate work or Ph.D. | 1.27% 1 |
| Total | 79 |

Q2 Did you attend the University of Kansas William Allen White School of Journalism?

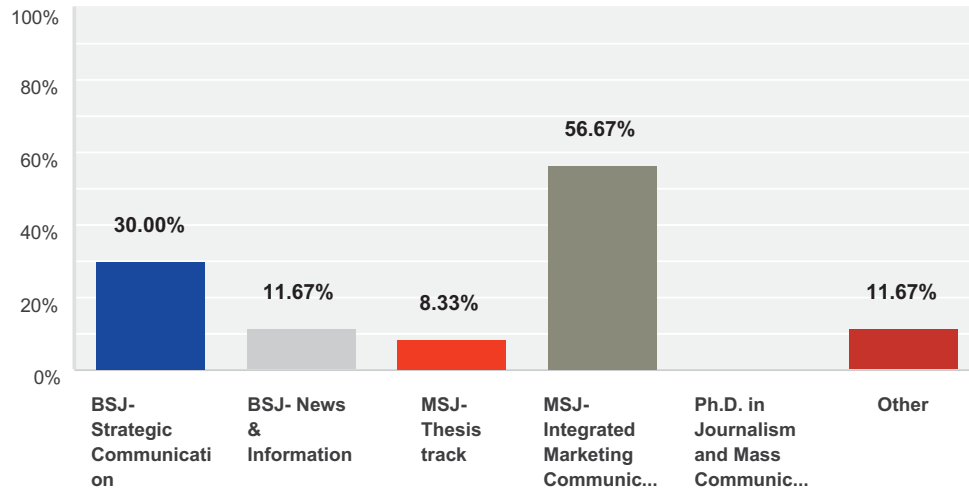
Answered: 79 Skipped: 0



| Answer Choices | Responses | |
|----------------|-----------|-----------|
| Yes | 74.68% | 59 |
| No | 25.32% | 20 |
| Total | | 79 |

Q3 Please select which degrees you have from the University of Kansas William Allen White School of Journalism (check all that apply):

Answered: 60 Skipped: 19



| Answer Choices | Responses |
|---|-----------|
| BSJ- Strategic Communication | 30.00% 18 |
| BSJ- News & Information | 11.67% 7 |
| MSJ- Thesis track | 8.33% 5 |
| MSJ- Integrated Marketing Communications | 56.67% 34 |
| Ph.D. in Journalism and Mass Communications | 0.00% 0 |
| Other | 11.67% 7 |
| Total Respondents: 60 | |

| # | Other | Date |
|---|---|---------------------|
| 1 | BSJ- Advertising & Magazine Emphasis (didn't have Strategic Communications when I went to KU) | 10/22/2015 5:36 PM |
| 2 | Think mine was just a Journalism degree. | 10/22/2015 12:22 PM |
| 3 | BSJ - Magazine | 10/20/2015 3:54 PM |
| 4 | Class of 1982 -- news/editorial sequence and PR sequence | 10/20/2015 1:58 PM |
| 5 | BSJ emphasis PR and Magazine | 10/19/2015 6:29 PM |
| 6 | BSJ - Advertising | 10/19/2015 5:59 PM |
| 7 | BSJ - Advertising | 10/19/2015 1:51 PM |

Q4 List year(s) you graduated from the J-school

Answered: 55 Skipped: 24

| # | Responses | Date |
|----|--|---------------------|
| 1 | 2000-2005 2002 | 10/23/2015 4:07 PM |
| 2 | 2011-2015 2014 | 10/23/2015 2:29 PM |
| 3 | 2011-2015 2015 | 10/23/2015 12:27 PM |
| 4 | 2011-2015 2016 | 10/22/2015 8:00 PM |
| 5 | Before 2000 1994-1996 | 10/22/2015 7:11 PM |
| 6 | Before 2000 1976 | 10/22/2015 5:36 PM |
| 7 | 2006-2010 2009 | 10/22/2015 4:08 PM |
| 8 | 2011-2015 2015 | 10/22/2015 1:41 PM |
| 9 | 2011-2015 2013, will complete MSJ 2017 | 10/22/2015 1:16 PM |
| 10 | Before 2000 1965 | 10/22/2015 12:22 PM |
| 11 | 2011-2015 2012 | 10/22/2015 11:18 AM |
| 12 | 2000-2005 2005 | 10/22/2015 11:11 AM |
| 13 | Before 2000 1993 | 10/22/2015 7:55 AM |
| 14 | 2006-2010 2007 | 10/21/2015 2:22 PM |
| 15 | 2000-2005 2004 | 10/21/2015 10:48 AM |
| 16 | 2000-2005 1997-2001 | 10/20/2015 8:04 PM |
| 17 | Before 2000 1989 | 10/20/2015 3:54 PM |
| 18 | 2000-2005 2001 | 10/20/2015 2:14 PM |
| 19 | Before 2000 1982 | 10/20/2015 1:58 PM |
| 20 | Before 2000 1993 | 10/20/2015 7:46 AM |
| 21 | 2006-2010 2010 | 10/19/2015 10:15 PM |
| 22 | 2000-2005 2004 | 10/19/2015 9:38 PM |
| 23 | 2011-2015 2011 | 10/19/2015 9:29 PM |
| 24 | 2006-2010 2009 | 10/19/2015 9:06 PM |
| 25 | 2011-2015 2011 | 10/19/2015 8:36 PM |
| 26 | 2011-2015 2011 | 10/19/2015 8:30 PM |
| 27 | 2011-2015 2001, 2010 | 10/19/2015 8:12 PM |
| 28 | 2011-2015 2015 | 10/19/2015 7:51 PM |
| 29 | 2011-2015 2009, 2013 | 10/19/2015 7:30 PM |
| 30 | 2011-2015 2010; 2013 | 10/19/2015 7:23 PM |
| 31 | 2006-2010 2004 and 2008 | 10/19/2015 6:51 PM |
| 32 | 2011-2015 2015 | 10/19/2015 6:40 PM |
| 33 | Before 2000 1986 | 10/19/2015 6:29 PM |
| 34 | 2011-2015 2011 | 10/19/2015 6:19 PM |

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| | | |
|----|--------------------------------|---------------------|
| 35 | 2006-2010 2010 | 10/19/2015 6:06 PM |
| 36 | 2000-2005 2000 | 10/19/2015 5:59 PM |
| 37 | 2011-2015 2011 | 10/19/2015 5:58 PM |
| 38 | Before 2000 1996 | 10/19/2015 5:53 PM |
| 39 | 2000-2005 2005 | 10/19/2015 5:53 PM |
| 40 | 2011-2015 2015 | 10/19/2015 5:44 PM |
| 41 | 2006-2010 2010 | 10/19/2015 5:33 PM |
| 42 | 2006-2010 2010 | 10/19/2015 5:29 PM |
| 43 | 2011-2015 2014 | 10/19/2015 5:20 PM |
| 44 | 2011-2015 2007 and 2013 | 10/19/2015 5:16 PM |
| 45 | 2011-2015 2013 | 10/19/2015 5:13 PM |
| 46 | 2011-2015 2005, 2011 | 10/19/2015 5:02 PM |
| 47 | 2011-2015 2013 | 10/19/2015 4:57 PM |
| 48 | 2006-2010 2009 | 10/19/2015 4:57 PM |
| 49 | 2006-2010 2009 | 10/19/2015 4:55 PM |
| 50 | 2006-2010 2008 | 10/19/2015 2:11 PM |
| 51 | Before 2000 1981 | 10/19/2015 1:51 PM |
| 52 | 2011-2015 2009, 2015 | 10/19/2015 12:24 PM |
| 53 | 2000-2005 2005 | 10/19/2015 10:43 AM |
| 54 | 2011-2015 2012 | 10/19/2015 8:54 AM |
| 55 | Before 2000 1961 | 10/17/2015 8:54 PM |

Q5 Please list your school, major/concentration, and graduation year

Answered: 20 Skipped: 59

| Answer Choices | Responses |
|---------------------|------------|
| School | 100.00% 20 |
| Major/concentration | 100.00% 20 |
| Graduation year | 100.00% 20 |

| # | School | Date |
|----|-------------------------------------|---------------------|
| 1 | University of Missouri | 10/23/2015 6:28 PM |
| 2 | University of Northern Iowa | 10/23/2015 12:23 PM |
| 3 | K-State | 10/23/2015 9:35 AM |
| 4 | Northwest Missouri State University | 10/22/2015 1:50 PM |
| 5 | Drake University | 10/22/2015 1:03 PM |
| 6 | Manhattan Christian College | 10/22/2015 12:23 PM |
| 7 | University of Nebraska-Lincoln | 10/22/2015 11:04 AM |
| 8 | Oklahoma State University | 10/20/2015 2:12 PM |
| 9 | Baylor University | 10/19/2015 9:40 PM |
| 10 | Kansas State University | 10/19/2015 9:25 PM |
| 11 | University of Kansas | 10/19/2015 7:51 PM |
| 12 | Avila University | 10/19/2015 5:07 PM |
| 13 | University of Iowa | 10/19/2015 4:56 PM |
| 14 | University of California Berkeley | 10/18/2015 8:13 AM |
| 15 | University of North Carolina | 10/16/2015 9:32 PM |
| 16 | University of Phoenix | 10/16/2015 1:53 PM |
| 17 | University of Kansas | 10/16/2015 1:48 PM |
| 18 | Pittsburg State University | 10/16/2015 11:11 AM |
| 19 | Northwest Missouri State University | 10/16/2015 11:06 AM |
| 20 | Monmouth College | 10/16/2015 10:43 AM |

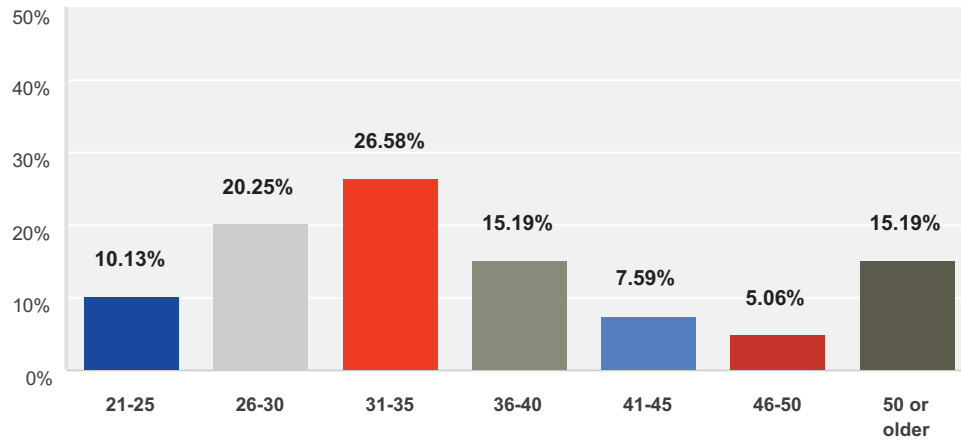
| # | Major/concentration | Date |
|---|---|---------------------|
| 1 | journalism | 10/23/2015 6:28 PM |
| 2 | Communications | 10/23/2015 12:23 PM |
| 3 | Communications/PR | 10/23/2015 9:35 AM |
| 4 | Advertising | 10/22/2015 1:50 PM |
| 5 | Graphic Design and Creative Advertising | 10/22/2015 1:03 PM |
| 6 | Counseling | 10/22/2015 12:23 PM |
| 7 | Journalism - Broadcast Production | 10/22/2015 11:04 AM |
| 8 | Speech/Theater | 10/20/2015 2:12 PM |
| 9 | BA in Journalism/Public Relations | 10/19/2015 9:40 PM |

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| | | |
|----------|---|---------------------|
| 10 | Journalism/Mass Comm Avertising | 10/19/2015 9:25 PM |
| 11 | Master of Business Administration | 10/19/2015 7:51 PM |
| 12 | Communications with an emphasis in PR and advertising | 10/19/2015 5:07 PM |
| 13 | business / marketing | 10/19/2015 4:56 PM |
| 14 | Rhetoric | 10/18/2015 8:13 AM |
| 15 | Journalism | 10/16/2015 9:32 PM |
| 16 | Organizational Leadership | 10/16/2015 1:53 PM |
| 17 | Psychology | 10/16/2015 1:48 PM |
| 18 | Commercial Graphics | 10/16/2015 11:11 AM |
| 19 | Advertising | 10/16/2015 11:06 AM |
| 20 | Business Administration and Public Relations | 10/16/2015 10:43 AM |
| # | Graduation year | Date |
| 1 | 1969 | 10/23/2015 6:28 PM |
| 2 | 2004 | 10/23/2015 12:23 PM |
| 3 | 2002 | 10/23/2015 9:35 AM |
| 4 | 2003 | 10/22/2015 1:50 PM |
| 5 | 2011 | 10/22/2015 1:03 PM |
| 6 | 2014 | 10/22/2015 12:23 PM |
| 7 | 2013 | 10/22/2015 11:04 AM |
| 8 | 1985 | 10/20/2015 2:12 PM |
| 9 | 2005 | 10/19/2015 9:40 PM |
| 10 | 2005 | 10/19/2015 9:25 PM |
| 11 | 2011 | 10/19/2015 7:51 PM |
| 12 | 2010 | 10/19/2015 5:07 PM |
| 13 | 1973 | 10/19/2015 4:56 PM |
| 14 | 1985 | 10/18/2015 8:13 AM |
| 15 | 2007 | 10/16/2015 9:32 PM |
| 16 | 2017 | 10/16/2015 1:53 PM |
| 17 | 2007 | 10/16/2015 1:48 PM |
| 18 | 2011 | 10/16/2015 11:11 AM |
| 19 | 2015 | 10/16/2015 11:06 AM |
| 20 | 2011 | 10/16/2015 10:43 AM |

Q6 What is your age?

