



THE UNIVERSITY OF GEORGIA

COLLEGE OF AGRICULTURAL & ENVIRONMENTAL SCIENCES

**The University of Georgia Tifton  
Report  
10.15.09**

DRAFT

## **Executive Summary**

### **Study Purpose**

The University of Georgia Tifton - College of Agriculture and Environmental Sciences conducted this needs assessment to evaluate prospective interest in new Agriculture Baccalaureate transfer programs in southwest Georgia that could be provided by UGA Tifton. The environmental scan report, competitive analysis and marketing/co-marketing partnership plans examine various aspects of the following components of the environment: local, regional and inter-state academic competition for prospective students; measurement of potential interest in new CAES undergraduate degree offerings; student interest in various course delivery methods; prospective student preferences for course scheduling; survey individuals academic vs. employment status, and their need for financial aid. One Hundred and thirty individuals responded to the survey: high school, community college and university students, PT and FT employed individuals within a sixty-mile radius of Tifton.

### **Project Objectives**

The University of Georgia Tifton CAES project reflects the analysis of relevant national, state, regional and local trends and projections that might impact the future of the university. Researching the target audience, trend and competitive analysis provides the data for decisions that will direct university decisions. The key to success of this project is the implementation of the recommendations and 100% commitment to the success of the project.

Summary survey recommendations:

- Develop stronger partnership alignment with ABAC to increase existing transfer programs (Ag Education, and Agriscience and Environmental Sciences) and establish co-marketing strategic campaigns.
- Establish new academic 2+2 transfer partnerships with Waycross College for Agriscience and Environmental Systems.
- Develop a transfer program with Darton College for Biological Sciences and Environmental Sciences; and develop a military partnership through Darton College's to market to the military audience.
- Expand and more aggressively market existing UGA Tifton undergraduate programs through additional academic partnerships with local high schools, FFA, 4-H, Extension Agents and their specific audiences.
- Build strong public/private partnerships that include student/industry relationships and require course assignments for hands-on learning experiences.
- Develop individual Agribusiness courses, offer credit and non-credit format, on the Tifton campus. Followed by establishing a new Agribusiness transfer program that partners with ABAC, Darton College and Waycross College.
- Determine two additional transfer programs that can cross-walk courses from the existing course offering at the Tifton campus. The top recommendations from survey responses include Biological Sciences, Agribusiness, or Animal Science.

- It is highly recommended to evaluate the need and opportunity to build a Biotechnology transfer program with ABAC that will actively recruit qualified students. A two-pronged approach with a Biotechnology transfer program is to collaborate with local Economic Development and the Chamber of Commerce to actively recruit Biotech companies to the region. This opportunity has the highest potential ROI of all proposed transfer programs recommended to coordinate with the expansion of bringing new industry to the region.
- Offer the new transfer program courses on campus within the traditional academic schedule: Monday – Friday class schedule, no weekends. Encourage faculty to engage in the use of learning technologies and move towards conversion of some courses to online format within a two-year period. No more than 50% of the courses should be offered online.
- Attitude and culture conversion: UGA Tifton has significant competition within the region because of the seven USG institutions. Commitment to comprehensive partnerships that create Win-Win for the community colleges and UGA Tifton must begin before 2010.
- The first target audience to concentrate on is the existing community college student population already enrolled in Agriculture and/or the Biological Sciences. Establish the transfer program and develop/implement the co-marketing campaign before January 2010.
- Begin the recommended aggressive marketing campaign to create awareness, move towards acquisition, for the new transfer programs.

New transfer degrees and program offering success will be determined by the implementation of the plan which requires dedication and commitment on behalf of community colleges and the university to offer the proposed new Agriculture and Biological Sciences related academic transfer programs.

Previous reports, including the 2008 report developed by UGA's Center for Agribusiness and Economic Development. "Workforce Training Needs for the Agribusiness Industry in Georgia" and Dr. David Morgan's report: "20/20 Vision: Southwest Georgia Higher Education Needs Assessment" have previously outlined the SW Georgia critical needs, economic limitations, educational challenges, social and cultural barriers. Yes, those can be considered obstacles that would prevent success.

The keys to success, and increasing enrollments, in new UGA Tifton transfer programs include:

- Agreement and commitment on the choice of the transfer programs and the strategic direction of new community college partnerships must also include student recruitment campaigns.
- Change in attitude to incorporate the understanding that UGA Tifton needs the new transfer community college partnerships as much as the community colleges need UGA Tifton's quality of education and reputation.
- Consensus that the competition is recruiting your students because of their aggressive marketing campaigns, course offerings in multiple delivery formats, and reaching out to the non-traditional students.

- Understanding that *change* is difficult, takes time, and is a constant to meet the goals set forth for the new transfer programs.

DRAFT

## **The University of Georgia Tifton Environmental Scan Report**

### **Study Purpose**

This environmental scan report, conducted by The University of Georgia Tifton - College of Agriculture and Environmental Sciences assesses the potential need and interest for new Agriculture Baccalaureate programs in southwest Georgia that could be offered by the UGA Tifton campus. This study examines various aspects of the following five components of the environment: prospective interest in new CAES undergraduate degree offerings, course delivery methods, student-scheduling interest/availability, academic vs. employment status, and need for financial aid.

### **Objectives of the Scan**

From the very beginning the University of Georgia Tifton CAES project recognized that its internal review of academic programs would not be complete without an analysis of relevant national, state, and local regional trends and competition that could impact the future of proposed new transfer programs. The following key questions were developed for this analysis based on the scope of work outlined in the originating environmental scan.

- What are the relevant educational, social and technological trends at the national, state, and regional levels that will impact the future degree offerings UGA CAES Tifton campus?
- What is the future outlook for job growth in the region that corresponds with the academic program offerings, present and future, for UGA Tifton CAES?
- What is the future enrollment demand for new students, and who will the prospective students be in terms of their demographic and academic profiles?
- What are the perceived strengths, weaknesses, threats and opportunities for the development, implementation and success of new undergraduate degree offerings at the Tifton campus?
- What are some of the key two-year institutions program initiatives/requirements that will impact potential UGA Tifton 2+2 undergraduate degree completion partnerships over the next several years?
- How can UGA Tifton CAES enhance the delivery of instruction and foster student learning through the use of technology?

The purpose of an environmental scan is not to predict the future but rather to help UGA Tifton and partners deal intelligently with change. It presumes that the future is to some extent foreseeable in ways, and to a degree, that will enable the institution to better guide its current decisions. The future, however, is not predictable with certainty, only with some probability or likelihood. It is for UGA Tifton and partners to see the possibilities for actions that lead to positive. Because the future is unpredictable, the goal of an environmental scan cannot be total accuracy. The goal is to give decision-makers the best

possible information about the future so that it can be used appropriately and wisely to exploit opportunities that would not otherwise be known and to address emerging issues or potential risks more effectively. Ultimately, a scan can benefit UGA Tifton by clarifying its goals and objectives and making them more adaptive and responsive to the external environment.

This environmental scan will assist decision-makers in:

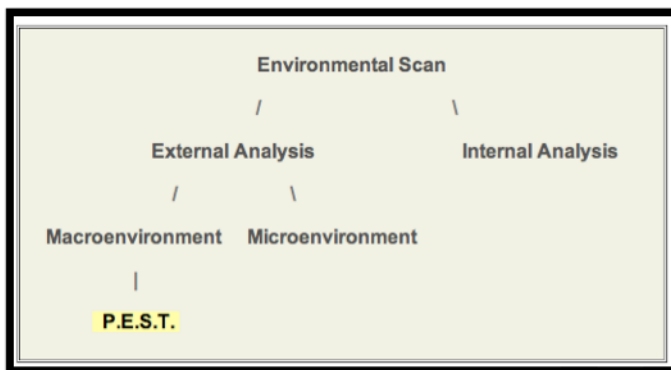
- Setting academic program priorities
- Assisting enrollment management in its academic support function
- Assessing the impact of the external environment on general university operations and budgets

DRAFT

## Evaluating the Climate

The UGA Tifton CAES Competitive Analysis supports the findings of this Environmental Scan by analyzing the competitive environment and estimating the enrollment demand for specific transfer degrees at the UGA Tifton campus. This report summarizes the evaluation of state, regional and local higher education trends with respect to selected student demographic and institutional data and characteristics. The issue of student quality and competition among regional institutions for highly qualified public high school graduates within UGA Tifton's sixty-mile geographic service area is of significant concern because of the decreasing population and economic impact on the already low socio-economic population.

Macro-environmental PEST analysis;



The political and legal environment factors include: university regulations for new program development / approval processes and procedures / partnership policies; at the same time including UGA Athens and UGA Tifton academic administrative stability and support of the proposed new degree options. These issues impact the development and implementation of the recommended

strategic integrated marketing and communications plan. Additionally, the review of the economic environment, which affects the decisions of the prospective students, and the university's cost of implementing new degree programs, contain factors in the macro-economy. The social and cultural environment factors include the demographic and cultural aspects of the external microenvironment. These factors affect prospective student needs and size of potential student audience. Additional social factors include prospective student decisions to return to complete a B.S. degree, age distribution, career attitudes, employment status, technological skills to pursue a degree through online courses, and external family/work commitments. Within the technical environment, factors that can lower barriers to entry or reduce enrollment applications also include the rate of technological change for course delivery options.

### UGA Tifton Curriculum Committee SWOT Analysis To Assess New Undergraduate Degree Opportunities<sup>1</sup>

Strengths:

What are the strengths of UGA Tifton as related to the development of proposed new degree offerings? Strengths are internal factors or attributes that support achieving the University's goals and objectives.

- Low student to teacher ratio; interaction of research with teaching

<sup>1</sup> UGA Tifton SWOT Analysis responses from faculty and key staff 3.22.2009

- Smaller class size; greater personal contact w/professors; greater opportunities for experiential learning
- Committed and diverse faculty; Good commitment from local and college administration (at least moral support); Outstanding field resources for hands-on training in many areas
- Faculty with specific expertise, small classes, multiple opportunities for faculty and student interaction, hands on experience, creative and energetic learning environment
- UGA brand strength is its resources and capabilities that can be used as a bias for developing a competitive advantage.
- Strong brand name, good reputation, cost advantage, exclusive access to a Tier I research university, etc.

#### Weaknesses:

What are the weaknesses of UGA Tifton's proposal to offer new degrees? Weaknesses are internal factors or attributes that may be harmful or prevent UGA Tifton from achieving its goals and objectives.

- Ability to target only transfer students; infrastructure - physical and faculty; lack of UGA support to grow programs
- Lack of college town atmosphere; less opportunities for student social life
- Limited classroom resources; Unclear administrative support beyond the college level; Faculty are being stretched more and more thinly, with loss of positions and reduced operating budgets, and may not be able to maintain or increase teaching levels and excellence; Highly variable commitment within departments to the Tifton teaching program
- Some faculty may not be as willing to teach as others, very low student enrollment that doesn't meet BOR standards.
- The absence of certain strengths may be perceived as a weakness: few distance education courses, no online courses, limited degree offerings, sixteen week semesters – instead of executive 8 week semesters, not having multiple 2+2 regional community college partnerships.

#### Opportunities:

What are the opportunities related to the development of new degree programs at the Tifton campus? Opportunities are external factors or conditions that would help grow a program.

- Partnerships with other universities/colleges in the area such as Valdosta State University; Albany State; and Darton College = achieve your goals and objectives.
- Ability to offer a quality UGA education to more students than can be accommodated on the Athens campus; enhancement of workforce through education of non-traditional students
- Base of potential students in the region; Increased need in the University for increasing student contact hours, and the main campus has an enrollment cap; Job opportunities in applied agriculture are abundant at the moment
- Providing very specific degree programs that meet specific needs for employers, providing students the opportunity to intern with potential employers, provide a degree offering and cache of classes not possible in Athens
- Opportunities for enrollment growth: unfulfilled prospective student need, arrival of new course delivery technologies



Threats:

What are the threats related to the development of new degree programs at the UGA Tifton campus? Threats are external factors or conditions that are harmful or may prevent UGA Tifton from achieving its goals and objectives.

- Competition from nearby colleges and universities; lack of legislative support to grow programs
- Other colleges offering similar degrees with less rigor than a UGA degree
- Direct competition with other institutions in the area; Community support during an economic downturn that has seriously impacted the area; Continued job opportunities
- Lack of support from Athens
- Changes in the external environment may present threats to UGA. Examples; shifts in prospective student tastes away from the UGAT degree/program offerings, emergence of new two and four-year articulation agreements for 2+2 in competing institutions, new regulations SACS accreditation requirements for DE and online courses that are introduced in a new degree.

	Strengths	Weaknesses
Opportunities	S-O Strategies	W-O Strategies
Threats	S-T Strategies	W-T Strategies

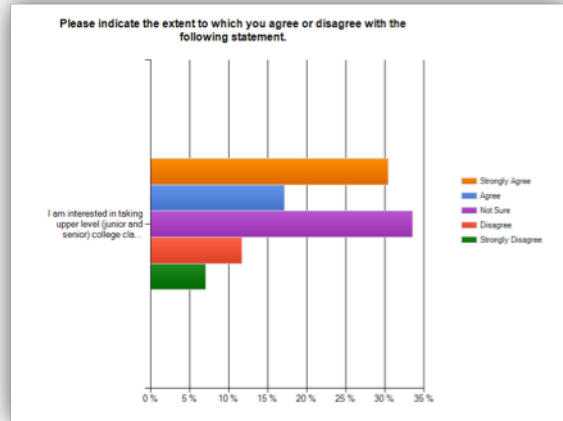
S-O strategies pursue opportunities that are a good fit to UGA Tifton’s strengths.

W-O strategies overcome weaknesses to pursue opportunities.

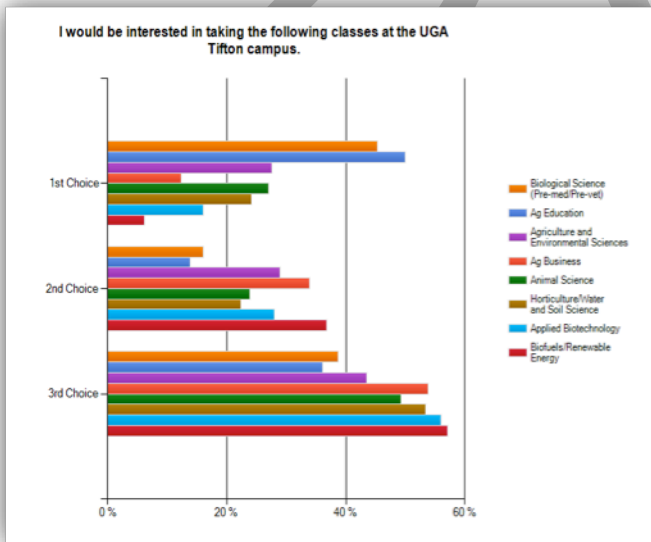
S-T strategies identify ways that UGA Tifton can use its strengths to reduce its vulnerability to external threats.

W-T strategies establish a defensive plan to prevent UGA Tifton’s weaknesses from making it highly susceptible to external threats.