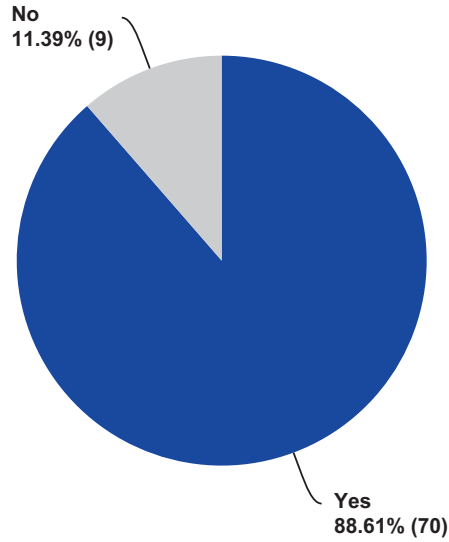
Answered: 79 Skipped: 0



| Answer Choices | Responses | |
|----------------|-----------|-----------|
| 21-25 | 10.13% | 8 |
| 26-30 | 20.25% | 16 |
| 31-35 | 26.58% | 21 |
| 36-40 | 15.19% | 12 |
| 41-45 | 7.59% | 6 |
| 46-50 | 5.06% | 4 |
| 50 or older | 15.19% | 12 |
| Total | | 79 |

Q7 Are you working in the marketing communications, media, advertising, public relations or related field?

Answered: 79 Skipped: 0



| Answer Choices | Responses | |
|----------------|-----------|-----------|
| Yes | 88.61% | 70 |
| No | 11.39% | 9 |
| Total | | 79 |

Q8 What ZIP code do you live in?

Answered: 77 Skipped: 2

| Answer Choices | Responses |
|----------------|------------|
| Name: | 0.00% 0 |
| Company: | 0.00% 0 |
| Address: | 0.00% 0 |
| Address 2: | 0.00% 0 |
| City/Town: | 0.00% 0 |
| State: | 0.00% 0 |
| (no label) | 100.00% 77 |
| Country: | 0.00% 0 |
| Email Address: | 0.00% 0 |
| Phone Number: | 0.00% 0 |

| # | Name: | Date |
|----|-------------------------|---------------------|
| | There are no responses. | |
| # | Company: | Date |
| | There are no responses. | |
| # | Address: | Date |
| | There are no responses. | |
| # | Address 2: | Date |
| | There are no responses. | |
| # | City/Town: | Date |
| | There are no responses. | |
| # | State: | Date |
| | There are no responses. | |
| # | (no label) | Date |
| 1 | 66205 | 10/23/2015 6:30 PM |
| 2 | 66205 | 10/23/2015 4:08 PM |
| 3 | 80246 | 10/23/2015 2:30 PM |
| 4 | 64111 | 10/23/2015 12:27 PM |
| 5 | 66109 | 10/23/2015 12:24 PM |
| 6 | 66209 | 10/23/2015 9:36 AM |
| 7 | 66212 | 10/22/2015 8:02 PM |
| 8 | 66047 | 10/22/2015 7:15 PM |
| 9 | 66224 | 10/22/2015 5:38 PM |
| 10 | 66202 | 10/22/2015 4:12 PM |
| 11 | 64116 | 10/22/2015 1:52 PM |

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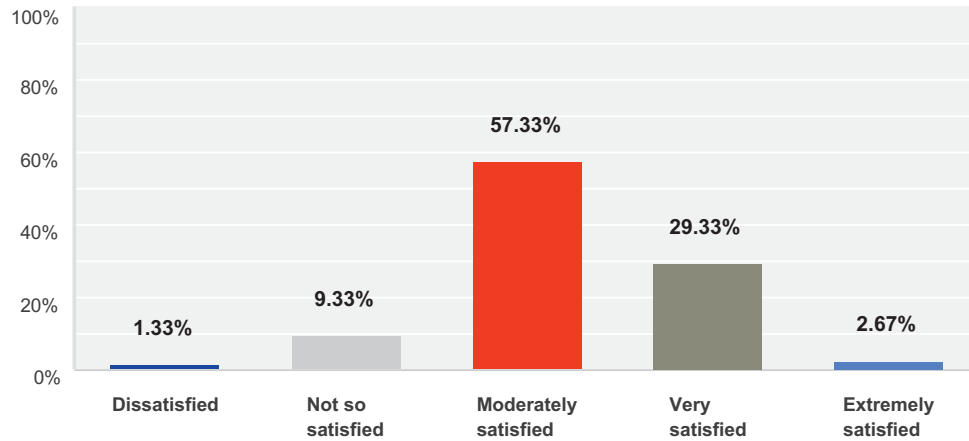
| | | |
|----|-------|---------------------|
| 12 | 64106 | 10/22/2015 1:45 PM |
| 13 | 66205 | 10/22/2015 1:22 PM |
| 14 | 66202 | 10/22/2015 1:17 PM |
| 15 | 66208 | 10/22/2015 1:06 PM |
| 16 | 64057 | 10/22/2015 12:25 PM |
| 17 | 60462 | 10/22/2015 12:23 PM |
| 18 | 66210 | 10/22/2015 11:19 AM |
| 19 | 66202 | 10/22/2015 11:12 AM |
| 20 | 64106 | 10/22/2015 11:05 AM |
| 21 | 77386 | 10/22/2015 7:55 AM |
| 22 | 66047 | 10/21/2015 2:23 PM |
| 23 | 49345 | 10/21/2015 10:49 AM |
| 24 | 64113 | 10/20/2015 8:05 PM |
| 25 | 66409 | 10/20/2015 3:56 PM |
| 26 | 66213 | 10/20/2015 2:17 PM |
| 27 | 66048 | 10/20/2015 2:14 PM |
| 28 | 66104 | 10/20/2015 2:00 PM |
| 29 | 66202 | 10/20/2015 7:47 AM |
| 30 | 66085 | 10/19/2015 10:17 PM |
| 31 | 66209 | 10/19/2015 9:41 PM |
| 32 | 66208 | 10/19/2015 9:39 PM |
| 33 | 80238 | 10/19/2015 9:30 PM |
| 34 | 64114 | 10/19/2015 9:26 PM |
| 35 | 66062 | 10/19/2015 9:07 PM |
| 36 | 66214 | 10/19/2015 8:39 PM |
| 37 | 66215 | 10/19/2015 8:33 PM |
| 38 | 66213 | 10/19/2015 8:15 PM |
| 39 | 66061 | 10/19/2015 7:52 PM |
| 40 | 66006 | 10/19/2015 7:32 PM |
| 41 | 66208 | 10/19/2015 7:24 PM |
| 42 | 66219 | 10/19/2015 7:17 PM |
| 43 | 66219 | 10/19/2015 6:56 PM |
| 44 | 80111 | 10/19/2015 6:53 PM |
| 45 | 66062 | 10/19/2015 6:43 PM |
| 46 | 66049 | 10/19/2015 6:20 PM |
| 47 | 66213 | 10/19/2015 6:07 PM |
| 48 | 66212 | 10/19/2015 6:01 PM |
| 49 | 66208 | 10/19/2015 6:01 PM |
| 50 | 66206 | 10/19/2015 5:54 PM |
| 51 | 64083 | 10/19/2015 5:54 PM |
| 52 | 22043 | 10/19/2015 5:46 PM |

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| | | |
|----------|-------------------------|---------------------|
| 53 | 66062 | 10/19/2015 5:36 PM |
| 54 | 66062 | 10/19/2015 5:30 PM |
| 55 | 66220 | 10/19/2015 5:23 PM |
| 56 | 20003 | 10/19/2015 5:19 PM |
| 57 | 64108 | 10/19/2015 5:14 PM |
| 58 | 64145 | 10/19/2015 5:08 PM |
| 59 | 66206 | 10/19/2015 5:02 PM |
| 60 | 66618 | 10/19/2015 4:58 PM |
| 61 | 64105 | 10/19/2015 4:58 PM |
| 62 | 66219 | 10/19/2015 4:57 PM |
| 63 | 66204 | 10/19/2015 4:55 PM |
| 64 | 66220 | 10/19/2015 2:12 PM |
| 65 | 66062 | 10/19/2015 1:52 PM |
| 66 | 64156 | 10/19/2015 10:46 AM |
| 67 | 64114 | 10/19/2015 8:54 AM |
| 68 | 66044 | 10/18/2015 8:21 AM |
| 69 | 78652 | 10/17/2015 8:58 PM |
| 70 | 66212 | 10/17/2015 8:37 PM |
| 71 | 66044 | 10/16/2015 9:34 PM |
| 72 | 66048 | 10/16/2015 1:54 PM |
| 73 | 66061 | 10/16/2015 1:49 PM |
| 74 | 66062 | 10/16/2015 11:45 AM |
| 75 | 64105 | 10/16/2015 11:15 AM |
| 76 | 64157 | 10/16/2015 11:10 AM |
| 77 | 66212 | 10/16/2015 10:44 AM |
| # | Country: | Date |
| | There are no responses. | |
| # | Email Address: | Date |
| | There are no responses. | |
| # | Phone Number: | Date |
| | There are no responses. | |

Q9 How satisfied are you with current continuing education and/or professional development offerings in the marketing and communications field?

Answered: 75 Skipped: 4



| Answer Choices | Responses | Count |
|----------------------|-----------|-----------|
| Dissatisfied | 1.33% | 1 |
| Not so satisfied | 9.33% | 7 |
| Moderately satisfied | 57.33% | 43 |
| Very satisfied | 29.33% | 22 |
| Extremely satisfied | 2.67% | 2 |
| Total | | 75 |

Q10 What would you change about the current continuing education offerings for marketing and communication professionals?

Answered: 41 Skipped: 38

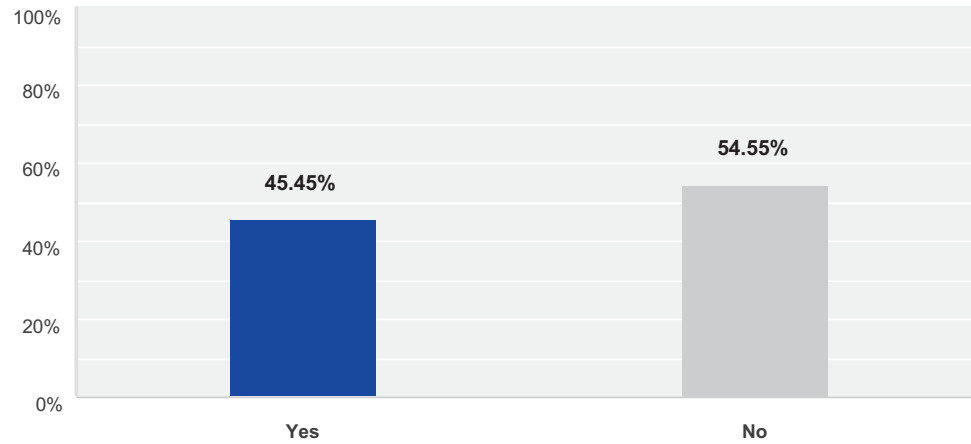
| # | Responses | Date |
|----|--|---------------------|
| 1 | Nothing that I can think of... I will retire in 2 years. | 10/23/2015 6:30 PM |
| 2 | I can't think of anything. | 10/23/2015 4:08 PM |
| 3 | More information | 10/23/2015 2:30 PM |
| 4 | less homework! | 10/23/2015 12:24 PM |
| 5 | More involvement in local small business marketing | 10/22/2015 8:02 PM |
| 6 | More emphasis on Digital Marketing - Social Media Marketing, Web Analytics, etc. | 10/22/2015 5:38 PM |
| 7 | I wish more were offered in Kansas City. | 10/22/2015 1:52 PM |
| 8 | Graduate program with high rating | 10/22/2015 1:45 PM |
| 9 | I would like to hear about them more often so I could attend | 10/22/2015 1:06 PM |
| 10 | Feel there are many...but I am in the Chicago area | 10/22/2015 12:23 PM |
| 11 | I don't know much about them, so I suppose what I would change would be that I would be made aware of them more. | 10/22/2015 11:12 AM |
| 12 | Not aware of any of the offerings | 10/21/2015 10:49 AM |
| 13 | I work at a small nonprofit, so there isn't much budget for continuing education. I was also out of the profession for 10 years and fell behind in my tech skills. Some targeted CE for updating skills in electronic media for us older folks would be great. | 10/20/2015 3:56 PM |
| 14 | I feel like too many offerings are targeted only at people who work in a creative field or office. I would like to see more options for those of us who are sometimes the only right brained people in the office. | 10/20/2015 2:17 PM |
| 15 | Recognize that news isn't dead and include news or journalism in the name of this survey and everything you do! | 10/20/2015 2:00 PM |
| 16 | Maybe more offerings for a greater variety. | 10/20/2015 7:47 AM |
| 17 | more flexibility. | 10/19/2015 10:17 PM |
| 18 | More opportunities | 10/19/2015 9:41 PM |
| 19 | I don't really take advantage of any, so don't know, but I know there are a lot out there. | 10/19/2015 9:30 PM |
| 20 | Technology trends and best practices | 10/19/2015 8:39 PM |
| 21 | More relevant, useful and/or interesting offerings | 10/19/2015 8:33 PM |
| 22 | I feel like I've dropped off a mailing list because I don't hear of many opportunities. | 10/19/2015 8:15 PM |
| 23 | More on-off courses to pick up new and different means to communicate to a given market. | 10/19/2015 6:56 PM |
| 24 | N/A | 10/19/2015 6:43 PM |
| 25 | Would love to have more continuing education with practical application, such as measuring ROI of marketing strategies, content strategy, content marketing, etc. | 10/19/2015 6:01 PM |
| 26 | NA | 10/19/2015 6:01 PM |
| 27 | Nothing at the moment. | 10/19/2015 5:46 PM |
| 28 | More corporate engagement and awareness of the actual offerings leading to better networking and career and career advancement opportunities in the future for those who choose this educational direction and focus. | 10/19/2015 5:36 PM |
| 29 | Some industry specific offerings as electives | 10/19/2015 5:23 PM |