The Environmental Scan<sup>2</sup> assesses individual's interested in taking upper level (junior and senior) college classes to obtain a Bachelors degree at UGA Tifton. The individuals who responded to the survey - prospective market share, responded with 47.7% both Strongly Agree (30.5%) and Agree (17.2%) that they have an interest in taking upper level college courses to obtain a Bachelor's degree. Those individuals are the potential 'low hanging fruit'. This is an excellent percentage rate. Additionally, a greater opportunity lies within the 'Not Sure' group of individuals who may not have considered a B.S. from UGA Tifton prior to this survey. 33.6% response rate as 'Not Sure' are individuals who know about UGA Tifton campus, may already have some college coursework, and may be considering going back to complete a degree. Together, the market share of 80% is well above the average to consider as a viable target audience. The high response rate indicates that UGA Tifton will have a higher success rate by determining the appropriate new transfer degree offerings, correctly marketing to the target audience and securing qualified enrollments within a two-year period of starting new 2+2 undergraduate degree completion academic partnerships.



Measuring the interest in specific CEAS degrees provides insight into prospective student academic interests. Ag Education, 50%, was rated as the first choice, followed by Biological Sciences at 45.3%, in second place for degrees of greatest interest. The third choice of interest was Animal and Environmental Sciences. The degree of interested prospective students surveyed is also directly correlated to projected employment opportunities.



The data also reflects the prospective student interest in Agribusiness (53.8% third choice), Applied Biotechnology fields (56% third choice) that would require partnerships and alliances with appropriate two-year institutions to promote new academic programs and generate predictable enrollments. The Biofuels and Biotechnology field offers excellent employment opportunities and would be a significant strategic decision to include

in a phased in new degree-offering plan. Biofuels and Biotechnology has a high ROI opportunity

<sup>2</sup> Appendix: Environmental Scan Report Summary p. 92

to generate new enrollments and recruit new companies to the region above all other CAES possible transfer degree offerings that are being considered. However, ABAC has already created a Bachelor of Applied Science in Biofuels. Is there a potential partnership link that UGA Tifton teaching and research can include in the ABAC Biofuel degree? If there is not a realistic match, it is recommended that the third concentration of resources be considered for a Biotechnology degree offering.

**Recommendation:**

UGA Tifton has the unique resources required to offer programming needed by the industry. Partnering with ABAC, Darton College and Waycross College can additionally provide close interaction with the agricultural community and support targeted Baccalaureate degrees. UGA Tifton and the two-year institution partnerships must utilize the most appropriate course delivery technologies and use the best pedagogical practices that can influence the securing of enrollment projections. Over 50% survey response indicates interest in Ag Education. This response rate can provide the immediate opportunity to expand the existing ABAC partnership to develop a co-marketing plan for the 2010-2011 academic year. Obviously there is interest in the Ag Education degree but some individuals are not aware that it is already offered at the Tifton campus. Communication and co-marketing that promote the existing 2+2 transfer degrees can yield measurable results for Fall 2010 enrollment.

The development of a new Biological Sciences transfer programs should include partnerships with ABAC and South Georgia College. Creating an Agriculture / Ag Education transfer programs with Darton College will reach new regional audiences and increase enrollments in the existing UGA Tifton undergraduate degree completion programs.

Additionally, the existing Agriculture and Environmental Systems program should expand and generate new enrollments to revitalize the existing two-year academic partnerships and co-market to recruit prospective students for Fall 2010. The competitive analysis recommends the development of a new transfer program with Waycross College. The competitive problem is that the University of Florida has positioned their ABAC partnership as a full transfer program and works closely with ABAC to actively recruit students to the Agriculture and Environmental Systems program at UFL. UGA Tifton must become aggressive in the development of 2+2 transfer partnerships and student recruitment to be successful.

Conversion rates, to increase student enrollments, can begin with a single course. Opening new academic markets is time and resource consuming. Small steps can eventually open larger market share opportunities. Within the Environmental Scan, the purpose of inquiring about individuals' interest in taking Agriculture Business classes is to assess if there is future interest in credit or non-credit course offerings. Research indicates that individuals, who take a single course, complete the course, feel successful and then have a higher percentage rate of enrollment in additional coursework. Often times a single course completion can lead to a certificate that can then lead to degree completion. Even though Agribusiness was not ranked as the first or second choice for individuals to complete a B.S. degree, there is a potential audience to begin a marketing dialogue to encourage enrollment.

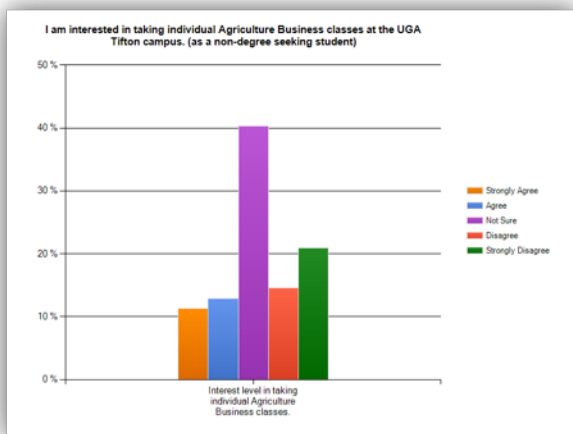
Developing and approving a new degree also requires SACS approval, administration and faculty support, as well as reaching a prospective target audience. Beginning with one course offering, can increase enrollment over a two-year period to meet enrollment projections when full degree approval is received.

**Recommendation:**

Offering Agribusiness courses can be an opportunity for UGA Tifton to respond to the employers' concerns and suggestions contained in the 2008 UGA Center for Agribusiness and Economic Development report. The report, funded by the USG Office of Economic Development, assessed the Agribusiness workforce training needs in Georgia. A key finding of that report, "Workforce Training Needs for the Agribusiness Industry in Georgia": "Although no severe labor shortages were projected in the System's ability to meet the demand for college-

educated labor in the agribusiness sector, what may be the bigger challenges is meeting the industry's needs for critical thinking skills, leadership/initiative, and communications skills in new hires".<sup>3</sup>

The report's recommendations correlate directly with this projects recommendation for UGA Tifton to respond to the needs of Agribusiness education:



- Build stronger public/private partnerships: 2+2 degree completion partnerships
- Promote the business of

- agribusiness: offer individual Agribusiness courses, moving towards completing a degree
- Expand opportunities for hands-on learning: faculty work with industry for hands-on learning experiences
- Introduce more flexibility in curricula and program design: offer online and distance education courses

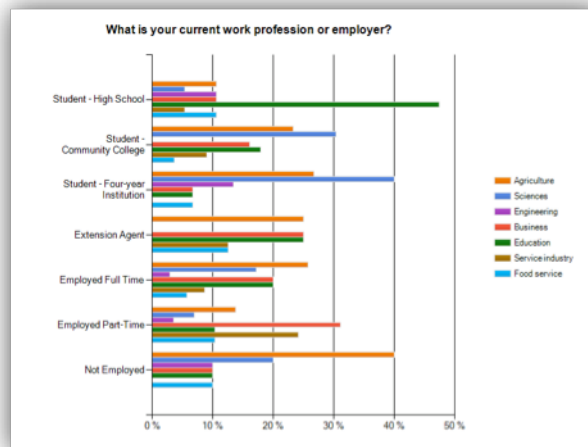
The environmental scan participants included high school, two-year and four-year college students, employed individuals and not employed individuals. Question #4 survey responses defined the employment categories, PT or FT employment, and the field of employment. The environmental scan was successful in targeting a larger response rate from two-year institution individuals. This high response rate indicates a significant opportunity for UGA Tifton success is to partner with ABCA, Waycross College and Darton College to formalize a 2+2 degree completion program that offers courses in a blended format: on campus and online.

Over 50% survey responses were from two-year institutions. The largest numbers of responses were community college students who studied or worked part-time in Agriculture or Sciences fields.

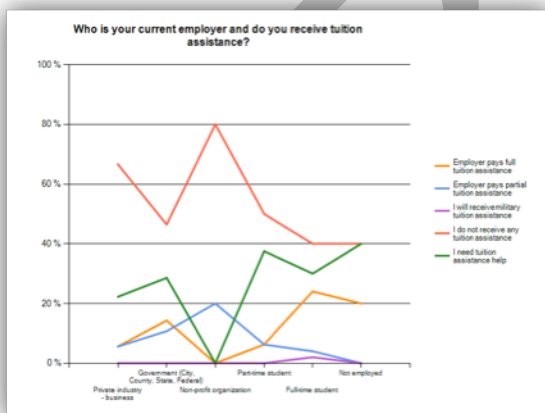
<sup>3</sup> Workforce Training Needs for the Agribusiness Industry in Georgia p. xi

**Recommendation:**

Target and direct resources to the ‘low hanging fruit’ which refers to the opportunity of reaching the target audience that has the greatest interest and need in the proposed programs. The primary project focus should be the development of academic 2+2 partnerships with select two-year institutions that is supported with strategic co-marketing initiatives. The two-year institutions academic partnerships can not only provide the first two years of course work but also be a partner in recruiting qualified students. Co-marketing and student recruitment initiatives can yield a high return on investment to reach the prospective UGA Tifton students. The partnerships must be Win-Win for both the two-year institution partners and UGA Tifton.



The low Georgia tuition rate is important for recruiting purposes. The survey response rates indicate that the majority of individuals do not receive tuition assistance. Correlating that data to the information regarding the percentage of individuals that work full or part-time indicates that



most of the survey responders would need some flexibility in their academic schedules to include their work calendars as well as academic schedule. This data aligns with national trends regarding the high rate of enrollment in blended or online/distance education courses. The courses can be either synchronous or asynchronous. Asynchronous courses are often times considered as a high value because of time savings: saving driving time, saving the cost of gas for driving, saving time to take the course when the student has the available time during the week.

**Recommendation:**

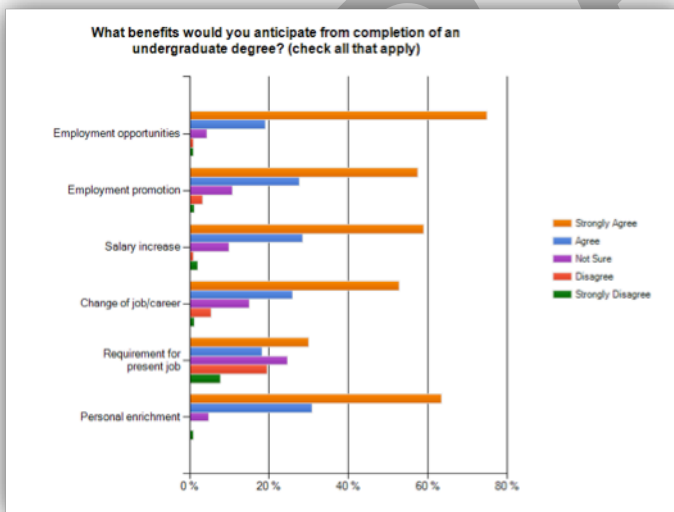
Increasing the undergraduate enrollment for new degrees must also consider the financial aid requirements of the prospective students. It is recommended that financial aid information be provided to all interested students when they first contact UGA Tifton about program interest. The UGA tuition is higher than the two-year institutions. Because of the difference in tuition, addressing financial aid questions immediately up front will assist the individuals in their

evaluation of the financial issues that must be considered before they apply and are accepted for undergraduate degree completion program.

Personal and/or professional needs drive individuals to seek educational opportunities. What is their motivation? Does the person need an undergraduate degree to gain employment, retain employment, or receive a promotion or salary increase? All prospective students have their own reasons. Meeting the prospective students needs by offering the appropriate undergraduate degrees, through varied course delivery options, is one strategic key to success. Over the years, private colleges and universities and recognized this need and now offer their degree options online, in synchronous as well as asynchronous formats, eight week semesters, and student service oriented strategies. Now the public two and four-year institutions are also modifying their offerings to students in the above-mentioned course delivery formats.

ABAC realized the need to aggressively reach prospective students and is now developing and recruiting students for four-year degree programs. It is highly recommended that a closer partnership be developed with ABAC to include at least two new undergraduate degree 2+2 partnerships, but also include co-marketing and co-branding initiatives at the highest levels. 94% of the survey responses listed both Strongly Agreed and Agree that the top reason to seek a B.S. degree included employment opportunities and advancement. ABAC directly markets to individuals seeking a community college degree for these reasons. Income needs, many times, determine academic decisions and choices.

Recommendation:



Expanding the ABAC partnership will benefit both ABAC by leveraging the UGC Tifton brand / reputation and academic opportunities but will benefit UGA Tifton by having a partner that will support marketing, recruitment, the first two years to complete an Associate degree. All co-marketing strategies and tactics must be effectively co-branded to tell a story that reaches the prospective students. The story should include testimonials and photos of 'real' ABAC / UGA Tifton 2+2 degree completion students, explanation of why they chose ABAC/UGA

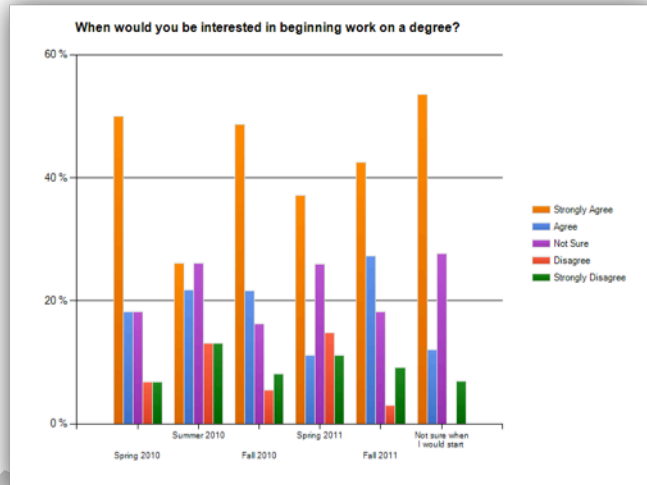
Tifton, their successes, the partnership benefits and a 'Call to Action'.

Question #7: When would you be interested in beginning work on a degree? Over 50% of the survey respondents stated that they would be interested in beginning an undergraduate degree

completion program either Spring or Fall 2010. Again, this is ‘low hanging fruit’ that should be made the most of immediately.

**Recommendation:**

Immediately begin a dialogue and communicate with these interested individuals. Inform them about UGA Tifton’s new degree opportunity plans, give them a timeline, and keep in close communication with them. 50% of the individuals are ready to enroll as early as Spring 2010, begin planning immediately regarding what UGA Tifton will need to do to encourage enrollment by 25% of the individuals who expressed interest in beginning their course work Spring or Fall 2010. Track the communications with the prospective students. There should be a minimum of 3 communication ‘touches’ with these prospects per semester.

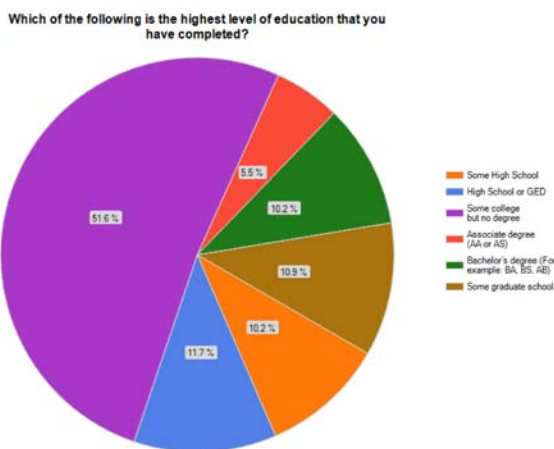


**Prospective market share / target audience is important to qualify before strategic marketing and student recruitment begin.**

51.6% of the individual survey responses stated that they had some college courses. This is a critical qualifier that should be considered when directing targeted marketing campaigns.

**Recommendation:**

Immediately expand the existing partnership with ABAC and Darton College to recruit the individuals who expressed interest in this survey. Communicate with the prospective students and the two-year institutions to encourage enrollment at the Associate degree course level. Establish an ongoing communication with these individuals to include them in UGA Tifton communications and events. Begin to include them and make them feel as if they are part of the Bulldog family. Engagement and a sense of belonging to the two academic partner families is critical to recruiting and retaining these interested students.

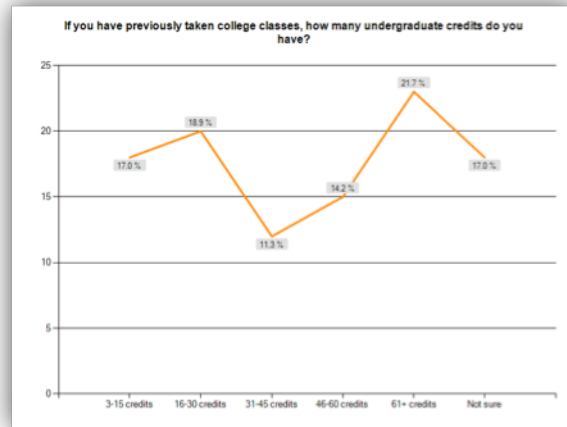


The percentage of individuals interested in beginning Spring or Fall 2010 is significant, as well as the number of interested individuals who have taken some college courses. 21.7% of the individuals, who completed the survey, have completed more than 60 credits. This target audience is critically important to the UGA Tifton project because these individuals have qualified for college coursework, completed college courses, understand the higher education

process for apply and being admitted to a two or four-year institution. These individuals possibly envisioned completing a college degree, but for any number of reasons, were unable to complete their degree. This target audience is possibly the future class of the new UGA Tifton undergraduate degree programs. By developing the 2+2 degree completion partnerships, UGA and the two-year partners can provide the opportunity to help individuals complete their goals and ‘dreams’ of getting an Associate or Bachelors degree without having to leave their homes in SW Georgia.

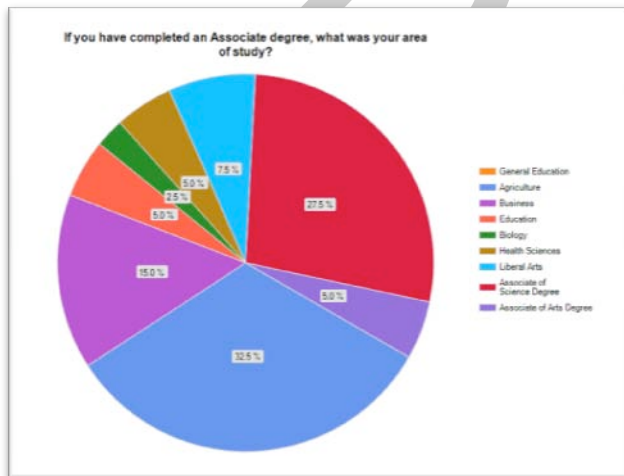
**Recommendation:**

A two-pronged approach to student recruitment can provide success to students and the institution. The primary target audience is the 21.7% of individuals who already have 60 credits of an Associate’s Degree. The secondary target audience is the 14.2% that has between 46-60 college credits. Even though the secondary audience is smaller than the 16-30 credit bearing audience, it is easier for the 41-60 credits bearing audience to envision the completion of an Associate Degree and transferring to UGA Tifton undergraduate degree. The percentages of success are on UGA Tifton’s side to achieve enrollment projections. The key to success is follow-through with the plan and gain momentum.



Another critical component to success is to reach qualified prospective students, encourage their enrollment, transfer the college course work and transfer previous college courses in the appropriate subject areas.

60% of the survey responses indicated that previous college coursework was in the Agriculture or Sciences fields. This is critical to reach the qualified individuals and have the opportunity to have approved, transferable courses to UGA Tifton.



**Recommendation:**

Coordinate with the two-year institutions and get a list of the Agriculture and Biological Science students email addresses. When the

UGA Tifton 2+2 partnership and degrees have been approved, initiate a communications process to inform the individuals about the UGA Tifton opportunities. Again, there should be two or three communication ‘touches’ each semester to inform and include these prospective students about UGA Tifton academic opportunities and local UGA Tifton events. Continue to build the UGA brand and increase the number of individuals who may want to become Bulldogs.

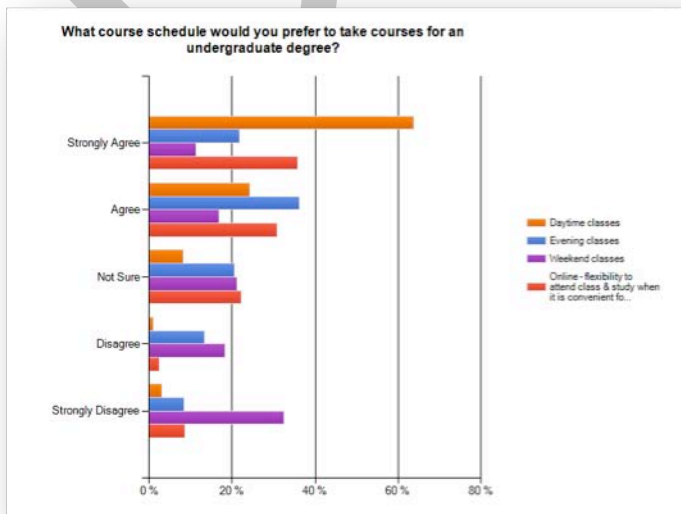
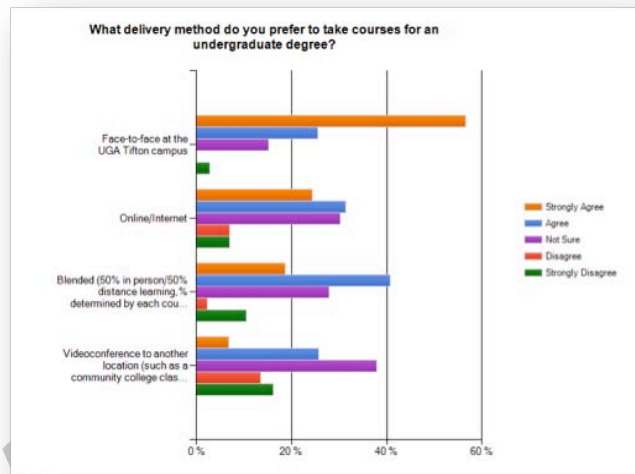


The selection of course delivery options is critical to the success of reaching enrollment projections. The survey responses both Strongly Agreed and Agreed in their interest in on campus / a face-to-face course 82.1% and the second course delivery method of choice was the same for blended 59.3%. However, the online course delivery format was a close third at 55.8% of the individuals who responded to the question. The results of the interest indicate that the UGA Tifton campus is known, has a well recognized and respected collegiate reputation of offering classes, and maybe centrally located that it is convenient for students. The beginning of new 2+2 degree completion partnerships can have an increased budget if the use of technology is used to create all online or distance education courses.

**Recommendation:**

The addition of new degree programs can maintain a moderate budget by offering the courses on the UGA Tifton campus and then slowly moving specific courses into the online delivery format. Faculty should be encouraged to use appropriate learning technologies and learn appropriate pedagogy regarding teaching with technologies.

Today's students are technology savvy and expect the faculty to use technology in their teaching. Small steps are encouraged to train faculty in the use of technology in the classroom, such as learning to use Dream Weaver and creating a course Web site, putting the course syllabus online, or using online assessment tools. Implementing learning technology into the teaching at UGA Tifton will demonstrate to the students that the Tifton campus uses technologies the same as the Athens campus. It will also provide the opportunity to be selective and create online courses within manageable budgets and timelines.



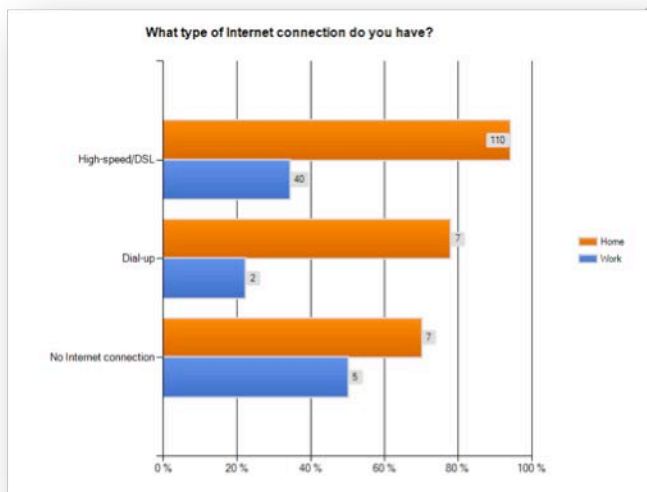
Question #12: What course schedule would you prefer to take courses for an undergraduate degree? Daytime course offerings were the overwhelming choice by both of those who Strongly Agreed and Agreed. This response mirrors the response rate to on campus, face-to-face course delivery method preference. Retaining the

traditional course delivery method (f2f), location (on campus) and time (M-F) is acknowledged as important to the individuals who responded to the survey.

**Recommendation:**

The new degree offerings should begin with marketing that highlights the courses being offered at the UGA Tifton campus. Build on the message that the degrees are the same as at the Athens campus but the convenience is that the location is in Tifton. At the same time, develop a learning technology plan to provide faculty with the necessary tools and training to implement learning technologies in their teaching, beginning with the development of a Web site or page for all courses. Within a two-year period it is recommended that a short survey be given to enrolled students to assess their interest in partially or completely online course offerings.

Internet connection is critical for student success. The courses can be offered on campus or online, a high-speed connection is essential for research and course completion. The survey responses indicated that 94% of the individuals surveyed have high-speed Internet connection at home and 34.2% use the high-speed connection at work.



This indicates that the majority of individuals would do their coursework at home, not at their place of work. This correlates with the responses in preferring to attend classes on campus, during the week. It would be expected that the student's would conduct their research and studies, using the Internet, at home.

**Recommendation:**

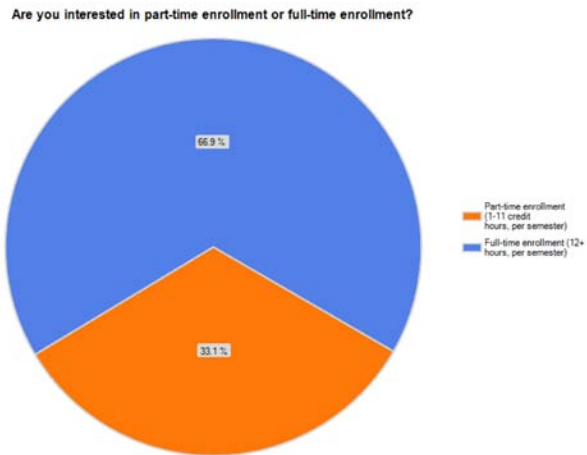
The marketing and communications materials should include references to the

UGA Tifton campus, high-speed Internet connection, and receiving a UGA degree in small class environments where the student's can 'get to know' the faculty. Individuals with high-speed Internet connection will be able to view online marketing ads that UGA Tifton chooses to advertise. This is critical to strategic online marketing initiatives to targeted audiences for awareness and acquisition marketing campaigns.

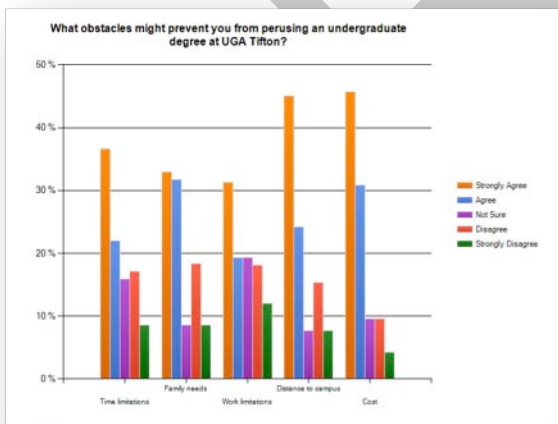
Is the prospective student audience interested in part-time or full-time academic offerings? Full-time is the overwhelming response rate by two to one. The survey responses indicate their interest in completing their undergraduate degree within a timely manner by attending school full-time. If this holds true, there is a greater opportunity for the students to graduate on time. Graduation within four-year period will also impact the students' prospective employment opportunities.

**Recommendation:**

The marketing message should include specific reference that the UGA degree at Tifton allows students the opportunity to complete their degrees full-time or part-time, depending upon the students' needs. Referencing part-time or full-time conveys the message that student's can complete their B.S. degree within their timeline and goals. This personalizes the message that completing a degree at UGA in Tifton is within their reach.



Survey responses regarding obstacles that might prevent the individuals from pursuing an undergraduate degree were surprisingly high referencing the distance to campus, cost of tuition and time limitations as barriers. The distance to campus and cost of tuition responses for Strongly Agree and Agree are significant potential impediments to enrollment. The high percentage of 'distance to campus' responses is in contrast to the response rate for indicating the choice of 'attending on campus courses'. The contrast indicates that individuals may prefer to take classes on campus but may have personal and professional barriers that do not allow them that luxury.



**Recommendation:**

Obstacles and barriers that can prevent a prospective student from pursuing an undergraduate degree must be addressed at the administrative level, through effective marketing and through appropriate Student Services. The administration should be open to the future development of online and distance education course offerings: considering online course development time, cost and accreditation process requirements. Marketing messages should include information about the close proximity of Tifton, combination of

on campus and online course offerings, and meeting the professional/personal challenges of today's students. Student Services should be personalized and include online information/forms/submission capabilities, consider adding Instant Message/Chat capability to

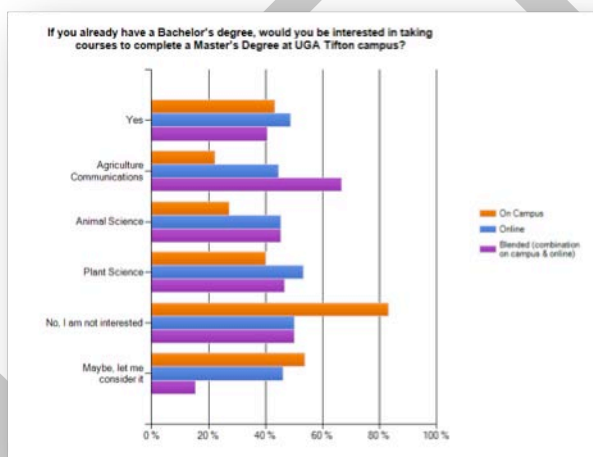
the Web site to more personalize the communication process, and follow-up, follow-up, follow-up with prospective and admitted students.

Interest in a Master's Degree in various subject areas was measured in comparison to the interest in course delivery format. Individuals interested in graduate education were close to evenly divided between the on campus, online, and blended course delivery format. 48.6% selected online deliver format had the highest number of responses. On campus course delivery, 43.2% had the second highest response rate. Blended course delivery had the lowest response rate 40.5%. Plant Science graduate degree offered in an online format rated the highest response rate.