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| | | |
|----|---|---------------------|
| 30 | I don't see as many advertised where I live. My employer provides some specific to my job description. However in two years of working at my employment, I've only seen it off at once. | 10/19/2015 5:19 PM |
| 31 | Awareness of offerings, I don't seek out opportunities. | 10/19/2015 4:58 PM |
| 32 | More digital based - breakout digital vs traditional marketing/stratcom | 10/19/2015 2:12 PM |
| 33 | Better awareness and outreach. I didn't answer the above question because I don't know what's available. Maybe there should be some promotion coordinated with professional associations. Or maybe that's an issue, too: Those groups might not be organized enough. | 10/18/2015 8:21 AM |
| 34 | I'd start off by focusing on attitudes. Fortune Magazine article had 100 top business people list % of success is attributed to 1. IQ, 2. Education. 3. Skills. 4. Attitude. IQ, Education, Skills attributed 7% to their success. Attitude attributed to 93% of their success. | 10/17/2015 8:58 PM |
| 35 | Topics, location, times | 10/17/2015 8:37 PM |
| 36 | More options with flexible scheduling, more options with those currently working in marketing. | 10/16/2015 9:34 PM |
| 37 | More emphasis on social media and emerging media. | 10/16/2015 1:54 PM |
| 38 | Offer them at the KU Edwards campus. | 10/16/2015 1:49 PM |
| 39 | I'd like to see industry specific professional development. I see a lot of broad offerings, but I'd love to meet other marketers in my field and learn the newest trends based on industry. | 10/16/2015 11:45 AM |
| 40 | Most are general overviews of certain concepts- would like smaller workshops that dive deeper into specific topics | 10/16/2015 11:15 AM |
| 41 | More visibility into what is offered | 10/16/2015 10:44 AM |

Q11 In the last year, have you attended a marketing communications-related professional development or continuing education offering?

Answered: 77 Skipped: 2



| Answer Choices | Responses | |
|------------------------------|-----------|----|
| Yes | 45.45% | 35 |
| No | 54.55% | 42 |
| Total Respondents: 77 | | |

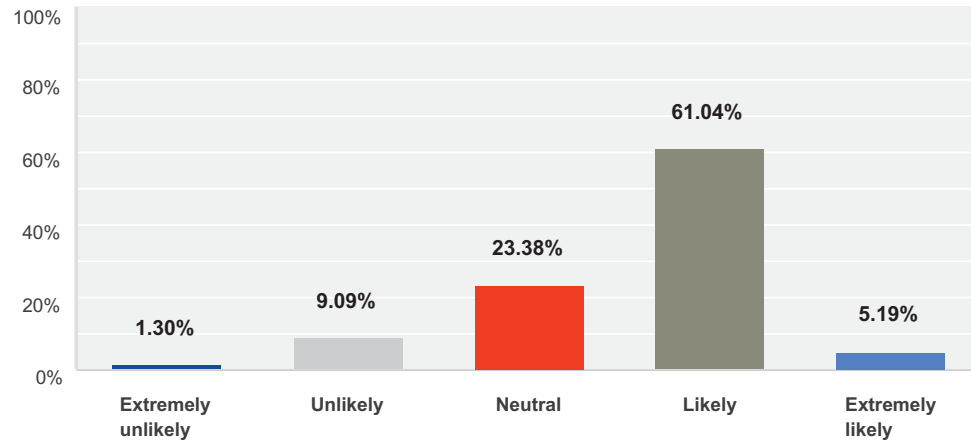
| # | If yes, please identify the organization, institution, or association that hosted it | Date |
|----|--|---------------------|
| 1 | KCDMA | 10/23/2015 6:30 PM |
| 2 | University of Kansas | 10/23/2015 4:08 PM |
| 3 | IMC MSJ at KU Edwards | 10/23/2015 12:24 PM |
| 4 | AMA, KCSAE, University of Kansas | 10/23/2015 9:36 AM |
| 5 | CASE | 10/22/2015 7:15 PM |
| 6 | CE at JCCC | 10/22/2015 5:38 PM |
| 7 | Kansas City Direct Marketing Association | 10/22/2015 4:12 PM |
| 8 | PR News conference | 10/22/2015 1:52 PM |
| 9 | KCIABC, AMA, SMCKC | 10/22/2015 1:45 PM |
| 10 | KU Edwards Campus | 10/22/2015 1:17 PM |
| 11 | Webinars from a number of places | 10/22/2015 12:23 PM |
| 12 | SMC, PRSA | 10/22/2015 11:19 AM |
| 13 | PRSA, IABC, SMPS, Social Media Club | 10/20/2015 8:05 PM |
| 14 | United Way Worldwide | 10/20/2015 3:56 PM |
| 15 | Enterprise Bank Enterprise University | 10/20/2015 2:17 PM |
| 16 | SHSMD, KCHCS | 10/20/2015 7:47 AM |
| 17 | Public Relations group | 10/19/2015 10:17 PM |

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|----|--|---------------------|
| 18 | SHSMD (American Hospital Association) | 10/19/2015 9:07 PM |
| 19 | My company sponsored trainings, 4As webinars | 10/19/2015 8:39 PM |
| 20 | KC ad association | 10/19/2015 8:33 PM |
| 21 | Attend several industry conferences- Marketing Executives Group | 10/19/2015 7:24 PM |
| 22 | Direct Marketing Association | 10/19/2015 7:17 PM |
| 23 | Kansas School Public Relations Association | 10/19/2015 6:07 PM |
| 24 | Content Marketing Institute | 10/19/2015 6:01 PM |
| 25 | My agency regularly holds continuing education courses for our employees. | 10/19/2015 6:01 PM |
| 26 | Mid America Regional Council RAPIO Group | 10/19/2015 5:54 PM |
| 27 | ANA, AMA | 10/19/2015 5:36 PM |
| 28 | National School Public Relations Association | 10/19/2015 4:58 PM |
| 29 | KCDMA | 10/19/2015 1:52 PM |
| 30 | AAF-KC, AMA-KC, DMA-KC, VML, | 10/19/2015 10:46 AM |
| 31 | Public Radio Program Directors conference | 10/16/2015 9:34 PM |
| 32 | American Marketing Association, International Association of Business Communicators, KC Direct Marketing Association | 10/16/2015 11:45 AM |
| 33 | IABC's Business Communicators' Summit | 10/16/2015 11:15 AM |
| 34 | AAF-KC, Social Media Club of Kansas City | 10/16/2015 11:10 AM |
| 35 | Tradeshaw | 10/16/2015 10:44 AM |

Q12 What is the likelihood that you would attend a continuing education session in marketing communications if offered at an accredited academic institution?

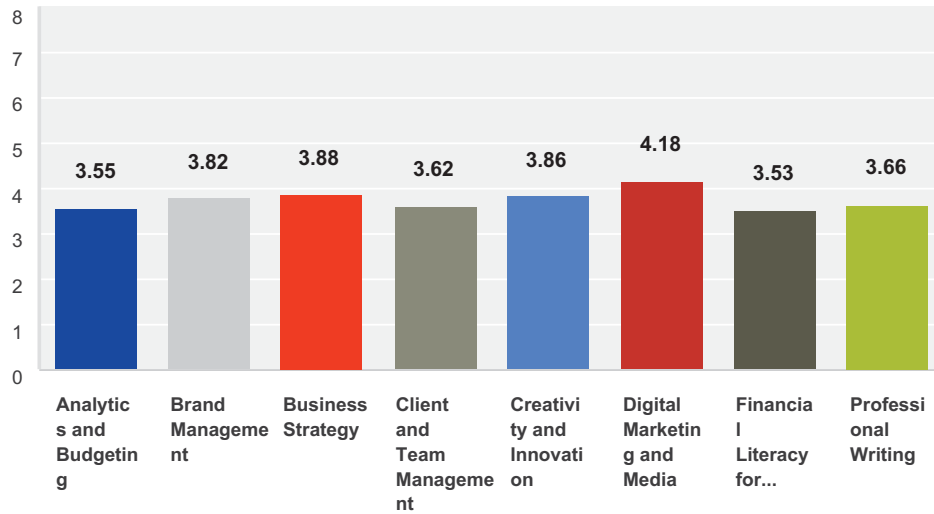
Answered: 77 Skipped: 2



| Answer Choices | Responses | |
|--------------------|-----------|-----------|
| Extremely unlikely | 1.30% | 1 |
| Unlikely | 9.09% | 7 |
| Neutral | 23.38% | 18 |
| Likely | 61.04% | 47 |
| Extremely likely | 5.19% | 4 |
| Total | | 77 |

Q13 In what subject areas would you or your company pay for you to take an advanced level workshop series for continuing education or professional development?