#### Recommendation:

Successfully develop, implement, and launch the undergraduate 2+2 degree completion programs and partnerships. Utilize the resources effectively to accurately develop enrollment projects and meet the projections.

After the undergraduate project is successfully implemented, beginning to plan for graduate degree offerings would be appropriate. Building on the brand/reputation and increased enrollments for the undergraduate programs will build a solid foundation to develop a graduate degree program offering. The undergraduate program could also become a feeder for the graduate programs.



In conclusion, the Environmental Scan had a satisfactory response rate, from a targeted audience, which provided data that is critical to determine new undergraduate degree offerings and achieve realistic enrollment projections within a 12-24 month period.

#### Recommendations:

- Expand the ABAC partnership for the Ag Education undergraduate degree offering and develop/implement a comprehensive co-marketing and student recruitment plan. Additional community college partnerships should include Darton College and Waycross College.
- Biological Science received the second highest level of interest followed by Agriculture and Environmental Sciences.
- Agribusiness did not rank as high as expected. However, Agribusiness has one of the highest needs and employment opportunities of all the majors selected. It is recommended that Agribusiness be offered as a new degree program.
- Survey interest indicated that on campus, M – F, traditional course schedules be offered. It is recommended that new learning technologies be implemented into the teaching curriculum over the next two years and move towards a blended course-offering format.

- Aggressive student recruitment and co-marketing partnership plans should be developed and implemented during the degree-planning phase by the academic partners.

DRAFT

## **Marketing Plan and Partnership Co-Marketing Plan**

### **Executive Summary**

The University of Georgia Tifton is an institution with many opportunities on the horizon. The Tifton campus mission focuses as an integral research component of the University of Georgia College of Agricultural and Environmental Sciences. Campus administrators and faculty support a growing teaching program. This project was established to define the competitive landscape of existing degrees and partnership opportunities; identify new programs and alliances with other institutions in the sixty-mile radius, and develop an integrated marketing plan.

The purpose of this Marketing Plan is to develop a strategic communications map that will support the recruitment of qualified students for the proposed new Agriculture degree/s that will be offered at the Tifton campus. The campus has not only technologically up-to-date classrooms but also new classroom space at the Tifton Campus Conference Center that can integrate on campus or online course offerings. The proposed new 2+2 degree completion programs will be supported by this strategic marketing plan that will integrate the competitive analysis and environmental scan, supported by research among key constituent groups, to position UGA Tifton as 'The University of Choice in SW Georgia' for undergraduate degrees in Agriculture, Agribusiness, Biological or Environmental Sciences.

The project was designed to accomplish the following goals:

- Implement a UGA Tifton SWOT (Strengths, Weaknesses, Opportunities, Threats) Analysis
- Determine current interest level of a targeted audience's potential interest in seeking an undergraduate degree completion program at the Tifton campus or through modified distance learning modes.
- Establish a marketing position with appropriate academic partnerships that will support the UGA brand, image and reputation.
- Identify high-quality appropriate academic partnerships to recruit students through marketing strategies that integrate co-brand positioning tactics, use of cost effective Web 2.0 and traditional marketing recruitment campaigns.

The marketing plan is developed to support the survey findings and implications that are intended to help shape the market positioning as a detailed strategic marketing initiative through the effective use of marketing budgets, existing technology communications tools, and partnership communications opportunities.

## **The Challenge**

The project challenge is to establish a comprehensive, integrated marketing plan that is cost /resource effective and will reach interested qualified prospective students to encourage them to apply/enroll in the new UGA Tifton programs to increase enrollments. This project is not integrated with Dr. David Morgan's study but should be considered as a micro-view of his macro-view research to develop a vision for southwest Georgia.

## **Target Audience**

Determining the right target audience is probably the most important part of the marketing efforts, because it doesn't matter what is said if it is not said to the right people. The demographics of the target audience are the SW Georgia community college student who is completing his/her studies in Ag or Biological Sciences, in addition to the individuals who have previously taken college courses and not completed an Associate degree. The targeted individual has a part-time or fulltime job and lives within sixty miles of Tifton. This potential student knows UGA Tifton and maybe a 'diehard' Bulldog fan. The in-state student is the primary target but because of online and distance education technical capabilities, it is advised to keep the North Florida and Eastern Alabama target audience in mind for future recruitment campaigns. Due to the economic downturn, there is a smaller, but just as important, new student audience. This is an individual, who already has completed his/her Associate's Degree, may have worked in the Ag. Industry and now may be a career changer due to the economy and unemployment.

The typical 20 or 21-year-old student may no longer be the target audience due to the economy. More individuals are returning to higher education to complete a degree because full-time employment is not an option. These individuals seek educational opportunities that offer flexibility in course delivery methods (Online or other Distance Education options) that fit into their lives. Marketing strategies must be implemented that reach the prospective student where the individual is looking for the educational opportunities – possibly online. As stated in the Competitive Analysis Report, the majority of the SW GA community colleges and other colleges/universities offer a significant number of online and DE courses. And marketing online is critical to reaching the 2+2 partnership target audience. How does a prospective student begin his/her search for a specific new educational opportunity and university or college? Google search!

The profile of the 'typical' student has changed and considerations such as the unemployed individuals, aging population, people working longer, the need to have a B.S. degree to advance in a job is now a requirement to establish an accurate marketing strategy. Additionally, federal stimulus funds will be available to encourage students to return to higher education and complete a degree. Immediate marketing strategies can be implemented on a tight, turn around schedule to reach interested individuals.

The UGA Tifton target audience knows about the Tifton campus, understands the brand and reputation of UGA, but is not aware of the existing or new degree opportunities. They also may not be aware of the course delivery options. They may 'want' to become a Bulldog but are not

aware of what options are open to them. This marketing plan will integrate traditional and interactive media to recruit the prospective student.

#### Primary Target Audience Profile:

- 22-48 years of age
- Involved in Ag industry or Ag / Biological Sciences studies
- SW GA Community College student
- Area residents that have previously taken undergraduate coursework but not completed an Associate degree
- UGA Tifton and community college alumni
- Career changers

#### Secondary Target Audience Profile:

- Four-year college students interested in changing majors
- High School students, 4H, FFA
- SW GA residents interested in attending college but previously did not have that opportunity

#### Tertiary Target Audience Profile:

- Non-traditional student, employed, seeks higher education opportunities to advance his/her career
- Middle School students, 4H
- Ag Business, industry and community leaders

### **Decision Influencers for Individuals to Seek an Undergraduate Degree**

Economic factors, family/work obligations, financial aid, institution reputation, location, convenience, the opinions of friends, family, academic advisors and teachers.

### **How can a marketing campaign influence a prospective student?**

The UGA College of Agricultural and Environmental Sciences Tifton Campus is known for agricultural and environmental research, outreach, and instruction for innovative farming, economic development, youth and family programs and natural resources protection. Establishing name brand recognition for new CAES degree opportunities will require planning, collaboration, implementation and evaluation. UGA Tifton must build on the UGA brand for long-term branding equity in its programs. The goal is to create awareness of the new degree programs, target the right audiences, create a dialog with the prospective students to encourage enrollment and build the UGA Tifton brand that those students as Bulldogs.

Increase visibility and create awareness are critical for a successful marketing plan. To ensure growth in the new programs, the programs must be tied to the Bulldog brand at all times. All marketing, communication and PR materials must comply with UGA brand standards. <http://www.uga.edu/identity/logo.html> This will generate a powerful perception and increase brand recognition that the Tifton campus “*Is UGA*”. The brand implementation will also enhance credibility and deliver a consistent message.



The competition for prospective students is aggressive. The University of Florida is in your backyard partnering with ABAC and recruiting prospective UGA Tifton students. Message: The brand positioning must 'shout' out that UGA 'is' the Tifton campus and that the Tifton campus 'is' UGA. Create the brand promise that UGA delivers 'The Best Educational opportunity in SW Georgia'. Establish the key message: distinct benefits of getting a degree at UGA Tifton CAES campus: small classes, same faculty, UGA degree, cost advantages, etc. Also, the community college co-marketing strategies must include the same plan tactics: position the community college partner, distinguish the benefits, the community college partner benefits from the UGA brand; conceive, execute and implement a graphic identity program that leverages the UGA and the community college partner brands. Awareness that a person can 'have it all' and be a UGA Bulldog, live in SW Georgia, get a degree from UGA, which is a Tier I research institution, blend academic/work/family life and complete a B.S. degree.

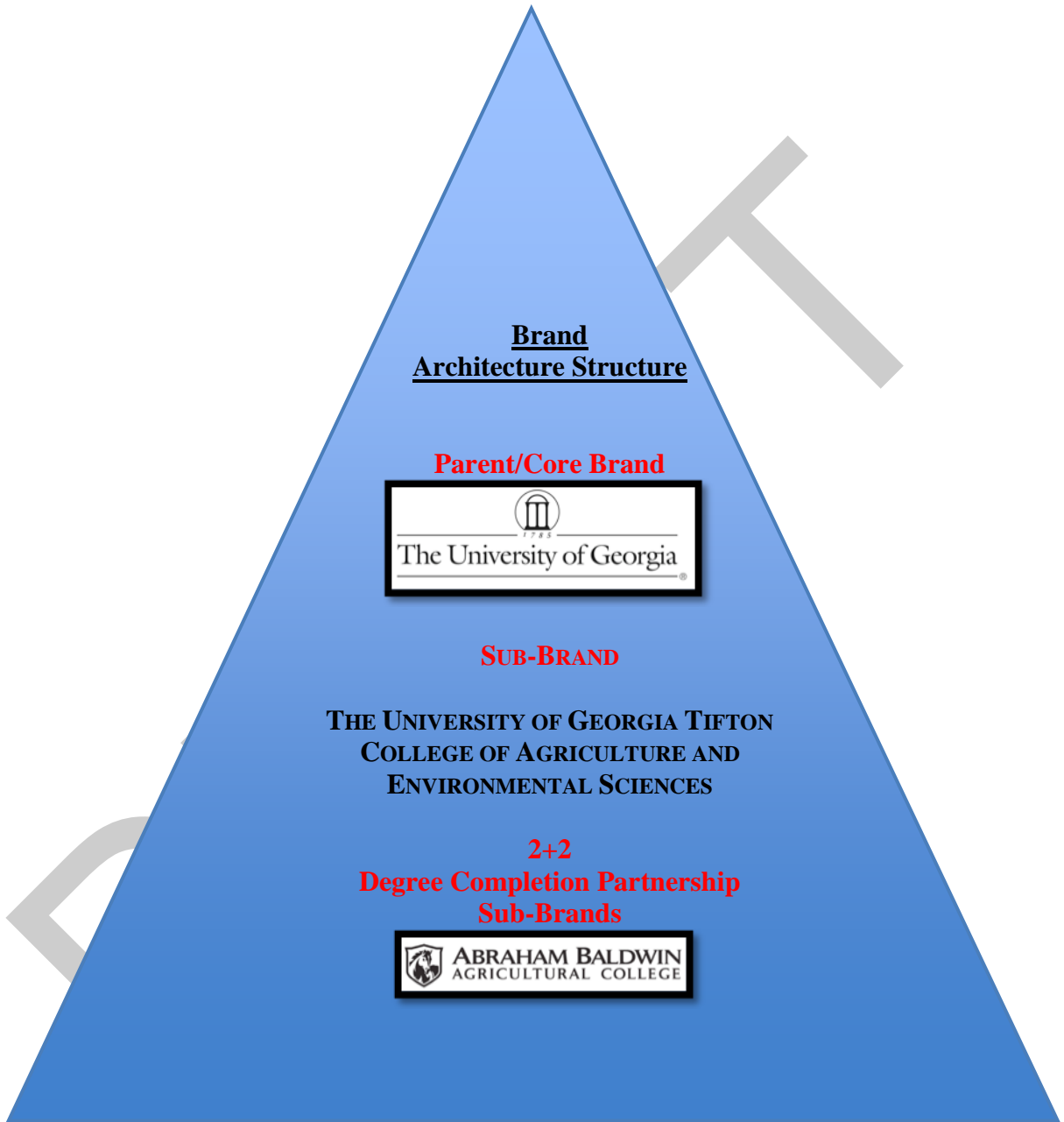
Name brand/reputation recognition and realizing that the individual could become a 'Bulldog' is the primary strength to leverage for the marketing plan.

Recommendation:

Partner with UGA External Relations / Public Affairs to develop a brand strategy that builds on the UGA brand for the Tifton campus.

Option:        Establish an awareness campaign tagline (examples):  
*A University of Georgia Degree Without the Commute!*  
*I Live in Tifton and Go to The University of Georgia!*  
*I am a Bulldog in Tifton!*

UGA Tifton Brand Pyramid

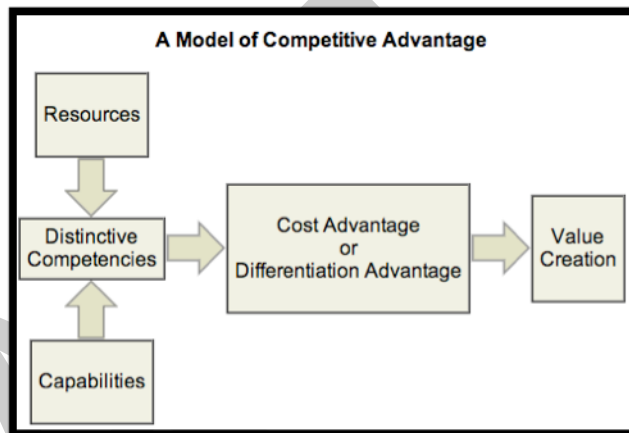


## Competitive Advantage

Two types of competitive advantage:

- Differentiation advantage: UGA reputation/Tier I research institution, exceedingly highly qualified faculty, small classes, complete a UGA degree without having to leave home
- Cost advantage: In-state tuition

A competitive advantage exists when UGA Tifton is able to deliver the same benefits as the competitors but at a lower cost (cost advantage), or deliver benefits that exceed those of competing institutions (differentiation advantage). This competitive advantage will enable UGA Tifton to create a superior value for its prospective students and meet enrollment projections in the new degree programs. Cost and differentiation advantages are the institution's positional advantages, since they describe UGA Tifton's position as a leader in higher education by either cost or differentiation.



## Marketing Strategies

The market research conducted for this project is for diagnostic analysis to understand the competitive market landscape and UNG Tifton's current position and an opportunity analysis to define any unexploited opportunities for enrollment market share growth. Market entry is very important. Timing to market is critical for success to meet enrollment projects. A typical timeline for market planning, entry into the market and securing enrollments is traditionally twelve to eighteen months. However, due to the downturn in today's economy and employment market, higher education is seeing an increase in applications. The turn-around time from awareness to acquisition (application) can be from two to six months. The University of Georgia's reputation and brand name recognition should be used as a positioning opportunity with community college and other academic partners. Co-marketing and positioning should be developed as a Win-Win situation. Equal brand placement, clear message, website information must be accurate for all partners, shared media production costs, shared decision making for co-marketing initiatives and evaluation of marketing effectiveness should be shared by all partners.

Traditional marketing recommendations: print - one page/two color 8 1/2x11 flyers, posters to be placed in local community college admissions offices, radio ads, TV interviews on the local stations, PSA announcements during registration, billboards if funding allows. I do not recommend that funds be spent on newspaper ads or TV ads. That is too broad and does not specifically reach the targeted audience.