Answered: 76 Skipped: 3

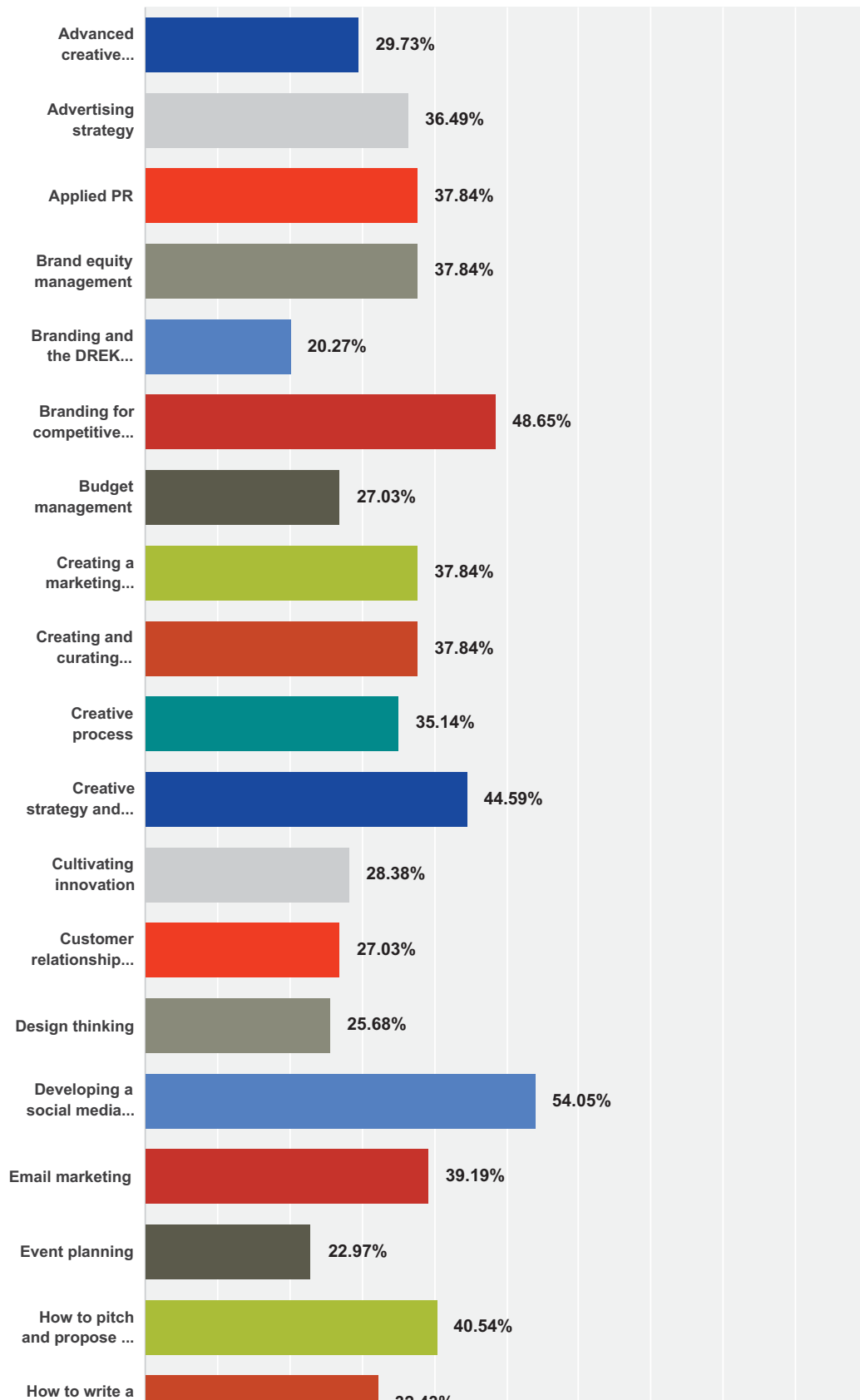


| | Totally unacceptable | Unacceptable | Neutral | Acceptable | Perfectly acceptable | Total |
|----------------------------------|----------------------|--------------|--------------|--------------|----------------------|-------|
| Analytics and Budgeting | 2.63% 2 | 7.89% 6 | 38.16% 29 | 34.21% 26 | 17.11% 13 | 76 |
| Brand Management | 1.32% 1 | 10.53% 8 | 19.74% 15 | 42.11% 32 | 26.32% 20 | 76 |
| Business Strategy | 1.32% 1 | 5.26% 4 | 21.05% 16 | 48.68% 37 | 23.68% 18 | 76 |
| Client and Team Management | 1.32% 1 | 14.47% 11 | 30.26% 23 | 28.95% 22 | 25.00% 19 | 76 |
| Creativity and Innovation | 2.63% 2 | 7.89% 6 | 22.37% 17 | 35.53% 27 | 31.58% 24 | 76 |
| Digital Marketing and Media | 1.32% 1 | 2.63% 2 | 13.16% 10 | 42.11% 32 | 40.79% 31 | 76 |
| Financial Literacy for Marketers | 2.63% 2 | 10.53% 8 | 36.84% 28 | 31.58% 24 | 18.42% 14 | 76 |
| Professional Writing | 1.32% 1 | 11.84% 9 | 31.58% 24 | 30.26% 23 | 25.00% 19 | 76 |

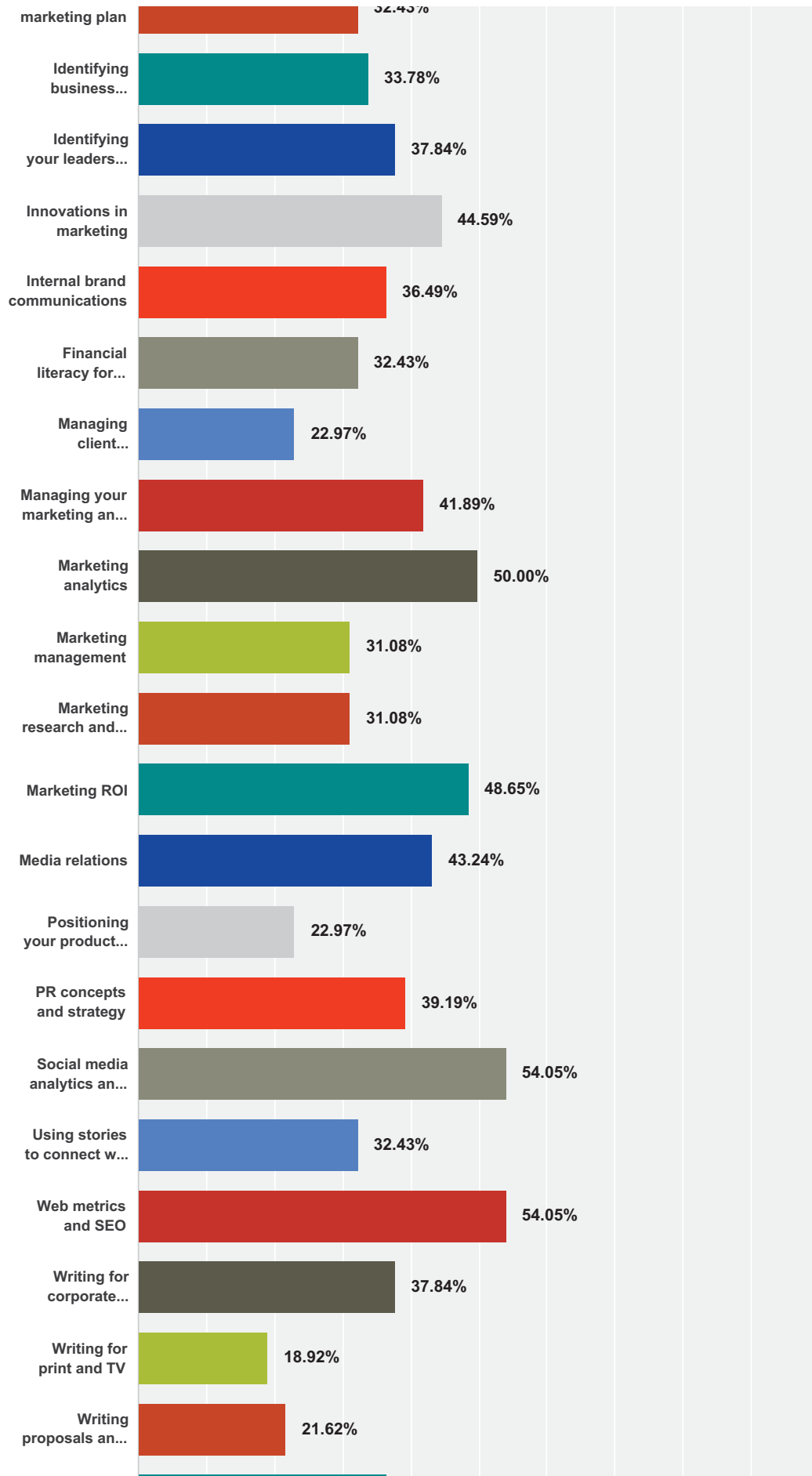
| # | Other (please specify) | Date |
|---|---|--------------------|
| 1 | Digital Marketing | 10/22/2015 5:40 PM |
| 2 | Media Management in Social Era | 10/22/2015 1:47 PM |
| 3 | "Professional Writing"? Enough with the meaningless jargon. | 10/20/2015 2:04 PM |
| 4 | Content Marketing, Content Strategy | 10/19/2015 6:03 PM |

Q14 Please check all topics that you would be interested in learning more about:

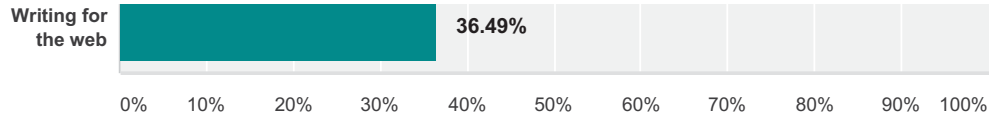
Answered: 74 Skipped: 5



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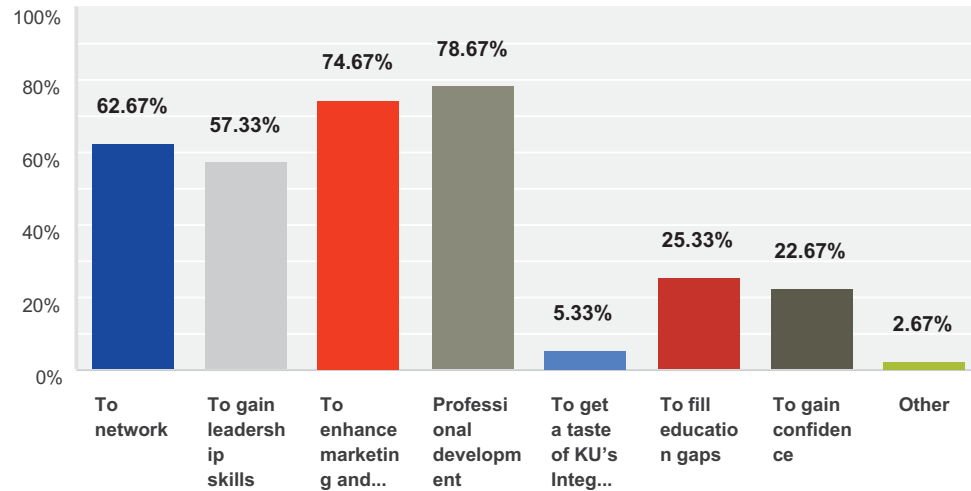
| Answer Choices | Responses | |
|---|-----------|----|
| Advanced creative concepts | 29.73% | 22 |
| Advertising strategy | 36.49% | 27 |
| Applied PR | 37.84% | 28 |
| Brand equity management | 37.84% | 28 |
| Branding and the DREK process | 20.27% | 15 |
| Branding for competitive advantage | 48.65% | 36 |
| Budget management | 27.03% | 20 |
| Creating a marketing budget | 37.84% | 28 |
| Creating and curating content | 37.84% | 28 |
| Creative process | 35.14% | 26 |
| Creative strategy and execution | 44.59% | 33 |
| Cultivating innovation | 28.38% | 21 |
| Customer relationship management | 27.03% | 20 |
| Design thinking | 25.68% | 19 |
| Developing a social media plan and content calendar | 54.05% | 40 |
| Email marketing | 39.19% | 29 |
| Event planning | 22.97% | 17 |
| How to pitch and propose the big idea | 40.54% | 30 |
| How to write a marketing plan | 32.43% | 24 |
| Identifying business challenges/opportunities | 33.78% | 25 |
| Identifying your leadership style | 37.84% | 28 |
| Innovations in marketing | 44.59% | 33 |
| Internal brand communications | 36.49% | 27 |
| Financial literacy for marketers | 32.43% | 24 |
| Managing client expectations | 22.97% | 17 |
| Managing your marketing and communications team | 41.89% | 31 |
| Marketing analytics | 50.00% | 37 |
| Marketing management | 31.08% | 23 |
| Marketing research and analysis | 31.08% | 23 |

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| | | |
|---|--------|----|
| Marketing ROI | 48.65% | 36 |
| Media relations | 43.24% | 32 |
| Positioning your product and product line | 22.97% | 17 |
| PR concepts and strategy | 39.19% | 29 |
| Social media analytics and monitoring | 54.05% | 40 |
| Using stories to connect with an audience | 32.43% | 24 |
| Web metrics and SEO | 54.05% | 40 |
| Writing for corporate communications | 37.84% | 28 |
| Writing for print and TV | 18.92% | 14 |
| Writing proposals and RFPs | 21.62% | 16 |
| Writing for the web | 36.49% | 27 |
| Total Respondents: 74 | | |

Q15 Which of the following reasons would compel you to attend a higher level marketing communications-related session? Please select all that apply.

Answered: 75 Skipped: 4

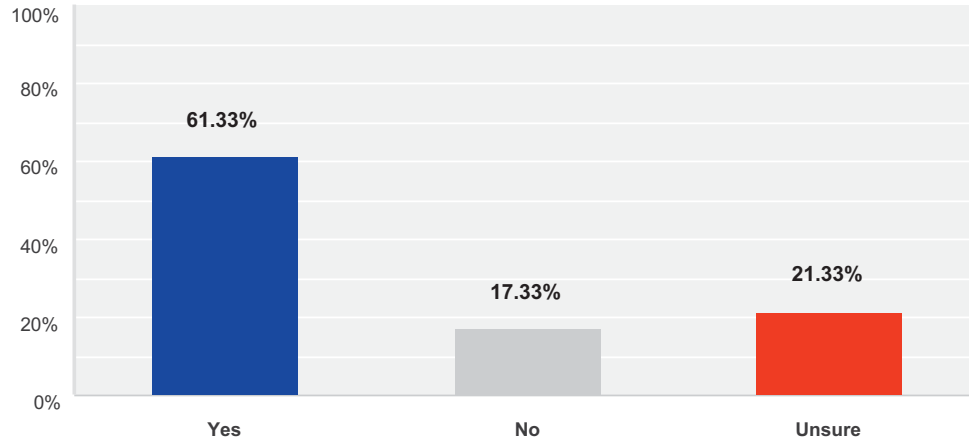


| Answer Choices | Responses |
|---|-----------|
| To network | 62.67% 47 |
| To gain leadership skills | 57.33% 43 |
| To enhance marketing and communication expertise | 74.67% 56 |
| Professional development | 78.67% 59 |
| To get a taste of KU's Integrated Marketing Communications (IMC) graduate program | 5.33% 4 |
| To fill education gaps | 25.33% 19 |
| To gain confidence | 22.67% 17 |
| Other | 2.67% 2 |
| Total Respondents: 75 | |

| # | (please specify) | Date |
|---|--|---------------------|
| 1 | To learn new stories; and you never know ... if I learn something today, it may be valuable years from now ... you never know. | 10/20/2015 7:50 AM |
| 2 | Low fees | 10/19/2015 10:22 PM |
| 3 | I might send one of my employees | 10/19/2015 5:02 PM |

Q16 Does your employer pay/reimburse for professional development and/or continuing education?