Online, interactive and e-marketing strategic tactics include personalization and customization; specific targeting by geography, behavior, psychographic and demographics results in prospective student interest tracking; enhanced student/customer service, and marketing to prospective students where they are searching for educational opportunities. Revision of the existing UGA Tifton CAES web site to include comprehensive Search Engine Optimization (SEO), metrics, analytics and keyword search capability.

### **Market Share**

The development of a comprehensive marketing plan focuses on the determining the suitable message, selecting the most appropriate media, and implementing the media campaign. The traditional target audience is now larger, because of the economic downturn, prospective students are more selective about the institution and course delivery method of choice and must be recruited through appropriate awareness and acquisition marketing campaigns.

### **Strategic Tactics**

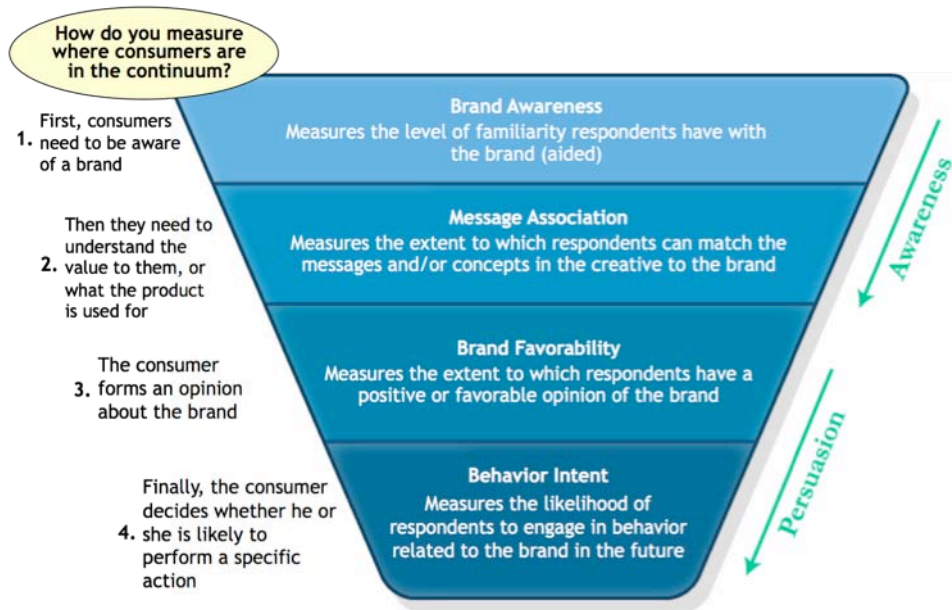
What vehicles will carry the message? The first and most important marketing tactic is an accurate, informative, high-producing, interesting Web site. The Web site can do more for a new student recruitment initiative than thousands of dollars spent in traditional marketing. The website should be clean, produce a PDF downloadable information piece, have an email to an individual that will communicate with the prospective student and then give the prospective student an immediate *Thank you for your inquiry* – response.

Communications, PR and free marketing can include; UGA Tifton speakers at local high schools, community colleges, 4-H or FFA events, education fairs and exhibits, PDF downloadable brochure online, html email communications.

The costs for these communications and PR strategies are the staff time for development and implementation.

It is recommended to stay away from print mailings because of the costs and lack of tracking capabilities.

## The Hierarchy of Advertising Effects



### Awareness Marketing Campaign

Brand awareness is the individual's ability to identify the University's brand and new degree programs in sufficient detail to distinguish it from other institutions and select UGA Tifton as their institution of choice. The purpose of an awareness campaign is to educate and inform the audience, in addition to building awareness of the new UGA Tifton degree programs, new 2+2 undergraduate degree partnerships with community colleges, and course delivery options. In simple terms – an awareness campaign is to 'get the word out there' about the new degree programs that are available.

### Acquisition Marketing Campaign

Acquisition marketing is to secure the application and enrollment. An effective acquisition campaign will be clear, concise messaging, have an 'ASK' – generate a response to get the prospective student to contact the institution about the program and begin a dialogue with the admissions office. Tracking an acquisition campaign is critically important for evaluation purposes. Once the prospective student has contacted the institution there should be a tracking process to evaluate the communication, follow-up and enrollment. The 'Right Now' software has very good online tracking capabilities and is multifunctional for any institution's use. Or the university IT department can create a customized tool. There are also other online tools that would also be very effective. The key to a successful acquisition campaign is to determine when the prospective student *converts* from a prospect to an enrollment = conversion rate.

## Creative Strategies

Creative development for all marketing campaigns is costly and takes time for the development and approval process. Key points for creative development: use photography of the actual UGA Tifton students, personalize all communications (whenever possible), and the URL is the most important information in the creative piece, also include a phone number. Co-marketing creative should balance institutions' names, logos and branding. One point of contact for each institution should be established. Do NOT put too much information on co-marketing pieces; names of the institutions, brand logos, URLs, contact information, one image, phone number.

## Print Marketing Materials:

Traditional print marketing is essential to carry the message. Recommendations for print materials: one page two-color/high gloss flyer; posters with tear-away information post-it notes, and/or bookmarks. Volume, quality of product and the production house chosen determines cost and production time for print materials.

The Office of Public Affairs produces Web sites, news releases, *Columns* (the faculty/staff newspaper), *Georgia Magazine* (the UGA alumni magazine), marketing materials, video, photography, broadcasting, and tours for visitors.

## UGA Office of Communications Production Timelines/Requirements

- Simple Brochure = 2-4 weeks
- Scientific Poster = 1-2 weeks
- Infographics = 1-2 weeks
- Exhibit = 2-3 months
- OC production time begins when all project materials and information are finalized and delivered to OC. This includes text, photos, illustrations, etc. Production time does not include external processes and services such as printers.

## Advertising

AgCareers.com  
High School and Community College newspapers

## Communications channels:

Communication with key stakeholders, supported with appropriate print information materials is a low, or no cost, marketing strategy but has the capacity to encourage enrollment growth more than any other channel. Appropriate print materials should be developed and disseminated, both electronically (html emails and PDF documents, and hard copy - mailed to appropriate communications partners: High School counselors, community college partners academic advisors, 4-H leaders, FFA leaders, key community leaders, Ag business and industry partners. Cost: determined by the number of units printed, color, size, paper quality

## UGA Office of Communications Production Timelines/Requirements.

•Simple Brochure	=	2-4 weeks
•Scientific Poster	=	1-2 weeks
•Infographics	=	1-2 weeks
•Exhibit	=	2-3 months

•OC production time begins when all project materials and information are finalized and delivered to OC. This includes text, photos, illustrations, etc. Production time does not include external processes and services such as printers.

### **Continue the Existing Marketing Tactics**

Continue Erin Womack's excellent marketing and communications

- Education Fairs
- High School and Community College counselors and advisors
- 4-H
- FFA

### **Online Interactive Marketing**

Online interactive marketing has the capability for a lower cost and higher return on investment than traditional marketing. Awareness Online Interactive Marketing includes: Identifying and targeting the appropriate market segmentation by identifying the appropriate geo-target (place ads only in specific zip codes), demographic target (reach only your specific target audience: age, employment status, course/degree status, etc.), behavioral target (prospective students searching for Agriculture undergraduate degree opportunities within the past 30-60 days), psycho-graphically target (traditional, cultural, social) prospective students to receive the interactive ad/banner. Frequency of exposure, the number of times that the ad is placed; ad size and placement, also impacts the metrics. A 'Call to Action' on the interactive ad will drive the prospective student to a Splash Page that will provide all UGA Tifton new Agriculture undergraduate degree information. Tracking and metrics on the Splash Page will assess the success of the online initiative. ClickThrus measure interest of the prospective students.

Acquisition campaigns: online interactive marketing campaigns that reach the target audience require a Call to Action. The 'Call to Action' options:

- Click here for a UGA Tifton brochure about the new Agriculture undergraduate degree programs (PDF format brochure online)
- 'Contact Me Now' form; prospective student completes the form, submits, UGA Tifton has an immediate online response email to the prospective student 'Thank you for your inquiry about the new UGA Tifton Agriculture undergraduate degree programs. Someone will be contacting you shortly to talk with you about the programs.' This is a CRM, client relationship management, strategic tactic that will develop a dialogue with the prospective student, not just push marketing out 'at' students.

- Tracking of inquiries is very important. Responses should be within 24 hours, track responses on a spreadsheet, and have a minimum of three ‘communication touches’ with each prospective student.

Planning and assessment of online interactive marketing is critical. Tracking should include the assessment of the highest response rate to various creative examples (a minimum of three creative examples should be used on any campaign), ad placement location (highest return will be on Agriculture related Web sites); keyword search campaigns should be implemented with online interactive campaigns to gain maximum exposure.

Example of online interactive ad tracking results:

236 total conversions (people who filled out the splash page for more info)  
 5.7% conversion rate (avg. conversion rates are around 5%, so this is slightly better than industry average)  
 236 conversions divided by the total number of clicks (4,082 people hit the splash page and 236 filled it out)

- Overall highest click through rate by the \_\_\_ad placement\_\_\_ with the 120x600 size banner (.21%)
- Second highest click through rate was Yahoo within the Education channel geo-targeted (.20%)
- Highest overall conversion rate (people who clicked then filled out splash page) was \_\_\_\_\_.com bonus 468x60 (8.3%)
- Overall highest conversion rates by site are as follows:
 

Yahoo	6.14%
CCCC.com	5.8%
Local paper	4.34%

Example of online ads purchased:

6,700,080 impressions x .60% CTR = 40,200 clicks  
 40,200 clicks x 5% conversion rate\* = 2,010 leads  
**\$\_\_\_ Cost per lead**

Examples of online ads: creative, placement, metrics, assessment, and cost per lead<sup>4</sup>

Keyword Advertising:

Keyword advertising links to specific keywords or keyword phrases for Internet search engines to track. Common forms of keyword advertising are known by many other terms including pay per click (PPC) and cost per action (CPA). There are multiple variations, each starting with "pay per" or "cost per" such as pay per action (PPA), pay per cost (PPC), cost per mille (CPM).

---

<sup>4</sup> Appendix: examples of online interactive ads



Create a systematic marketing plan spreadsheet to manage all marketing projects.

Example:

Flow Chart					
	26	3	10	17	24
<b>Student Recruitment / Acquisition Support</b>					
Fall session: dates – online & traditional					
Spring session: Nov 13 - Jan 21 (avoid holiday weeks) - traditional					
Summer session: Apr 9 - May 20 (conclude by mid-May) - online					
<b>Corporate Branding -</b>					
Online Branding to C-Level Executives					
Keyword advertising					

### Web site Revision Plan - Search Engine Optimization (SEO)

The purpose of the Search Engine Optimization (SEO) plan, for the UGA Tifton marketing plan, is to develop a strategic online marketing foundation that includes focus on SEO keywords, SEO technical, online metrics, editorial support and general strategic support to create a revised Web site. The UGA Tifton CAES Web site should have improved visibility for all CAES programs. When an individual searches for Agriculture degree opportunities on a search engine, the objective for the site is to have it show up at the highest search results levels in all search engines. Including an SEO strategy in the development of the UGA Tifton project will establish the best competitive edge to position UGA Tifton as the first choice for educational opportunities in SW Georgia. The best SEO strategy is to improve the user experience and provide value: more users = more searches = more exposure to UGA Tifton educational opportunities.

### Search Engine Optimization (SEO) Defined

SEO is the practice of guiding the development or redevelopment of a website so that it will naturally attract visitors by winning top ranking on the major search engines for selected keyword phrases.

### Guide to Search Engine Optimization

1. How are people searching for Agriculture undergraduate degree opportunities in Georgia?  
Answer: Google searches (69.5%), Yahoo searches (19.2%), Microsoft (5.9%)<sup>5</sup>
2. Which competitor sites are winning those searches, and why?

<sup>5</sup> Digital Media, Google Conquers 2008 Search Market in US [http://news.cnet.com/8301-1023\\_3-10143183-93.html](http://news.cnet.com/8301-1023_3-10143183-93.html)

3. Which searches can a revised UGA Tifton CAES Web site win?

### **SEO Strategy**

- Site indexing will identify all pages to allow the user to find the pages wanted.
- Keyword relevance refers to volume and clarity of content, page code, meta-tags, cross-links and in-bound links with tie to specific subjects.
- Components of crawlability (depth and recency) include URL and sub.domain clarity, trust page ratios, content/code ratios, page load times, broken link errors, redirect usage, Google site maps and webmaster tools, internal linking structures, types of navigational structures, page code compliance, duplicate content and rate of new content updates.

### **Analysis & Development**

Technical Analysis  
Keyword Concept Development & Analysis  
Content Analysis  
Planning Link Strategy

The purpose of the SEO plan is to redefine the UGA Tifton website from all SEO perspectives, while establishing the best competitive and keywords to optimize and identifying content opportunities that will support the marketing campaigns. The link building strategy will encompass the most beneficial combination of link types.

SEO keyword foundation includes communications and site structure support for a global keyword analysis based on agriculture undergraduate degree seeking and SW Georgia education keywords. Recommendation for the initial, research based, architectural and page-naming recommendations should be based on comprehensive research and the development of revised sitemap documentation. Keyword research and editorial consulting is required for success. The Web site revision must include keyword analysis on a per page basis to recommend keywords that will be targeted for each section of the site, as well as on a per resource basis for each resource profile page. A critical element of success requires the development of templates based on meta-tags for dynamic sections of the site.

To maximize revised site SEO capabilities, the project should establish custom best SEO practice guidelines. Editorial review should include two review cycles to optimize content. Link and description recommendations for back-linking for the Marketing campaign should be evaluated, in addition to a boilerplate, and link guidance for the press release for SEO optimization. This part of the plan should be included in a Marketing / PR plan and work closely with the UGA CAES and UGA External Affairs/Public Affairs Office.

Components of keyword relevance include: title tags, description meta-tags, keyword meta-tags, on page content keyword density, anchor ext in inbound links, PPC keywords and user behavior. Additional Key word considerations: keyword competition (number of pages / sites in this line), keyword user valued (value of the user to the organization), and keyword demand (number of people searching for the phrase/keywords).

Value of SEO: Search engine traffic is free traffic that is topically related (organic), driving traffic to the site. The purpose of the site is to help the user learn about UGA Tifton Agriculture undergraduate degree completion opportunities and what 2+2 community college partners offer the new Agriculture programs the person is interested in.

## **Technical SEO Foundation**

The SEO initiative should evaluate the need for improvements required to make the revised site as search engine crawlable and keyword rich as possible, including technical research, documentation and recommendations. A revised Web site, SEO compatibility, should include final SEO analysis; including Google sitemaps account setup and submission requirements.

## **Metrics**

Metrics must include having the systems in place to know who is coming to the site, where they came from, and what they did there. The initial metrics setup, for the revised Web site, should include implementation of a supplemental tracking system that will allow faster and better general trend analysis. Research and identify an appropriate solution for Google Analytics (GA) tracking based on the current site. Google Analytics tracking systems should recommend initial site changes and assist internal technical resources with implementation. Additionally, the revision project must establish Key Performance Indicators (KPI) and customized Google Analytics reporting systems. The purpose of the tracking systems is to quantify project goals, create better intelligence and make better decisions.