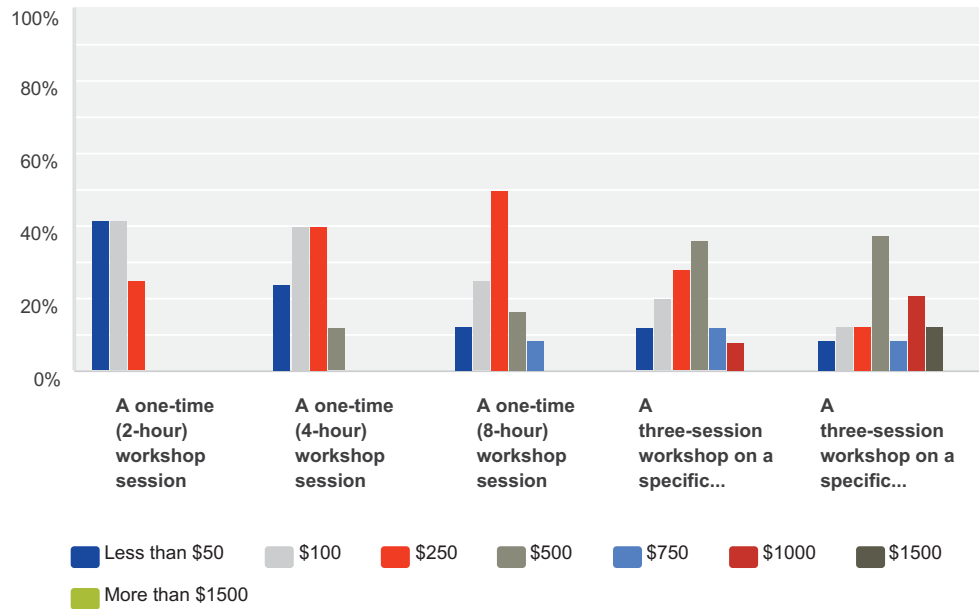
Answered: 75 Skipped: 4



| Answer Choices | Responses | |
|----------------|-----------|-----------|
| Yes | 61.33% | 46 |
| No | 17.33% | 13 |
| Unsure | 21.33% | 16 |
| Total | | 75 |

Q17 What do you think you or your employer would be willing to pay out-of-pocket for the following?

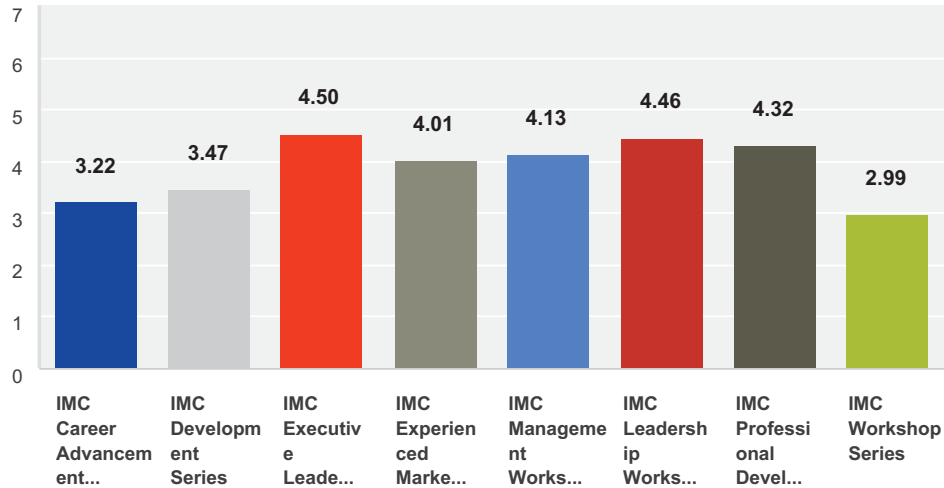
Answered: 25 Skipped: 54



| | Less than \$50 | \$100 | \$250 | \$500 | \$750 | \$1000 | \$1500 | More than \$1500 | Total Respondents |
|---|----------------|--------------|--------------|-------------|-------------|-------------|-------------|------------------|-------------------|
| A one-time (2-hour) workshop session | 41.67% 10 | 41.67% 10 | 25.00% 6 | 0.00% 0 | 0.00% 0 | 0.00% 0 | 0.00% 0 | 0.00% 0 | 24 |
| A one-time (4-hour) workshop session | 24.00% 6 | 40.00% 10 | 40.00% 10 | 12.00% 3 | 0.00% 0 | 0.00% 0 | 0.00% 0 | 0.00% 0 | 25 |
| A one-time (8-hour) workshop session | 12.50% 3 | 25.00% 6 | 50.00% 12 | 16.67% 4 | 8.33% 2 | 0.00% 0 | 0.00% 0 | 0.00% 0 | 24 |
| A three-session workshop on a specific topic (total approx. 9 hours of instruction) | 12.00% 3 | 20.00% 5 | 28.00% 7 | 36.00% 9 | 12.00% 3 | 8.00% 2 | 0.00% 0 | 0.00% 0 | 25 |
| A three-session workshop on a specific topic (total of approx. 24 hours of instruction) | 8.33% 2 | 12.50% 3 | 12.50% 3 | 37.50% 9 | 8.33% 2 | 20.83% 5 | 12.50% 3 | 0.00% 0 | 24 |

Q18 If the University of Kansas School of Journalism’s Integrated Marketing Communications (IMC) program were to offer an IMC continuing education workshop series, which name is most appealing to you? (Please rank, 1= Least appealing, 7=Most appealing)

Answered: 72 Skipped: 7



| | 1 - Least appealing | 2 | 3 | 4 | 5 | 6 | 7 - Most appealing | Total | Weighted Average |
|---|---------------------|--------------|--------------|--------------|--------------|--------------|--------------------|-------|------------------|
| IMC Career Advancement Workshop Series | 25.00% 18 | 22.22% 16 | 9.72% 7 | 15.28% 11 | 12.50% 9 | 6.94% 5 | 8.33% 6 | 72 | 3.22 |
| IMC Development Series | 22.22% 16 | 19.44% 14 | 15.28% 11 | 11.11% 8 | 11.11% 8 | 5.56% 4 | 15.28% 11 | 72 | 3.47 |
| IMC Executive Leadership Workshop Series | 11.11% 8 | 12.50% 9 | 6.94% 5 | 15.28% 11 | 18.06% 13 | 11.11% 8 | 25.00% 18 | 72 | 4.50 |
| IMC Experienced Marketing Professionals Workshop Series | 19.44% 14 | 5.56% 4 | 15.28% 11 | 18.06% 13 | 9.72% 7 | 19.44% 14 | 12.50% 9 | 72 | 4.01 |
| IMC Management Workshop Series | 12.50% 9 | 6.94% 5 | 20.83% 15 | 16.67% 12 | 13.89% 10 | 16.67% 12 | 12.50% 9 | 72 | 4.13 |
| IMC Leadership Workshop Series | 8.33% 6 | 8.33% 6 | 16.67% 12 | 13.89% 10 | 18.06% 13 | 18.06% 13 | 16.67% 12 | 72 | 4.46 |
| IMC Professional Development Workshop Series | 6.94% 5 | 5.56% 4 | 20.83% 15 | 19.44% 14 | 19.44% 14 | 18.06% 13 | 9.72% 7 | 72 | 4.32 |
| IMC Workshop Series | 34.72% 25 | 13.89% 10 | 13.89% 10 | 12.50% 9 | 12.50% 9 | 5.56% 4 | 6.94% 5 | 72 | 2.99 |

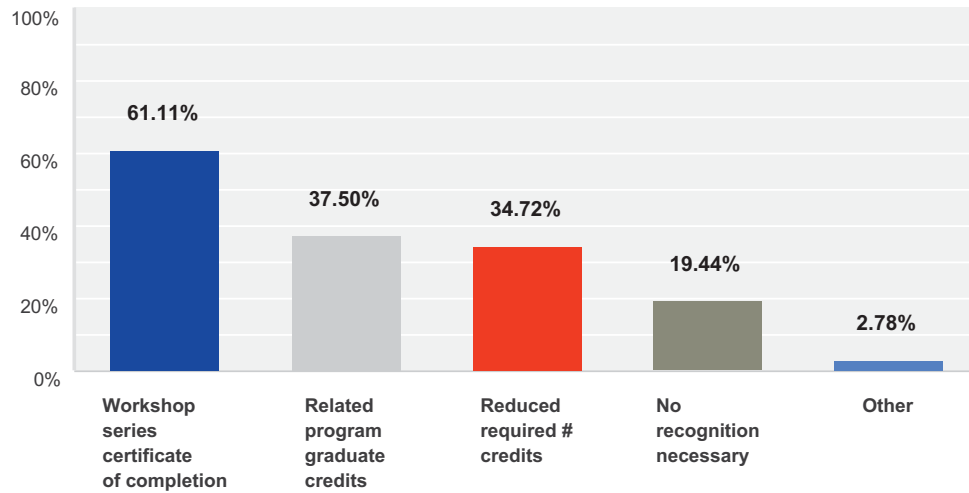
| # | Other (please specify) | Date |
|---|---|--------------------|
| 1 | No suggestions | 10/23/2015 6:42 PM |
| 2 | Career Advancement | 10/22/2015 1:49 PM |
| 3 | Specialized series (secondary audiences, database management, managing up / upper management) | 10/19/2015 8:46 PM |

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| | | |
|---|---|---------------------|
| 4 | IMC Leadership in Marketing | 10/19/2015 7:56 PM |
| 5 | Some without IMC? | 10/19/2015 6:58 PM |
| 6 | IMC Digital Workshop Series | 10/19/2015 6:05 PM |
| 7 | na | 10/19/2015 1:57 PM |
| 8 | Something more creative? These seem very academic and a little unexciting | 10/16/2015 11:50 AM |

Q19 What kind of recognition for completing a continuing education series do you feel would be appropriate?

Answered: 72 Skipped: 7



| Answer Choices | Responses |
|---|-----------|
| Workshop series certificate of completion | 61.11% 44 |
| Related program graduate credits | 37.50% 27 |
| Reduced required # credits | 34.72% 25 |
| No recognition necessary | 19.44% 14 |
| Other | 2.78% 2 |
| Total Respondents: 72 | |

| # | For Other (please specify) | Date |
|---|--|--------------------|
| 1 | Doesn't apply to me at this late stage in my career. I am a one-person PR firm, started in 1992. | 10/23/2015 6:42 PM |
| 2 | Letter for employer | 10/19/2015 8:46 PM |
| 3 | na | 10/19/2015 1:57 PM |

Citations

“Let us never be betrayed into saying we have finished our education; because that would mean we had stopped growing.”

— Julia H. Gulliver

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University of Kansas Professional and Continuing Education Integrated Marketing Communications Workshop Series

Presented by:

Evelyn Burns, Jenny Matkovich, Lindsay Santee

THE UNIVERSITY OF
KU KANSAS
Edwards Campus

“

*Education is more than a
luxury; it is a responsibility
that society owes to itself.*

”

— Robin Cook

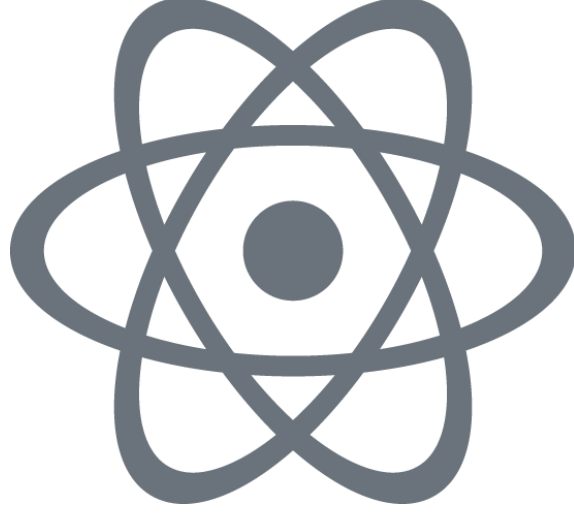
Marketing Communications Plan

- Purpose
- Opportunity, including
 - Holes in the market
 - Goals for KUPCE/IMC
- Challenges
- SWOT
- Our Audience
- Insights from Research
- Recommendations

Purpose

Answering Our Research Questions:

1. Is an University of Kansas Integrated Marketing Communications (IMC) Continuing and Professional Education workshop series viable?
2. Who is the audience and what does the audience want?
3. How should the workshop series be marketed?

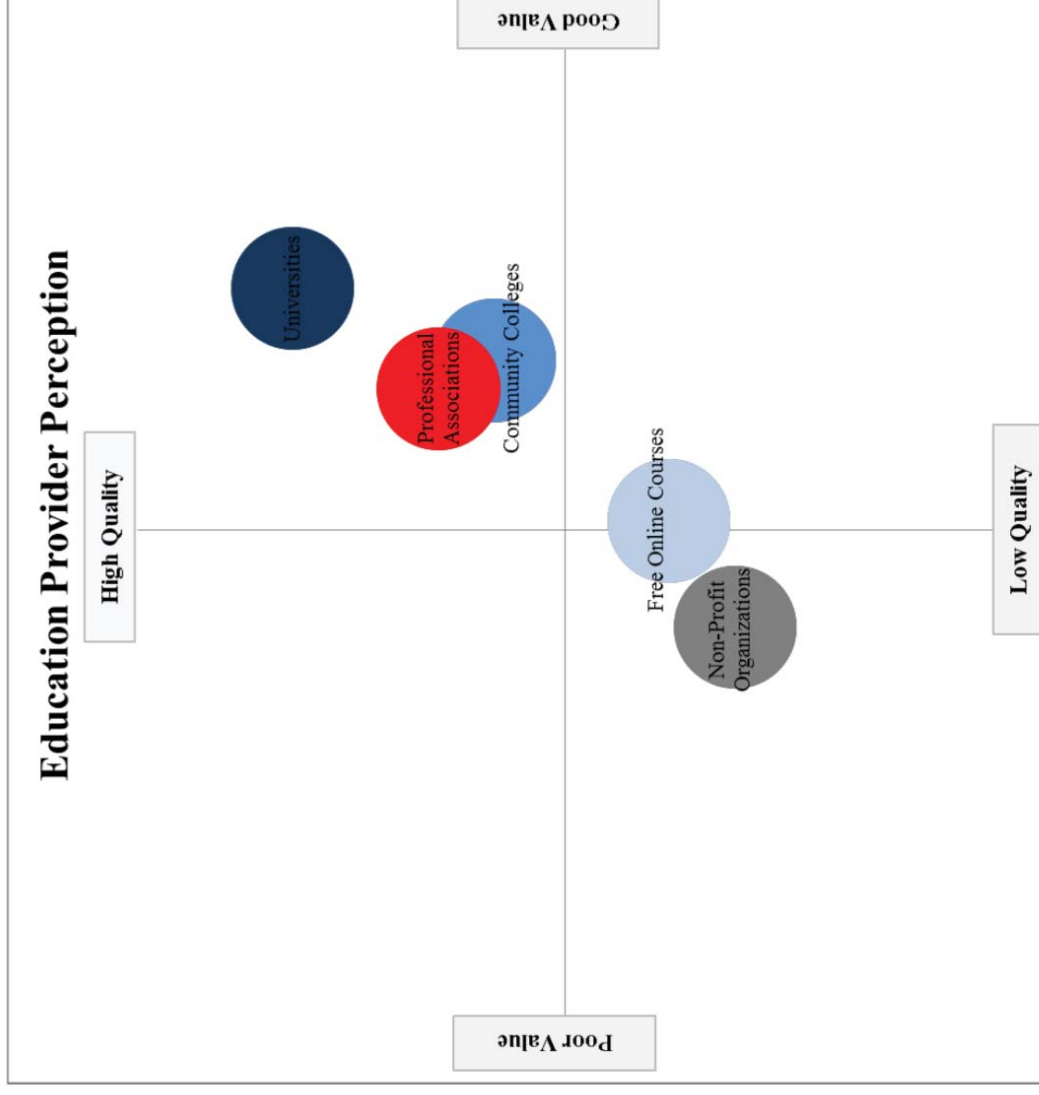


The Opportunity at Hand

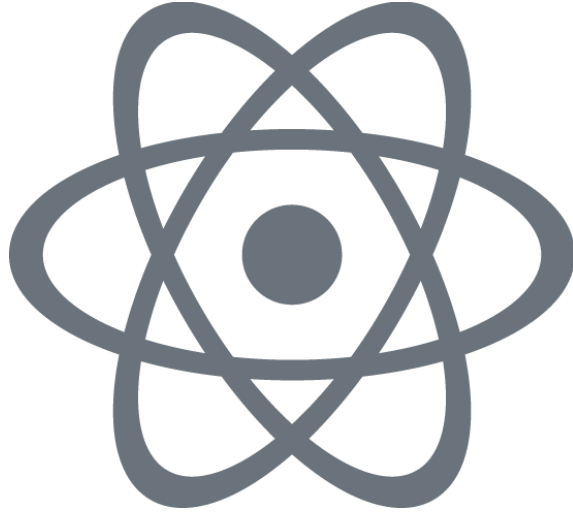
- Around 16 million American adults are enrolled in some sort of educational or training services program
- Business & leadership skills topped the list of development priorities
- Organizations with professional training & development budgets have grown
 - Corporations spent on average \$1,847 per employee
 - Total annual spending was around \$150 billion



Opportunity: Holes in the Market



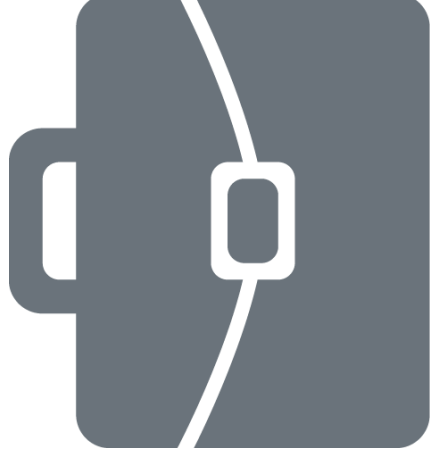
Mutually Beneficial Goals for KUPCE/IMC Partnership



- To develop a continuing education offering that provides quality professional development and continuing education to enrich the community
- To produce programming that is financially sustainable and ideally lucrative
- To increase awareness and enrollment in the University of Kansas IMC graduate program

“Learn it tonight, use it tomorrow!”

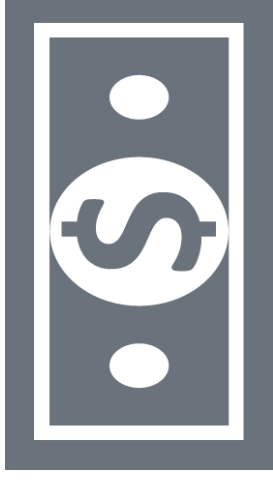
Extend this promise to more working KC marketing and communications professionals with the IMC Leadership Workshop Series.



Together both the KUPCE & the KU IMC graduate program’s continuing education curriculum will provide world-class education for local marketing professionals to grow, learn, and network, both personally and professionally.

Challenges - What We're Up Against

- Adult continuing education funding for non-degree seeking, university-based education has been cut by 40 percent nationally.
- Online education offers unlimited & low-cost or no-cost participation & interactive forums for collaboration between students & professors.



| STRENGTHS | WEAKNESSES |
|--|---|
| <ul style="list-style-type: none"> • Experience in offering classes online and in-person • Access to KU facilities, staff, faculty and departments • Extensive alumni network | <ul style="list-style-type: none"> • Cautious regarding change in educational programming • Large organizations can have a nature tendency to be risk averse • Access to technical expertise to create superior online educational content |
| OPPORTUNITIES | THREATS |
| <ul style="list-style-type: none"> • New awareness & personal affiliation with KU • Revenue generation • Forge new relationships by engaging with KC metro businesses & leaders • Strengthen partnerships with industry professional organizations | <ul style="list-style-type: none"> • Extensive online marketing education opportunities • Free & low-cost learning opportunities through local organizations • The economy • Potential attendees time restrictions • Potential attendees and/or employers' lack money for continuing education |

National/Outside the KC Metro In-Person CE

Northwestern University's IMC Master's Program
The University of Chicago Integrated Marketing Certificate Program
The NYU School of Professional Studies' career advancement courses in marketing and public relations

eMarketing Association
Harvard Extension School's
Marketing Management
Certificate
Depaul's IMC Integrated
Marketing Communications
Certificate Program

American Association of Advertising Agencies
American Marketing Association
International Association of Business Communicators
Public Relations Society of America
Direct Marketing Association
Business Marketing Association
Social Media Club
The eMarketing Association

West Virginia University's IMC Graduate Certificate
National Seminars
SkillPath Seminars
Coursea
EdX
Udacity

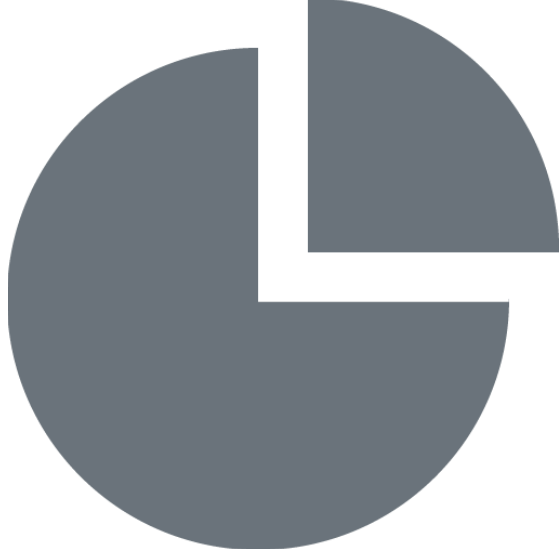
Duke's Digital Media and Marketing Certificate

Johnson County Community College
Fred Pryor Seminars

KC Metro In- Person CE

Online CE

Concentrated Targeting



Primary

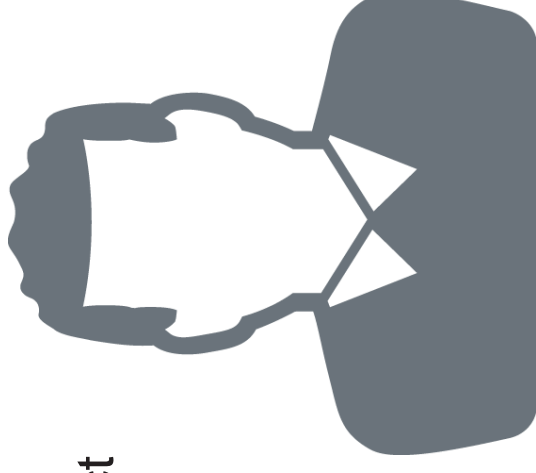
- **KU alumni**
- Mid-to-senior level professionals
- Professionals in the marketing and communications field
- Resides within the Kansas City metropolitan area

Secondary

- **No prior affiliation with KU**
- Mid-to-senior level professionals
- Professionals in the marketing and communications field
- Resides within the Kansas City metropolitan area

Meet Jonathan

- Degree from KU
- Communications Specialist
- Works in the Kansas City Crossroads Arts District
- Lives in Mission, Kan.
 - Newly married with no children
- **Barriers:**
 - Time: Travels often for work and newly married
 - Money: Recently purchased a house
- **Desires:**
 - Advanced training preferred to position him for senior level roles
 - Building resume and expanding professional network



Meet Margaret

- Holds an MBA not from KU
- Mid-level manager seeking a career change
- Lives in Olathe and works in Corporate Woods
 - Married with two kids
- Used professional association network to land current position

Barriers:

- Worried about work-life balance
- Lacks knowledge of KU Edwards Campus offerings

Desires:

- To position her for a career change
- To network with other professionals in the marketing & communications field
- Education is needed to refresh skills



Interviews

Phil Bressler, Owner/ Partner of Muller Bressler Brown and Lecturer at the University of Kansas

- *“KU should stand alone in offering the IMC workshop series, especially at first. The more parties that are involved, the more confusing it is.”*

Stacey Dickson, President of KCIABC

- *“The biggest thing is affordability. We’ve tried a few workshops and haven’t had great success because they were too expensive for people.”*

Matt King, President of KCDMA and owner of King Marketing Group

- *“Specialized topics always receive more attendees. Copy writing, content, data analytics- anything specialized.”*



Focus Group

Associations

- *“Content is very heavily focused on case studies in organization workshops and that isn’t attractive to me.”*