## **Web site Revision**

### **Search Engine Optimization (SEO) Recommendations<sup>6</sup>**

Dynamic URLs: Avoid using dynamic URLs whenever possible. Many search engines have problems indexing some types of dynamic URLs. Common indicators of dynamic URLs are ?, &, %, +, =, \$, cgi-bin, .cgi.

Duplicate Content: Each page of the site should have unique contextual elements including meta-data, headers, and specifically, copy. These recommendations extend to pages outside of the site. More often than not, duplicate content issues result in the offending pages being included only in the omitted search results.

Meta-Tags: The following should serve as a general guideline for writing meta-tags.

Title-Tag: Each page's title-tag should contain unique and accurate content. When creating a title-tag for a page, the following guidelines should be taken into consideration:

- Use the UGA branding name at the beginning or end of each title
- Limit the title-tag to 70 characters or less (including spaces)
- Incorporate keyword phrases that are relevant to the specific page

---

<sup>6</sup> SEO Cheat Sheet seomoz.com

- Use a divider such as "|", ">" or "-" (pipe bar, arrow or hyphen) when separating the business name from the actual title
- Maintain consistent structure within your title-tags across all pages
- Repeat or use the same basic keywords that are in your title tag in the H1 tag

Meta-Description Tag: Each page's title-description-tag should also be unique and descriptive of the content on the page. When creating a description-tag, the following guidelines should be taken into consideration:

- Do not exceed 155 characters (including spaces)
- Use the keywords that have been selected to be the main focus of the page to describe the content
- Do not repeat keyword phrases more than twice
- Avoid using keywords or phrases that are not relevant to that particular page

Meta-Keyword Tag: Like the title- and description-tag, the keyword-tag should be unique and accurately depict the content of the page. When creating keyword-tags, the following guidelines should be taken into consideration:

- Do not exceed 700 characters (including spaces)
- Use keywords and variations of those keywords that have been selected be the main focus
- Do not repeat the same keyword phrases over and over again
- Avoid using keywords or phrases that are not relevant to that particular page

Crosslinking: Crosslinking is defined as linking to sites that are on the same IP or owned by the same individuals or companies – may cause issues in the engines. Yahoo is very sensitive to excessive crosslinking. Avoid excessive crosslinking.

HTML Validation: Unless there are major issues, HTML errors do not generally affect rankings. However, it is a best practice for your site to be W3C compliant. Validate the site pages using a free Validation tool: <http://validator.w3.org/>

Redirects: 301 redirects are page redirects that tell search engines that URL's have permanently changed their name and therefore to take the previous information held about this page, including all its incoming link value and most important search engine position and permanently transfer this information to the new page names. All redirects should use permanent 301 redirects.

Home Page Redirects: There should only be one version of the home page. Common examples of duplicated home pages include .com/index, .com/default, etc. This will create duplicate content issues as well as split the site linking.

Frames: Frames and iFrames should be avoided unless absolutely necessary. Content within frames are not crawlable by most search engines.

**Secure Pages:** If the site uses secure pages as a checkout process (https://), the https:// should be used only for the checkout pages. When users navigate back to unsecure pages of your site, the https:// should be removed (and resolve to the normal http://).

**Session IDs:** Using session IDs can cause issues with duplicate content as well as indexing. Using session IDs as part of the URL structure should be avoided.

**Cloaking:** Cloaking occurs when your site delivers one page to a search engine for indexing while delivering a different version of the page to browsers. This will appear deceptive to the engine, which, penalizes the Web site. Avoid cloaking.

**Hidden Content:** If search engines find hidden content on the site, the search engines may penalize the site for trying to deceive the engines. Search for hidden content by browsing to a page and selecting Control+A. If any text that appears while highlighted that does not appear when normally viewing the site, it is likely an instance of hidden content. Avoid using hidden content. The “hidden” attribute is being used, which may appear deceptive to the search engines.

**URL Structure:** The structure of each page's URL is an important factor in SEO. The following should be used as a general guideline for URL structure.

- Avoid using dynamic URLs
- Avoid using session IDs
- Limit your subdirectories to three
- Use keywords in your subdirectories
- Limit the amount of words in the URL to 3–5
- Use hyphens to separate words

**Image Optimization:** All important images on the page should have an alt tag, that is an alternative means to convey the message of the image to site users who, for a variety of reasons, are using browsers that have images disabled. Accurately describing each image on the page with keywords is an excellent way to provide an additional source of relevance. Additionally, the file-naming scheme should follow the same recommendations as URL writing – by using keyword-rich, relevant terms, separated by a hyphen.

**Indexable Text:** Text that is dynamic, image-based, or called with JavaScript is not indexable by the search engines. Whenever possible, replace dynamically generated content or copy that is called by JavaScript with CSS values that achieve the same effect.

**Header Tags:** Header tags should be used to provide emphasis for important text on each page. The H1 tag is given the most weight by the search engines, so it should be written to convey the same message as the title tag of the page, and should also use keywords selected to be the main focus of the page. Subheading should use H2, H3, H4, etc., tags. No tag should be used more than once on a page.

**Internal Text Linking:** The internal linking structure of a site is an important factor in search engine optimization. The anchor text used should be written specifically to incorporate keywords selected as the main focus.

**Optimized Copy:** The copy on each content page should include unique, informative content based around the keywords identified during the keyword research and selection process. Important keywords should be used 2–7 times within the copy, depending on the length of the overall content. The copy should also incorporate "supporting" keywords, which may include synonyms, jargon, and other words that are significantly related or frequently associated with the main keyword focus.

**Footer:** Every domain should have text-link footer navigation on every page of the site. The content and location of the footer navigation should be consistent throughout, and should typically include links to pages such as the home page, about us page, contact page, privacy statements and site map.

**Domain.com to www.Domain.com 301 Redirect:** As previously mentioned, only one instance of a home page should exist. This applies to the non-www version and www-version of the site. A permanent 301-redirect should be used to redirect the non-www version of the home page (and all other pages) to the www-version.

**Flash/Splash:** Flash or splash without text may cause the site to rank poorly. Search engines like sites with good, relative content. Avoid using splash pages and excessive Flash on the Web site.

**Excessive JavaScript/CSS:** All JavaScript and CSS should be included in external files and referenced in the header of the HTML. Excessive bits of code such as these will not only delay page load time, but dilute the relevancy of the page copy.

**Excessive Subdirectories:** As mentioned previously, avoid using excessive subdirectories in your URL structure. Ideally, URLs should not exceed 3 subdirectories, and the closer the keywords in the structure are to the root of the URL, the more relevance will be given.

**Site Maps:** A text link site map will increase the chances of search engines finding all the pages on the Web site. Recommendation: create one and place a text link to that page in the footer navigation of the site. Also create an XML site map that can be submitted to the major search engines.

**Custom 404-Error Page:** Create a custom 404-error page for visitors who arrive at nonexistent pages. The default page should include a message stating that the page was not found, and include links back to the main sections of the site.

**Broken Links:** Important recommendation: keep up with broken links on the site and remedy as needed. Xenu Link Sleuth is a free tool that will allow you to crawl your entire site and report all instances of broken links including their location

**Google Webmaster Tools:** Register the revised site with Google Webmaster Tools. This free services provides a great amount of relevant information regarding performance and any issues of the site.

Robots.txt File: When search engines crawl a site, they first look for a robots.txt file, which instructs them what page to follow and what pages to avoid. Recommendation: create and upload a robots.txt file to the site. This should be updated to block all pages existing on the dev. subdomain.

Inbound Links: By far, gaining relevant and authoritative inbound links is the most important off-page optimization one can do. Continuous efforts should be used to actively include inbound links to a variety of pages within your revised site.

## **Social Media Marketing Strategy**

Social media is a time consuming, resource draining, strategic marketing strategy that is important to include in the overall marketing plan. The recommendation is to establish a presence on four top social media sites: Facebook, YouTube, Twitter and Flickr.

- Facebook is a social networking site that allows people from around the world to network with friends, companies and organizations.
- YouTube is the world's largest video sharing site.
- Twitter's mission is to allow people to share what they're doing in 140 characters or less.
- Flickr is the world's largest photo sharing site.
- Others:
  - Delicious is a social bookmarking site that allows people from around the world to share interesting sites and discover new ones.
  - Tumblr is a micro-blogging service.

Social media requires universities to listen to and understand their audiences and how they communicate/interact on the social web. But first there must be an assessment of what are your goals? It's important to consider both the goals of UGA Tifton, reaching prospective students, as well as understanding the audience you're trying to reach. Marketing on the social web is about 'giving to get'. Knowing what the target audience wants is key in reaching the goals because it is required to give it to them. What social media marketing tactics and corresponding technologies should UGA Tifton employ to reach prospective? Blogging, microblogging, social networks, video, forums, blogger relations and outreach

Social Media is about people connecting, sharing and growing with each other. A social media plan should be conducted authentically, openly, and knowing the world is watching. Prospective students trust each other, and are talking to each other using social media tools, and they also talk about UGA Tifton. Social media can be used to reach and connect with prospective students, and invite them to participate in UGA Tifton communities. Obvious outputs of this community are the digital and real life conversations that will manifest. Prospective students are in charge of their social media tools, and typically are using these tools long before university communicators do.

Measurement is essential. It will be important to measure the interaction between people; prospective students, parents, faculty, university staff, and others. Qualitative responses that happen are also important, not page views or downloads. Developing a comprehensive social

media plan requires internal organization. Social media will go deep in the organization. This tool will change how the university communicates to prospective students and the public.

Social media spans the marketing cycle and time. Savvy universities are learning how to use these tools across all phases of the student recruitment cycle: awareness, engagement, education, negotiation, deployment, support, prospective student feedback, market and competitive intelligence, and then repeat.

## **Learn from Other Universities and Colleges of Agriculture**

Example: Kansas State College of Agriculture  
<http://www.ag.ksu.edu/DesktopDefault.aspx?tabid=853>

### **Ag Tube. Broadcast Your Passion**

*It's back! The AgTube contest launched last year has returned this school year with fewer deadlines and timing restrictions. We still need your help. We need your creativity. We need your passion for the College of Agriculture.*

*Think of an idea to visually demonstrate your answer to one of the following questions:*

- *What have you learned in the College of Agriculture?*
- *Why did you choose to study agriculture?*
- *How have you found your place at K-State in the College of Agriculture?*
- *Why do you bleed purple?*
- *Share your favorite place, class or event...or anything else that will show a student view.*

*Consider prospective students (current high school, community college and four-year college students) to be your target audience. Make a video you would watch on YouTube and send to your friends.*

*Shoot it. Submit it. If your video is selected as one of the four best from this semester, you'll win a \$150 Visa gift card, and we'll show your masterpiece at various events throughout the year as well as post it on the College of Agriculture Web site. All videos that are selected for use on the College of Agriculture Web site will be awarded a \$50 gift certificate.*

*The Details:*

*Who: To be eligible for the contest, you must be 18 years of age or older and currently enrolled in the K-State College of Agriculture as full-time undergraduate or graduate student or a member of the K-State College of Agriculture faculty or staff. The entries will be viewed and judged by a panel selected by the College of Agriculture academic programs office that will include faculty, staff, alumni and students.*



## **Recommendation:**

### **UGA Tifton CAES New Undergraduate Degree Recruitment Goals**

Recruitment goals for the University of Georgia Tifton College of Agriculture and Environmental Sciences should include recruiting a larger, more diverse and strategic target audience to generate student credit hours (SCH). It is realistic to determine the number of projected enrollments to be focused on a three-year marketing campaign cycle.

1<sup>st</sup> year – 15 enrollments  
2<sup>nd</sup> year - 30 enrollments  
3<sup>rd</sup> year - 50 enrollments

### **Marketing Budget Options**

- 1) Zero budget:
  - a. Revise the UGA Tifton Web site to be more keyword and SEO centric is the first requirement for any marketing plan. There is no cost to the revision, only staff time.
  - b. Build co-marketing partnerships with community colleges to support the extended communication of the new 2+2 degree completion degree offerings.
  - c. New degree / program announcements to the local media: interviews with the newspaper, run a story about the need and opportunities of the new degrees; interviews with TV and radio; Public Service Announcements (PSA's) through local media.
  - d. HTML emails from UGA Tifton to all partners announcing the new degree programs, repeat announcement during open registration dates.
  - e. Communicate with Alumni
  - f. Social media plan
- 2) Modest marketing budget:
  - a. All of the above tactics
  - b. Print materials that co-market with the community colleges, High Schools, 4-H, FFA, Extension Agents, local libraries: book markers, posters, ½ page flyers.
  - c. Purchase: Keywords, measure responses driving prospective students to the Web site
  - d. Online ads, banners: drive prospective students to designated Splash page
- 3) Large marketing budget:
  - a. All of the above tactics
  - b. Additional budget dedicated to purchasing keywords, online ads and banners, additional print materials
  - c. Radio spots

### **Marketing decisions that must be addressed**

- What is the marketing budget?

- What is the timeline that will be committed to begin the marketing plan and allow for the awareness / acquisition marketing campaigns to cycle?
- What vehicles will carry the message?
- What will the final marketing plan include and who will implement it?
- How will it be communicated internally?
- Who are the top three partners to co-market with?
- What specific resources will be used?


In conclusion, the strategic marketing plan should focus on these critical areas to reach the greatest number of student prospects and have the greatest impact:

1. Develop co-marketing and co-communications partnerships with the community college partners
2. Build awareness campaigns by leveraging the power of the UGA brand, local community college student recruitment strengths, and low cost/high impact strategies.
3. Revise the UGA Tifton Web site to be SEO compatible and initiate CRM, client relationship management, strategies on the Web site.

DRAFT

# Marketing Plan Appendix

## SEO Cheat Sheets:



### The Web Developer's SEO Cheat Sheet

Revision 07

#### Important SEO HTML tags

**Title Tag**  
`<head>  
<title>Keyword</title>  
</head>`

**H1/H2/H3**  
`<h1>Most Important</h1>  
<h2>Second Most Important</h2>  
<h3>Third Most Important</h3>`

**Ball Strong (Some Weak)**  
`<strong>Keyword</strong>  
<strong>Keyword</strong>`

**Image (Optional)**  
``

**Hyperlink (Anchor Text)**  
`<a href="http://www.mysite.com/webpage.html" title="keyword">Keyword</a>`

**Hyperlink (No Followed)**  
`rel="nofollow">Keyword in Anchor Text</a>`

#### Search Engine Indexing Limits

\*Does not apply to websites with significant authority

**Page File Size** No more than 150 kilobytes (Before Images, CSS and other Attachments)

**Amount of links** No more than 100 unique links per page

**Title Tag** No more than 70 characters

**Meta Description** No more than 155 characters

**Parameters in URL** No more than 2  
Bad Example: `http://www.mysite.com/brands.php?object=1&type=2&kind=3&node=5&arg=6`  
Good Example: `http://www.mysite.com/brands.php?like`

**Depth of URL** No more than 4  
Bad Example: `http://www.mysite.com/people/places/thing/zoom/damp/size`  
\*Best Practice: `http://www.mysite.com/people/danny/`

#### Recommended Title Tag Syntax

Keyword | Category | Website Title

#### 301 Redirect for Apache

Write to file called ".htaccess". The file is named only as an extension. Hidden files must be viewable in operating system; mod\_rewrite must be enabled.