Content

- *“People stay current using YouTube, online content. It would have to be something structured.”*
- *“Some people have a hard time learning online, that isn’t appealing to me.”*

Format

- *“I expect to be fed and offered coffee and snacks, but regardless the quality of program also plays into cost.”*



Survey Distribution

- Emailed surveys to 113 KU Journalism graduates
- Emailed surveys to 45 current IMC graduate students
- Shared surveys on social media



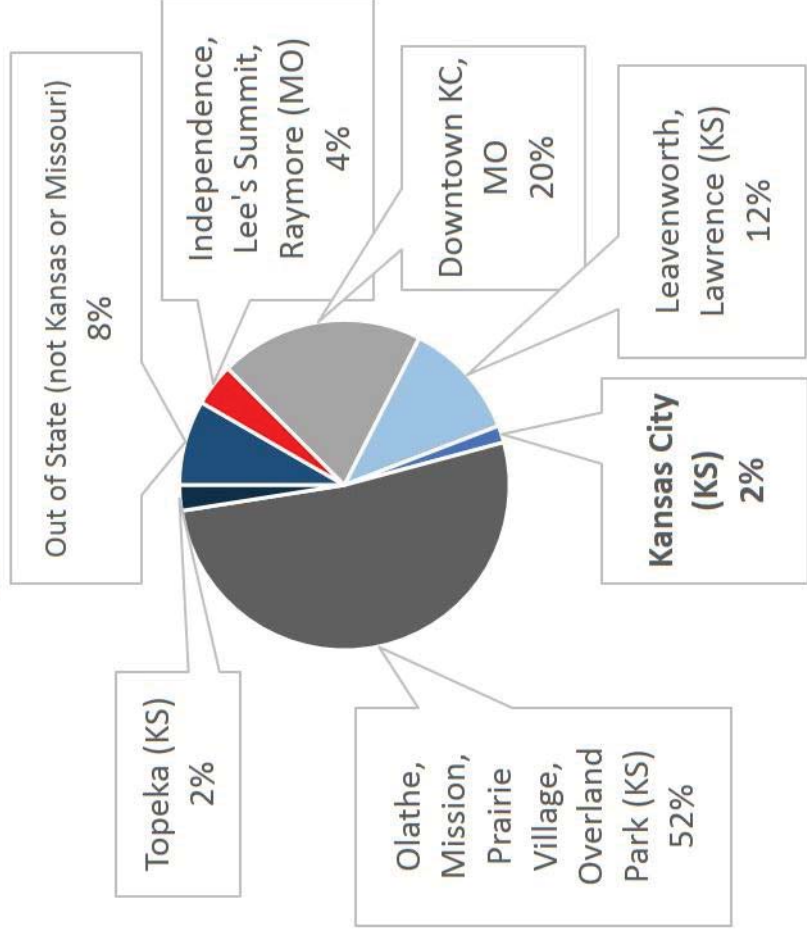
SurveyMonkey®



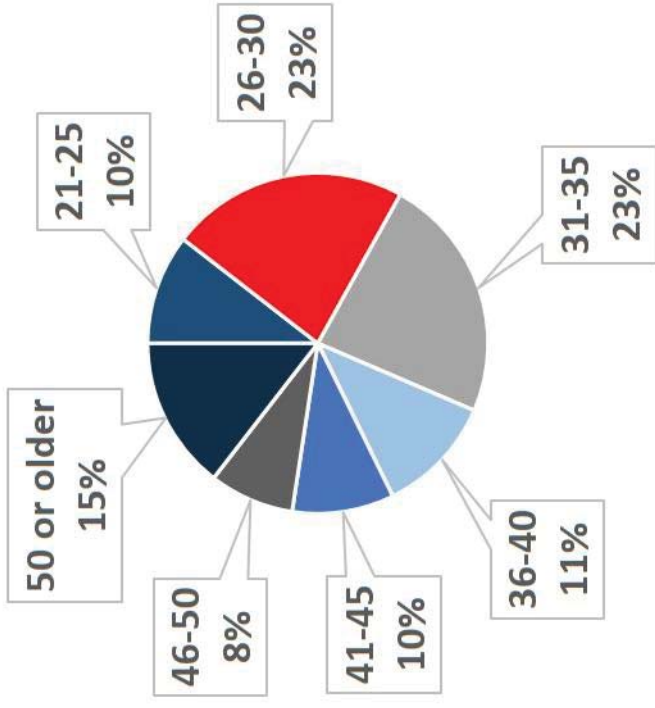
131 Responses Received Overall

Survey Respondents Demographics

Where Respondents Live

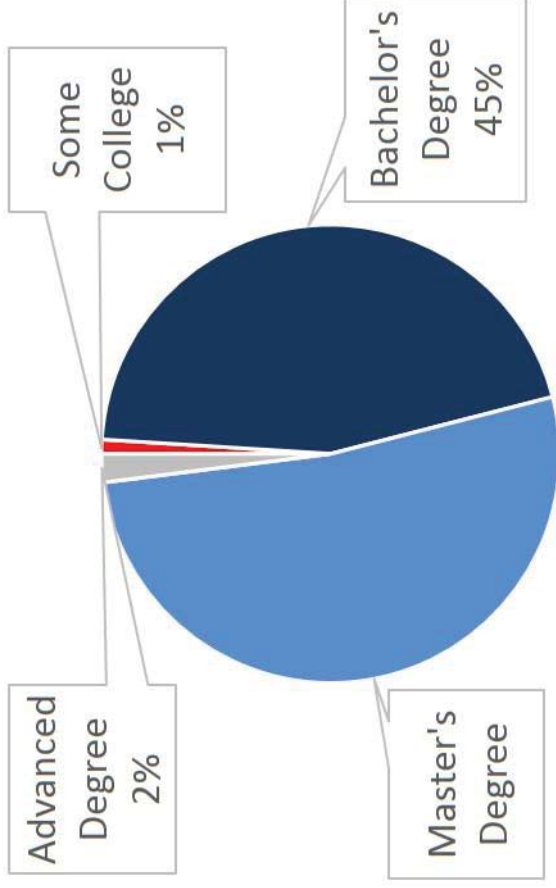


Ages of Respondents

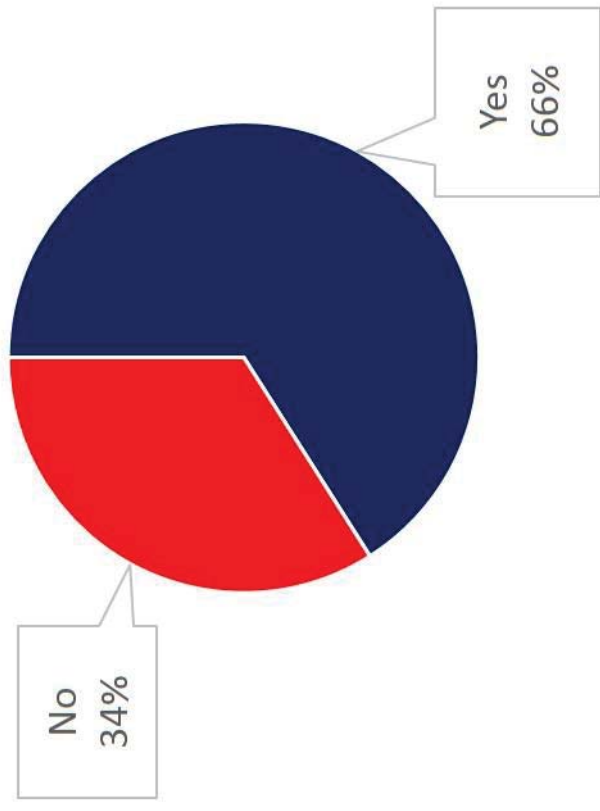


Survey Respondents Demographics

Highest Education Level

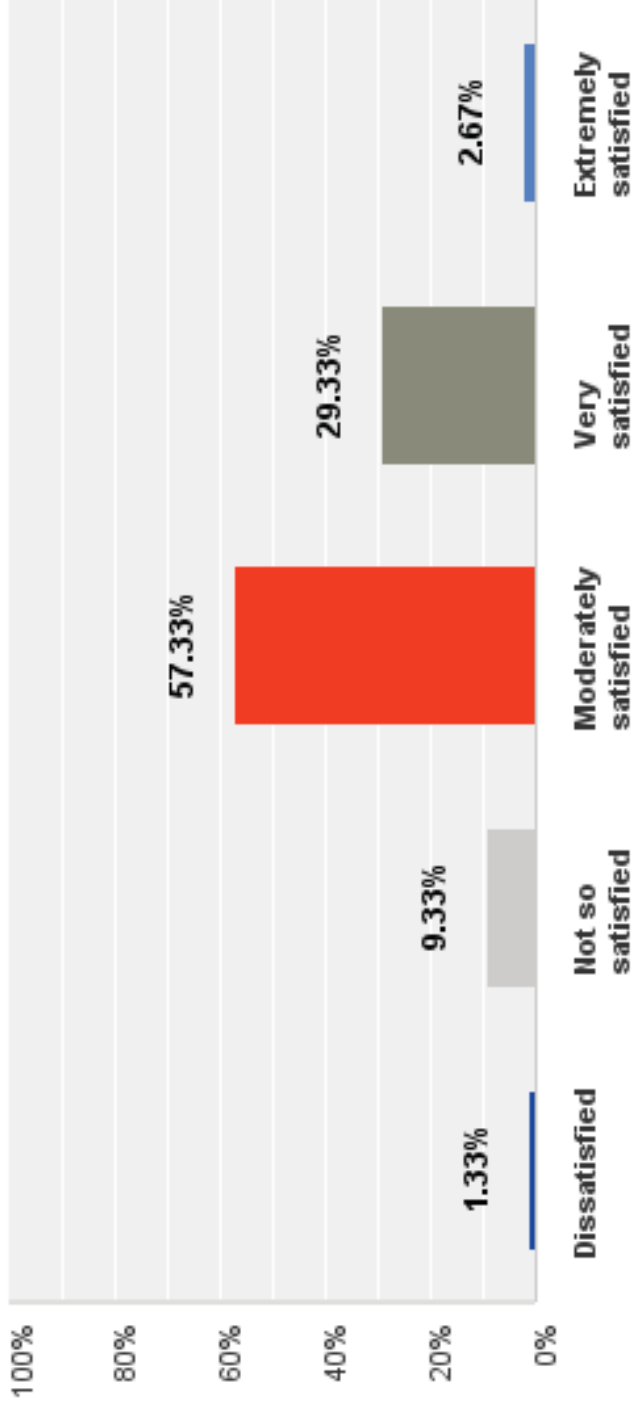


Respondents who attended the KU William Allen White School of Journalism

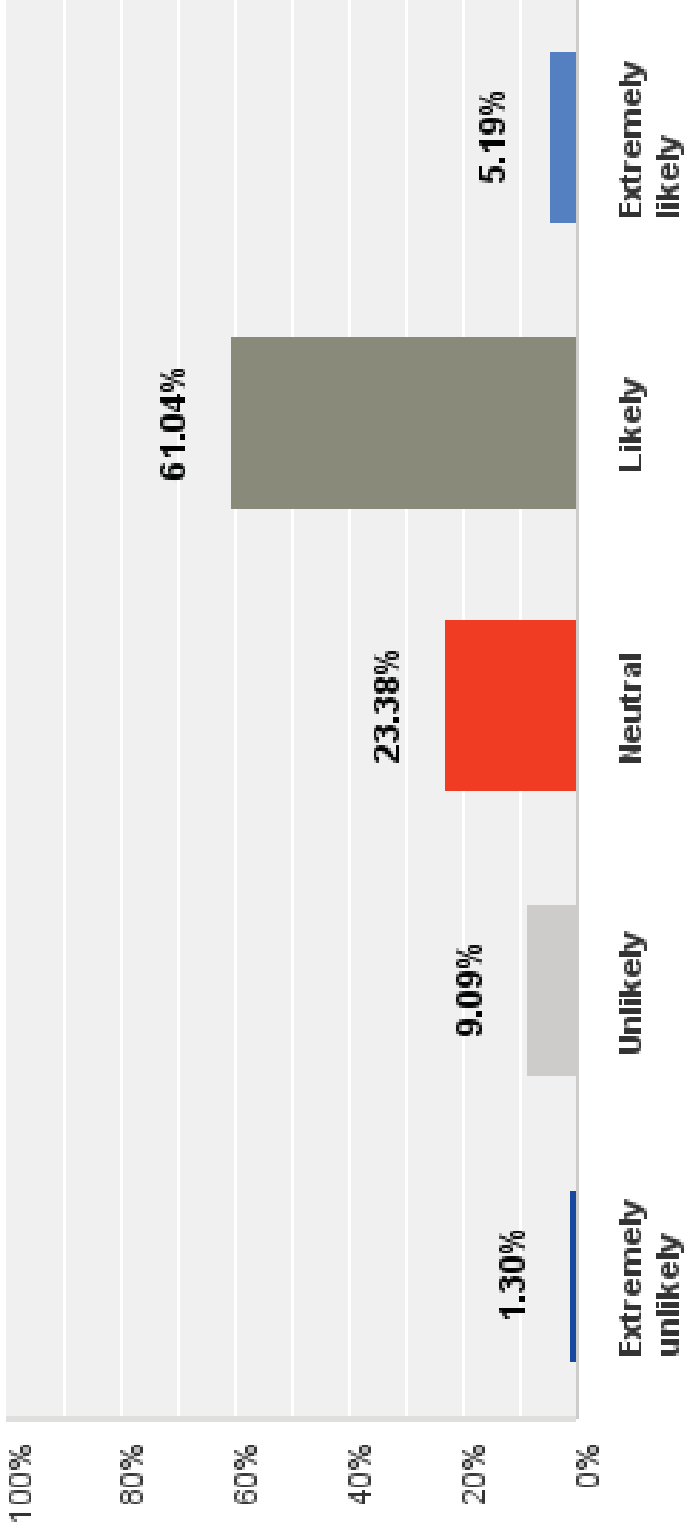


The Data Shows

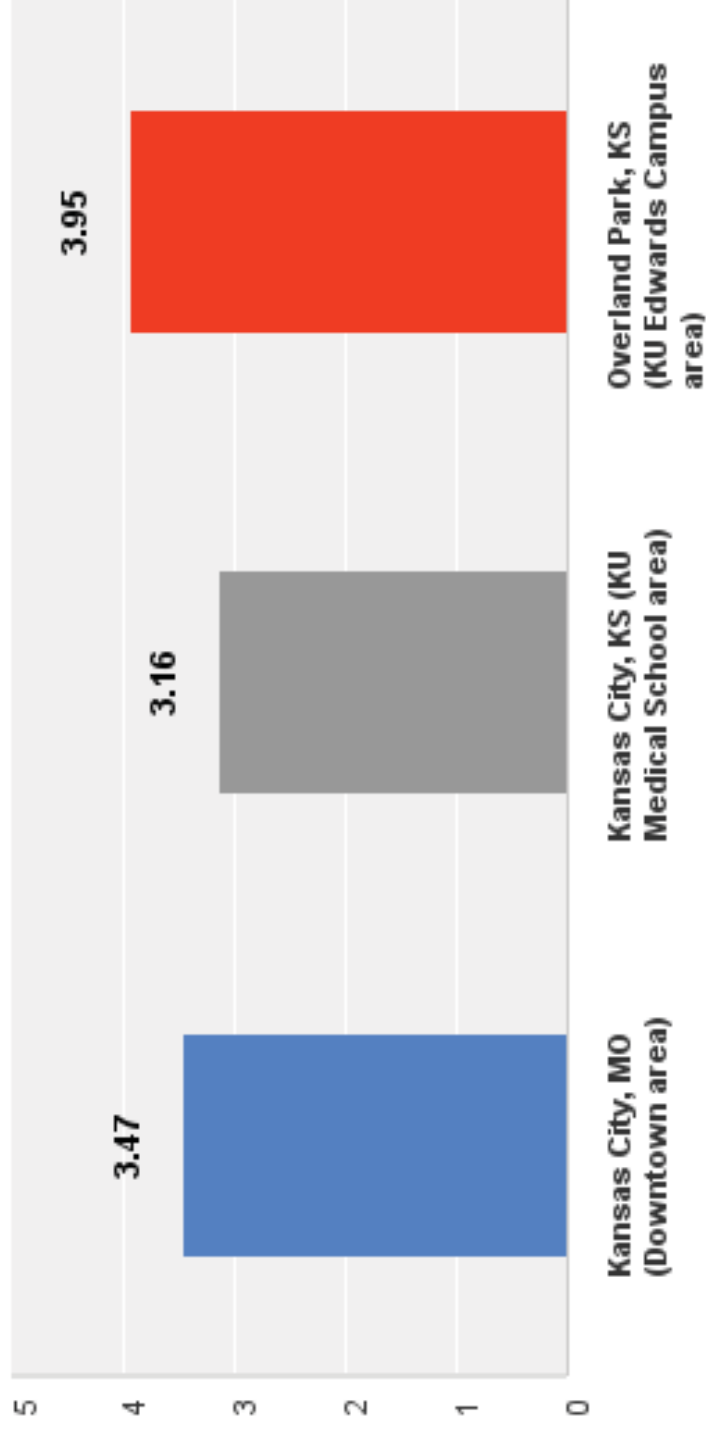
How satisfied are you with current continuing education and/or professional development offering in the marketing and communication field?



What is the likelihood that you would attend a continuing education session in marketing communication if offered at an accredited academic institution?



How likely would you attend a workshop in one of the areas below?



Respondents are Willing to Pay:

\$100 or less for a one-time, 2-hour workshop session

\$100 to \$250 for a one-time, 4-hour workshop session

\$250 for a one-time, 8-hour workshop session

\$500 for a 3-session workshop on a specific topic

- Totaling approximately 9 hours of instruction
- Totaling approximately 24 hours of instruction

Respondents' Structure Preferences

Time preference:

- Friday for a full-day education session
- Three hours on a Tuesday weeknight

Frequency preference:

- Once a month for one session
- Once a quarter

Location preference:

- A local education institution in Overland Park

What Compels the Audience to Attend CE Offerings

1. For professional development
2. To enhance marketing and communication expertise
3. To network
4. To gain leadership skills



University of Kansas' IMC Leadership Workshop Series



Digital Marketing and Media

- Developing a social media plan and content calendar
- Social media analytics and monitoring
- Web metrics and SEO
- Marketing analytics

Series discounts

- \$650 for the series, \$175 per session

KU alumni discounts

- \$550 for the series, \$150 per session

The Audience Wants to Learn More About These Topic Areas

The following top three subject areas:

1. Digital marketing and media
2. Business strategy
3. Brand management

Specifically, the audience is interested in learning more about the following topics:

1. Developing a social media plan & content calendar
2. Social media analytics & monitoring
3. Web metrics & SEO
4. Marketing analytics



Phase I Promotion

Create a LinkedIn group

- Provides a forum for future collaboration and promotion

Database of prospective students

- Evaluation should survey attendees on their interest to learn about the KU IMC graduate program

Postcard

- Targeted mailer to distribution list KU already has access to



Phase I Promotion- Social Media

Utilize the following social media accounts:

- KUPCE, IMC graduate program, William Allen White School of Journalism & KU Edwards Campus



KU Edwards Campus

November 6 at 3:16pm · 

Calling all Marketing & Communication professionals for an advanced IMC Leadership Workshop Series. Once a month, four sessions – ONE great opportunity to advance your career!

Integrated Marketing Communications Leadership Workshop Series
EDWARDS.CAMPUS.KU.EDU

An advanced, four-part series in Integrated Marketing Communications is coming to the KU Edwards Campus!

Fitting your busy schedule - 2nd Tuesday from May-August

May 10, 2016 - Developing a social media plan & content calendar

June 14, 2016 - Social media analytics & monitoring

July 12, 2016 - Web metrics & SEO

August 9, 2016 - Marketing analytics

5:30 p.m. to 9:30 p.m.

Register at kupce.ku.edu/IMC

\$650 for the series ▪ \$175 per session

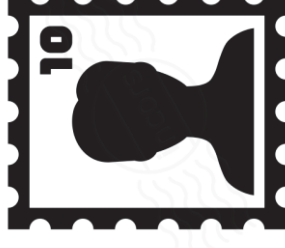
KU Alumni discount ▪ \$550 for the series ▪ \$150 per session

**Individual session registrations available*

Join local marketing and communications professionals at KU's first advanced workshop series on Digital Marketing and Media. Come back to KU for continuing education from experienced University of Kansas professors to enhance your marketing and communications expertise while networking with the area's best and brightest.

Never stop learning with the KU IMC Leadership Series – see you there!

Coordinated by the University of Kansas Professional and Continuing Education department



Learn it tonight, Use it tomorrow!

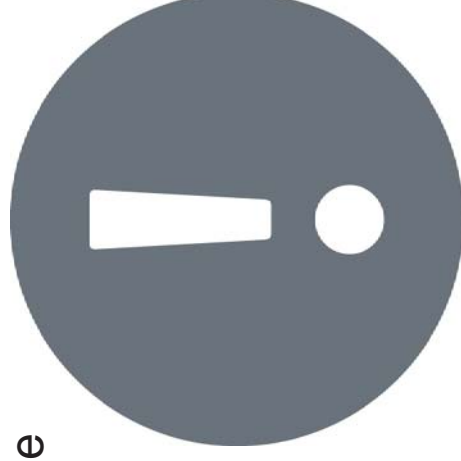
Give yourself a competitive advantage and the networking, confidence, education and skills you need in your career!



Phase I Measurement of Success

Enrich the community

- Evaluation on the session
- Provided professional development
- Enhanced marketing and communication expertise
- Provided sufficient networking
- Developed my leadership skills



Financially sustainable

- 18 total participants
- Assumes 20 percent non-KU

Increases awareness and enrollment

- Within 5 years, two IMC series participants will apply for IMC graduate program
- The evaluation also asks if the attendee would like more information on program

Phase I Budgeting

Break-even

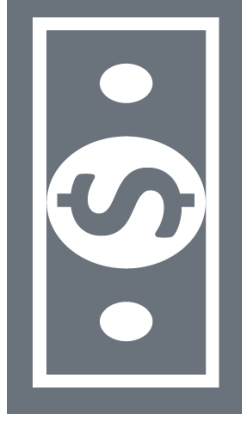
- 18 total participants required
- Budget assumes 20 percent of participants are not KU alumni and will not receive a discount

Marketing & Promotion

- No mailing & email list expenditures

Adding extra value

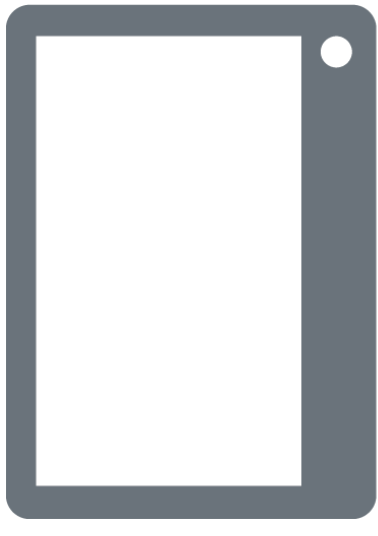
- \$10 for session meal per participant



Phase II: More Emphasis on Digital

Email marketing

- Database service included in budget for years two and three



Facebook Ads

A screenshot of the Facebook Ads targeting interface. It shows a map of the United States with a blue circle highlighting the Overland Park, Kansas area. The interface includes a dropdown menu for "United States" and "Overland Park, Kansas + 25mi". Below the map, there are options to "Include" a country, state/province, city, ZIP, DMA or address. The map shows various locations including Topeka, Lawrence, Lenexa, Overland Park, Kansas City, Lee's Summit, Belton, Gardner, Olathe, Shawnee, Leavenworth, Liberty, and Warrensburg. There are also navigation controls like zoom in (+), zoom out (-), and a "Drop Pin" button.

Fields of Study

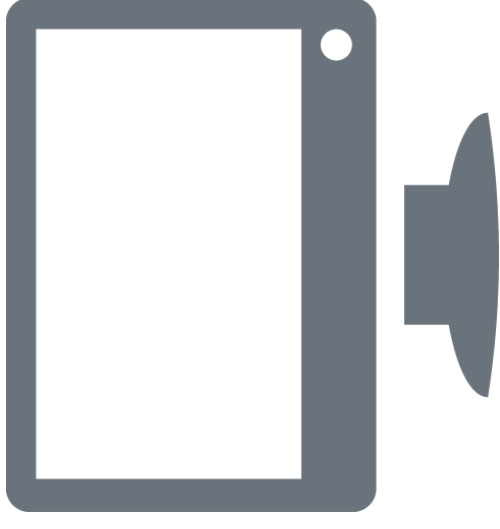
Marketing

Add a field of study...

More Demographics

Reach all the right people

Facebook Ads



Interests ⓘ

Additional Entries

Marketing communications

Business and industry

Marketing

Business and industry > Online

Digital marketing

Search interests | Suggestions | Browse

Connections ⓘ **Advanced Combinations** ▾ ×

People who are connected to ⓘ

American Marketing Association of Kansas City

Phase II Measurement of Success

Metrics

- 10 percent increased enrollment
- Minimum enrollment of 20 attendees
- Continuation: within 5 years, 2 IMC series participants apply



Budget

- Make a profit based on year two budget
- Promotions/marketing expenses increase
- Projections reflect a profit of more than \$6,600

“

*It's essential to keep moving, learning
and evolving for as long as you're here
and this world keeps spinning.*

”

— Rasheed Ogunlaru

Questions?