Command	Description
<code>Redirect 301 /oldpage.html http://www.newdomain.com/newpage.html</code>	Redirect single file or directory to a new file or directory on a different domain
<code>RewriteEngine on</code> <code>RewriteCond %{HTTP_HOST} ^mysite.com [NC]</code> <code>RewriteRule ^(.*)\$ http://www.mysite.com/\$1 [L,R=301]</code>	Redirect <code>http://mysite.com</code> to <code>http://www.mysite.com</code> . Affects entire domain.
<code>Redirect 301 / http://www.newdomain.com/</code> <small>Redirect permanent /old http://www.newdomain.com/new</small>	Redirect entire domain to a new domain as either a 301 (recommended) or 302

#### Common Canonical Homepage Issue

Bad  
`http://www.mysite.com`  
`http://mysite.com`  
`http://www.mysite.com/index.html`  
`http://mysite.com/index.html`

Good  
`http://www.mysite.com/`

To condense the four default homepages into one homepage, use 301 redirects (See table on right) to correct erroneous incoming links and make all internal links point to your domain using the syntax `http://www.mysite.com/`. Always include trailing "/" on folders.



### The Web Developer's SEO Cheat Sheet

#### Important Search Engine Robots

Last updated April 29th 2008. Check <http://www.user-agent.org/> for updates

Google Search	Googlebot/2.1 ( <a href="http://www.google.com/bot.html">http://www.google.com/bot.html</a> )
Google Search	Googlebot/2.1 ( <a href="http://www.google.com/bot.html">http://www.google.com/bot.html</a> )
Google Image Search	Googlebot-Image/1.0
Google Image Search	Googlebot-Image/1.0 ( <a href="http://www.googlebot.com/bot.html">http://www.googlebot.com/bot.html</a> )
MSN Search	msnbot/xxx ( <a href="http://search.msn.com/msnbot.htm">http://search.msn.com/msnbot.htm</a> )
MSN Search	MSNBOT/0.xx ( <a href="http://search.msn.com/msnbot.htm">http://search.msn.com/msnbot.htm</a> )
MSN Media Search Robot	msnbot-media/1.0 ( <a href="http://search.msn.com/msnbot.htm">http://search.msn.com/msnbot.htm</a> )
Windows Live Product Search	msnbot-Products/1.0 ( <a href="http://search.msn.com/msnbot.htm">http://search.msn.com/msnbot.htm</a> )
Microsoft Search for Mobiles	MSNBOT_Mobile MSMOBOT Mozilla/2.0 (compatible; MSIE 4.02; Windows CE; Default)
Alexa / The Internet Archive	ia_archiver
Alexa / The Internet Archive	ia_archiver-web.archive.org
Alexa / The Internet Archive	ia_archiver/1.6
Yahoo Blog Search	Yahoo-Image/3.9 (compatible; Mozilla 4.0; MSIE 5.5; <a href="http://help.yahoo.com/help/us/search/crawling/crawling-02.html">http://help.yahoo.com/help/us/search/crawling/crawling-02.html</a> )
Yahoo Multimedia Search	Yahoo-MMAudVid/1.0 (mms dash mmaudvidcrawler dash support at yahoo dash inc dot com)
Yahoo Product Search	YahooSeeker/1.0 (compatible; Mozilla 4.0; MSIE 5.5; <a href="http://help.yahoo.com/help/us/shop/merchant/">http://help.yahoo.com/help/us/shop/merchant/</a> )
Yahoo Product Search	YahooSeeker/1.0 (compatible; Mozilla 4.0; MSIE 5.5; <a href="http://search.yahoo.com/yahooseeker.html">http://search.yahoo.com/yahooseeker.html</a> )
Yahoo Product Search	YahooSeeker/1.1 (compatible; Mozilla 4.0; MSIE 5.5; <a href="http://help.yahoo.com/help/us/shop/merchant/">http://help.yahoo.com/help/us/shop/merchant/</a> )
Ask/Teoma Search	Mozilla/2.0 (compatible; Ask Jeeves)
Ask/Teoma Search	Mozilla/2.0 (compatible; Ask Jeeves/Teoma)
Ask/Teoma Search	Mozilla/2.0 (compatible; Ask Jeeves/Teoma; <a href="http://about.ask.com/en/docs/about/webmasters.shtml">http://about.ask.com/en/docs/about/webmasters.shtml</a> )

#### Robots Meta Tag

```
<meta name="ROBOT NAME" content="ARGUMENTS" />
```

**ROBOT NAME** can be either "robots" for all robots or the user-agent of a specific robot. See robot user-agent list to the left.

Arguments		
nindex	Google, Yahoo, Live, Ask	Page Not Indexed
nofollow	Google, Yahoo, Live, Ask	All Links on Page Become No Followed
noarchive	Google, Yahoo, Live, Ask	Page Not Cached
nooodp	Google, Yahoo, Live	Stops Description and Title Tag Overwrite by DMOZ (Only for homepage)
noydir	Yahoo	Stops Description and Title Tag Overwrite by Yahoo Directory
nosnippet	Google	Stops Google from Generating Description Based on On-page Text

#### Common Robot Traps

- Input Forms
- Session IDs in URL
- Pages Restricted by Cookies
- Frames
- Logins

#### Robots.txt Syntax

```
User-agent: *
Disallow: /privatefolder/
Disallow: /privatefile.html

User-agent: Googlebot/2.1
Disallow: /no-google.htm
Sitemap: http://www.mysite.com/sitemap.xml
```

#### Sitemap Syntax

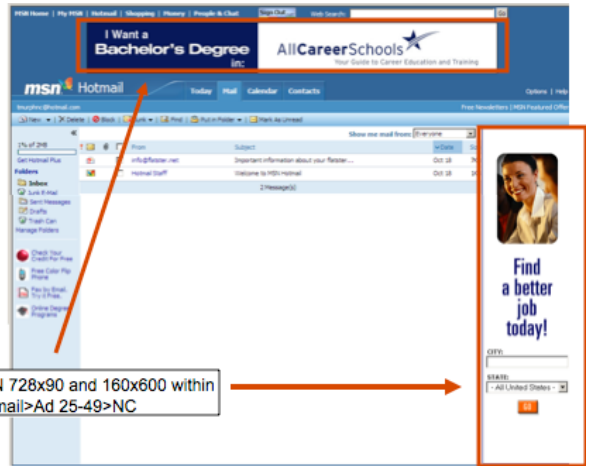
```
<?xml version="1.0" encoding="UTF-8" >
<urlset xmlns="http://www.sitemaps.org/schemas/sitemap/0.9" >
<url>
<loc>http://www.mysite.com/</loc>
<lastmod>2007-05-25</lastmod>
<changefreq>monthly</changefreq>
<priority>0.8</priority>
</url>
</urlset>
```

Default Locations Search Engines Look for Sitemaps  
<http://www.mysite.com/sitemap.xml>  
<http://www.mysite.com/sitemap.xml.gz>  
<http://www.mysite.com/sitemap.gz>

Visit <http://www.xml-sitemaps.com/> for a free sitemap

Online ad examples:

Leads will be sent to you from the School Finder – specify lead requirements, ex) state resident, 20 hours of previous credit, etc.



MSN 728x90 and 160x600 within Hotmail>Ad 25-49>NC

DRAY

## **Competitive Analysis of Undergraduate Degrees Within the SW Georgia Area**

### **Competitive Analysis Study Design**

This report summarizes the procedures and findings of a marketing study competitive analysis for The University of Georgia Tifton, College of Agriculture and Environmental Sciences. Kay Zimmerman conducted the review during Fall 2008. Findings will be used by The University of Georgia Tifton to assess the feasibility of determining new undergraduate degree programs through the evaluation of local/regional/state and inter-state university perceived competitors, competitive academic partnerships, and the evaluation of competitor's degree program delivery methods. The competitive analysis study restricted data collection to undergraduate degree programs within the College of Agriculture and Environmental Sciences to comparable colleges/universities and potential two-year college partners.

### **Competitive Review Procedures**

A competitive review was constructed in conjunction with the UGA Tifton CAES administration and select faculty. Twenty-three colleges, two and four year institutions, were reviewed to evaluate: geographic location to UGAT, College/University Agriculture Departments, CAES degrees, degree/course delivery methods, academic partnerships for undergraduate 2+2 transfer programs, tuition and fees costs, competition enrollment projection analysis, and competitive student marketing recruitment strategies. Academic institutions that were reviewed included (In-state): ABAC: Abraham Baldwin Agricultural College, Darton College, Albany State University, Fort Valley State University, Valdosta State University, Waycross College, South GA College, Georgia Southwestern State University, Macon State College, Georgia College & State University. Out-of-State institutions: Clemson University, Auburn University, Alabama A & M University, Florida Agricultural and Mechanical University, North Carolina A&T University, North Carolina State University, South Carolina State University, Tennessee State University, Tuskegee University, The University of Tennessee – Knoxville, and the University of Florida.

Competing in higher education requires an in-depth analysis to strategically recruit and enroll the best and brightest of today's prospective college students. UGA Tifton CAES has a unique opportunity to position and differentiate itself by analyzing the academic competition, degree program delivery methods, student recruitment market strategies, enrollment projection strategies and determine the most appropriate new degree offerings that will result in meeting desired projected student enrollments.

The purpose of evaluating both in-state and out-of-state institutions is that in today's higher education marketplace the competition for students is significant. Students seek the best educational opportunities and not only consider the university ranking, but the university 'brand', how the courses/degrees are offered, use of technology at the institution, cost of tuition and fees, and the need for time/cost savings that can allow the student's to complete a degree and work at the same time.

Today's students expect their educational opportunities to include technology applications from as simple as the course syllabus being online, all the way to the full course being offered online. The time to drive to class, park, walk to class, and then return home is often a significant determining factor in the student's decision as to which institution the student will seek a degree. Additionally, the cost of gas can have a significant impact on a student's budget if the student does not live close to the campus. These are considerations that your competition has evaluated and determined as important to address in developing their strategic plans.

At the same time, universities need to maximize the use of classroom space, faculty teaching loads, and limited course enrollment, which can be influenced by rural locations and distances to class or lab settings. In summary, evaluating the competition to understand and assess new market share opportunities includes a great deal more than just listing the degrees that other schools offer. UGA Tifton will do well by evaluating how the Tifton campus facilities are presently used, the new facilities, projected enrollments, determining the new target audience demographics and behavioral characteristics, as well as how to establish an evaluation process that will determine a new degree offering. What is significant to note is that there are a number of degree transfer programs that could be evaluated for acceptance into an articulation agreement for a formal transfer program that is a transition to feed students into a degree program at UGA Tifton.

### **Institution Undergraduate Degree Majors Comparison**

Table I: Summarizes information about twenty-three institutions, and SREB campus participants, offering programs in the CAES fields. Undergraduate CAES degrees are offered in twenty-four areas, which were compared to the University of Georgia Athens campus College of Agriculture and Environmental Sciences list of undergraduate majors. The majority of degree offerings are on-campus, with eighteen institutions offering **Biological Sciences** degrees, as follows: ABAC: Abraham Baldwin Agricultural College, Darton College campus and SREB-online, Albany State University, South GA College, Fort Valley State University, Macon State College, South GA College, Waycross College, Valdosta State University, Georgia Southwestern State University, Georgia College & State University, University of Florida, Clemson University, North Carolina A&T University, North Carolina State University, The University of Tennessee – Knoxville, Tuskegee University, SREB -Tennessee Regents Online AS degree.

<b>Number of Institutions Offering UG (CAES) Degrees: Delivery Methods</b>					
	<b>Traditional classroom,F2F</b>	<b>Online</b>	<b>Distance Education (DVD, iPod, etc.)</b>	<b>Blended</b>	<b>Response Count</b>
<b>1) Agribusiness</b>	<b>10</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>12</b>
2) Agricultural and Applied Economics	7	0	0	0	7
3) Agricultural Communication	2	0	0	0	2
<b>4) Agricultural Education</b>	<b>9</b>	<b>3</b>	<b>1</b>	<b>2</b>	<b>15</b>
5) Agricultural Engineering	4	0	0	1	5
6) Agriscience & Environmental Systems	6	0	0	0	6
7) Animal Health	0	0	0	0	0
<b>8) Animal Science</b>	<b>12</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>12</b>
9) Applied Biotechnology	0	0	0	0	0
10) Avian Biology	0	0	0	0	0
11) Biological Engineering	4	0	0	0	4
<b>12) Biological Science</b>	<b>18</b>	<b>2</b>	<b>1</b>	<b>2</b>	<b>23</b>
13) Dairy Science	2	0	0	0	2
14) Entomology	2	0	0	0	2
15) Environmental Chemistry	0	0	0	0	0
16) Environmental Economics & Management	2	0	0	0	2
17) Environmental Resource Science	8	0	0	0	8
18) Food Industry Marketing and Administration	0	0	0	0	0
19) Food Science	6	1	0	0	7
20) Honors Interdisciplinary Studies	0	0	0	0	0
21) Horticulture	7	0	0	0	7
22) Poultry Science	3	1	0	0	3
23) Turfgrass Management	5	0	0	0	5
24) Water and Soil Resources	8	1	0	0	8

**Table I**

Darton College has an aggressive program to reach and serve students through multiple course delivery methods. The **Biological Sciences** transfer programs are also offered through two online programs at Darton College [http://online.darton.edu/Biology\\_degree.html](http://online.darton.edu/Biology_degree.html) and through SREB - Darton College online offering one distance education program-DVD/video/CD is offered at Darton College and similarly, Darton College also offers the blended course delivery method of on-campus and DE.

<http://www.electroniccampus.org/student/scripts/programs/programdetail.asp?Page=1&SearchType=Standard&Term=&TermName=&SearchField=1&Keywords=&B3=Submit&Subject=&Institution=All&State=All&ProgLevel=All&Sort=ProgramTitle&PageSize=20&Code=1915>

The **Animal Science** undergraduate major is offered at twelve schools: ABAC: Abraham Baldwin Agricultural College, Fort Valley State University, University of Florida, Clemson University, North Carolina A&T University, North Carolina State University, The University of Tennessee – Knoxville, Tuskegee University, Tennessee State University, Florida Agricultural And Mechanical University, Alabama A & M University, Auburn University. However, the Animal Science major is only offered in the on-campus format, not through any distance education or online degree delivery methods at any institutions. This would provide an opportunity to discuss transfer program partnerships that include some online and/or blended course offerings in Animal Science.

**Agribusiness** majors are offered at eleven schools: ABAC - Abraham Baldwin Agricultural College, University of Florida, Clemson University, North Carolina A&T University, North Carolina State University, The University of Tennessee – Knoxville, Tennessee State University, Florida Agricultural And Mechanical University, Alabama A & M University, and South Carolina State University. NC State University is the only school that offers Agribusiness courses online. Of these, the ABAC Agribusiness transfer program is the most important partnership with UGA Tifton. The ABAC Agribusiness A.S. 2+2 program should develop a more strategic co-marketing and student recruitment plan between the two institutions. ABAC needs the UGA Tifton brand and reputation to support a high producing transfer and feeder program to students interested in completing the undergraduate B.S. degree. UGA Tifton needs ABAC's offering of the first two years of the Agribusiness degree, aggressive student recruitment plan, and co-marketing support. The growth in online/blended course offerings is demonstrated by the example of the growth in the NC State University College of Agriculture and Life Sciences distance education 2002-2007 programs 13% enrollment growth. Specific program growth example of a new Ag program offering growth: Agriculture and Business Management 2002-2003 individual course offerings enrolled less than thirty students; 2007-2008 ABM minor enrollment growth was ten times the 2002-2003 program enrollment. Clearly, identifying the correct new degree program and appropriate program delivery method is critical for success.

From the competitive perspective, and '*low hanging fruit*' opportunity, **Agricultural Education** majors have the most immediate prospect to generate enrollments by developing articulation agreements and recruiting partnership plans with the other two-year schools. Of the schools that offer Agricultural Education majors the primary partnership that should be enhanced is ABAC because of location, aggressive student recruitment initiatives, pre-existing transfer programs that are sending ABAC students to other four year institutions. Abraham Baldwin Agricultural College needs the UGA brand recognition through the 2+2 partnership and UGA Tifton needs the aggressive approach that ABAC demonstrates in student recruitment. Additional competitive



review results show that these institutions are offering Bachelor degrees in Agricultural Education and are potentially recruiting students away from a prospective pool of qualified applicants for UGA Tifton: University of Florida, Clemson University, North Carolina A&T University, North Carolina State University, Tennessee State University, Florida Agricultural And Mechanical University, Tuskegee University, and Fort Valley State University. Fort Valley State University, NC A&T University, and NC State University offer Agricultural Education courses online and through DE. Fort Valley State University efforts of offering courses online are a direct recruitment conflict with the UG program at UGA Tifton. Often times, students will select a college that includes courses that are flexible and meet their schedules through DE/online. Darton College offers the Associate of Science in Agriculture: on-campus, online, distance education, blended course delivery options. The Darton College A.S. Agriculture core curriculum should be evaluated for transfer to Agriculture Education or Agriculture and Applied Economics. Because Darton College offers the Agriculture A.S. degree in multiple delivery modes, is involved with SREB, recruits in-state and out-of-state students aggressively, and has numerous transfer partnerships, it is advisable for UGA Tifton to evaluate and determine the appropriate partnership with Darton College before UF or other Tier I research and teaching universities exploit the opportunity.

Because six other schools (two and four-year) also offer the same **Agriscience and Environmental Systems** degree as the UGA Tifton campus, it would be advisable to consider developing a stronger 2+2 transfer program with ABAC: Abraham Baldwin Agricultural College, and establish a new transfer program with Waycross College <http://www.waycross.edu/degrees.htm>. Out of state institutions that offer the AES transfer degree, University of Florida, North Carolina A&T University, North Carolina State University and Alabama A & M University, are capturing GA transfer students enrollments because of aggressive and strategic student enrollment strategies. The University of Florida has positioned their ABAC partnership as a full transfer program and may move forward to do the same with Waycross College. NC A&T and NCSU offer courses and the degrees online which strategically position the universities to recruit GA students, thus taking student enrollment market share from UGA Tifton.

## **2+2 Undergraduate Degree Transfer Program Review**

To gauge the existing competitive environment and prospective demand for undergraduate degree completion / transfer programs among the current higher education marketing in SW Georgia, the data gathered provides the foundation for analysis of potential new 2+2 transfer undergraduate degree partnership opportunities. This competitive analysis provides the data to evaluate “perceived competition” and/or the opportunity to evaluate future 2+2 partnerships and new undergraduate degree completion market opportunities.

The profiled institutions vary in their geographic and programmatic coverage. The degree/curriculum comparison is based on the undergraduate majors offered at UGA College of Agriculture and Environmental Sciences. Of the twenty-three CAES majors offered at other institutions, competitive review results affirmed that there were no institutions that offered seven of the majors: Animal Health, Applied Biotechnology, Avian Biology, Environmental Chemistry, Food Industry Marketing and Administration and Honors Interdisciplinary Studies.

Two-year community college partnerships offer the greatest opportunity for new 2+2 transfer degree programs that will provide transferable courses to UGAT for degree completion. Priority in selection of an academic partnership with a two-year institution is in-state, two-year community college (not a two/four year institution, except for ABAC) that aligns with UGAT curriculum. Proximity to a two-year college is critical for a four-year school to effectively establish a transfer program, plus substantial student and marketing plans.

ABAC is the immediate potential partnership for enhanced, growth oriented, transfer / 2+2 programs. ABAC's transfer programs include: Agriculture

<http://www.abac.edu/admissions/Fact%20Sheets/Ag/Ag%20Transfer.pdf> , Agriculture Education

<http://www.abac.edu/admissions/Fact%20Sheets/Ag/Ag%20Education.pdf> , Agriscience and Environmental System

<http://www.abac.edu/admissions/Fact%20Sheets/Ag/AES.pdf>, and Agribusiness

<http://www.abac.edu/admissions/Fact%20Sheets/Ag/AgriBusiness%20and%20Ag%20Econ.pdf>.

<http://www.abac.edu/ag/Degree%20Programs.cfm> ABAC's BAS in Diversified Agriculture is a new degree offering that provides management and marketing knowledge that can also be transferred to other industries. <http://www.abac.edu/admissions/Fact%20Sheets/Ag/BAS-Diversified%20Ag.pdf> The competition of ABAC's four-year degree <http://www.abac.edu/pr/4year.pdf> is significant impact to UGA Tifton's BS programs because ABAC has an aggressive recruitment plan and enrollment growth strategy which can impact UGAT's growth plans. ABAC is future oriented and focused on growth in new areas. Biofuels is one area that ABAC is exploring and would provide an excellent opportunity for UGA Tifton's partnership. While ABAC is aggressive, they do not have the UGA brand or reputation which is extremely valuable.

Darton College offers the Transfer Associate of Science Degree program, core curriculum area F; <http://www.darton.edu/curriculum/agri.php>. This is an excellent opportunity to partner with a community college to formally evaluate and develop an articulation agreement, establish a communications / marketing plan and implement a new student recruitment plan.

South Georgia College has a two-year program in Biological Science

[http://www.sgc.edu/academics/degrees/associate\\_science/biology.html](http://www.sgc.edu/academics/degrees/associate_science/biology.html) that may be transferable into Tifton's Agriculture Education and/or Agriscience & Environmental Systems.

Table 2 reflects immediate, close proximity, potential transfer partnerships that would provide immediate opportunity to increase enrollments in 2008-09.

**Maximize Proximity With the Two-Year Schools with Associate Programs Offering Potential 2+2 Transfer Students**

Table 2

<b>UGA Tifton</b>	<b>ABAC</b>	<b>Darton College</b>	<b>South Georgia College</b>	<b>Waycross College</b>
Agriculture transfer		X		
Agricultural Education	X	X (Agriculture)		
Agriscience & Environmental Systems	X			X
Agricultural Engineering				
Biological Science			X	

**Pre-existing competitive partnerships:**

- ABAC transfer programs articulation agreements include: Macon State College, Georgia Southwestern State University, University of Florida – actively recruits ABAC transfer students, Valdosta State University-actively recruits ABAC students, Armstrong Atlantic State University, Atlanta College of Art, Berry College, Devry Institute, Fort Valley State University, Georgia College & State University, Georgia Southern University, Georgia State University, Georgia Tech, LaGrange College, Medical College of Georgia, Mercer University, North Georgia College and State University, Piedmont College, Savannah State University, Shorter College, State University of West Georgia, Thomas University, University of Georgia, Valdosta State University, and Wesleyan College. Additionally, as the ABAC web site lists, the Georgia Southwestern State University partnership provides the opportunity for students who have earned their Associates Degree to complete the requirements for their respective Bachelors Degree on the ABAC Campus. There’s no need to travel far to earn a 4-year degree...do it at ABAC! ABAC’s deliberate, and aggressive, 2+2 transfer partnership is positioned to out recruit other degree programs.
- UGAT could more strategically market to ABAC students, saying “do it at Tifton and get a UGA degree”.
- Waycross College [http://www.waycross.edu/Degrees/bachelors\\_degree\\_opps.htm](http://www.waycross.edu/Degrees/bachelors_degree_opps.htm): partners with Valdosta State University, South Georgia College, Georgia Southwestern University, Savannah State University, Albany State University
- South Georgia College transfer programs include Valdosta State University, Southern Polytech.

**2+2 Transfer Partnership Considerations:**

Three characteristics of community colleges that they are likely to welcome transfer 2+2 partnership opportunities with UGA Tifton include:

- 1) Emphasis on the general education core curriculum that correlate CAES core agriculture and science curriculum.

Most bachelor's degree completion students will focus on their major subject requirements after transferring. As a result, the associate degree should primarily provide the foundational academics core courses necessary to study at the advanced level. Identify the schools that emphasize general education requirements for an A.S. in the degree programs that integrate with proposed new degrees at UGAT.

- 2) Active co-marketing and student recruitment strategies of the articulation agreement that support both schools to generate enrollments.

Many community colleges are interested in transfer articulation agreements to increase student enrollment for those students interested in completing a four-year degree. Student recruitment includes website marketing, traditional and interactive marketing that is co-branded by both the institutions. The community college partner may be interested in leveraging the reputation of the University of Georgia Tifton to increase the more highly qualified students and increase student enrollment in specific majors. The institutions profiled vary in the degree to which they marketing to prospective Bachelor degree completion students. Some programs seek to appeal to traditional college-age students, while other schools position their programs to attract the adult learning.

- 3) Previous participation in state-level, private/public institution and out-of-state partnership initiatives is an indicator of community colleges that may be more interested in a new articulation agreement.

To best position UGA Tifton to successfully enter and compete with new majors that will have greater success at student enrollment growth in the competitive higher education market the recommendation is to increase the geographic and programmatic scope of the current offerings of the two UGAT undergraduate degrees.

Potential obstacle; In 2008, the University of Georgia Board of Regents changed the GPA prerequisite for transfer programs to a higher GPA requirement than is presently required for transfer students. The change in this policy should be thoroughly evaluated and assessed for impact regarding the development of new transfer partnerships. The ABAC President expressed concern regarding the policy change because of the impact on his students qualifying for UGAT transfer programs.

### **Early College / High School Joint Enrollment Programs**

A variety of degree options are offered among a number of institutions in SW Georgia also include high school transfer programs/Early College bridge programs, and blended course/degree delivery programs. The early college programs offer the HS students the opportunity to enroll in college courses, while still in HS, and complete college courses during their HS course of study. The Early College programs provide the opportunity to complete the first two years of college before the student graduates from HS and transfer to a two/four year institution with course credits towards a degree.

Early College programs are offered at: Georgia Southwestern – HS joint enrollment program, South Georgia College [http://www.gacollege411.org/Applications/USG\\_Common\\_App\\_Short/apply.html?application\\_id=3404](http://www.gacollege411.org/Applications/USG_Common_App_Short/apply.html?application_id=3404)- HS transfer program, Macon State University - HS joint enrollment program <http://catalog.maconstate.edu/content.php?catoid=1&navoid=10>, Clemson University-Bridge Program <http://www.clemson.edu/prospectivestudents/undergraduate/bridge/> , Darton College’s ASCCEL Joint Enrollment Program <http://www.darton.edu/admin/admissions/accel.php>. The programs are designed to help students earn two years of college credit and a high school diploma simultaneously. This type of academic partnership program draws from the philosophy that early learning on a college campus motivates students to later earn a college degree.

A significant challenge to UGA Tifton is the other four-year institutions that *have already* developed 2+2 transfer degree completion programs and partnerships with two-year schools that recruit HS students for Early College programs. The pre-established 2+2 partnerships have previously developed co-marketing / recruitment strategies, and allocated resources are positioning themselves to recruit students to their schools. These schools are recruiting potential student enrollment all the way down to the middle school level. The schools are also positioning themselves to meet larger enrollment projections. However, the University of Georgia brand out weighs all others and should be leveraged to the highest levels!

## **Competitive Considerations**

### **The University of Georgia - Institutional Reputation**

An institutions name and brand reputation is important to students’ choice for higher education/undergraduate degrees. Nationally, 58.5% of first year students at four-year schools report, “...this college has a very good academic reputation” and was an important reason for selecting the college. Additionally, 49.1% cited “this university’s graduates get good jobs” as very important for their choice of school.<sup>7</sup>

CIRP 2007 reports the ‘helicopter parent’ model as 74% of the parents noting that a key factor in choosing a college for their child is the academic reputation of the institution and 66% of US parents said that the earning power of the graduates was important in the selection of the college.<sup>8</sup>

In 2006-07, more than four out of five college students were enrolled in public institutions and 46% of students were enrolled in US public two-year institutions where enrollment has increased 20% over the past decade.<sup>9</sup> Over the past five years, enrollment at US public institutions has increased 9.8%.<sup>10</sup>

---

<sup>7</sup> CIRP 2007

<sup>8</sup> Millennials Go to College

<sup>9</sup> GAO

<sup>10</sup> Moody’s 2007

## Competitive Review of Macon State College Growth – Competition in Georgia’s ‘Own Backyard’:

Macon State College has experienced explosive growth in the last decade with Fall enrollment for the past two years exceeding 6,400 students. Since the Fall of 1998, when enrollment was 3,559 to the Fall of 2008, enrollment has increased 80%, one of the highest growth rates in the 35-member University System of Georgia. Degree programs are concentrated in professionally oriented disciplines that support rewarding careers and enhance the economic vitality of Georgia. 90 Joint enrollment students – 2006-07

- The Macon State College Foundation awarded 155 scholarships, totaling more than \$90,000, to students demonstrating academic promise. The Foundation makes it easier each year for Macon State's associate degree graduates to progress towards their bachelor's degrees by offering "Stick Around" scholarships to all associate degree graduates to pay for their first baccalaureate-level course. In 2004-2005, 91 associate degree graduates accepted the Foundation's unique scholarship offer.

### Geography is Important in Student’s College Decision Making Process Location.Location.Location.

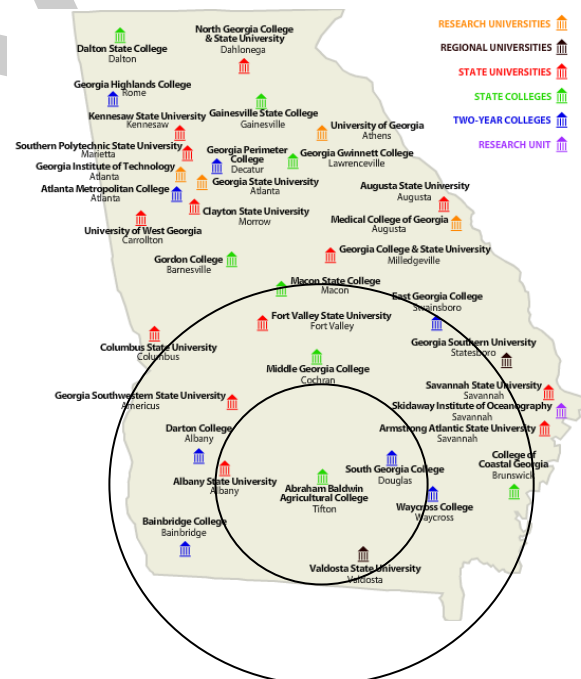
### Student Considerations Regarding Drive Distance for Degree Completion

Population shifts are requiring higher education institutions to re-examine course delivery systems and student recruiting strategies. Student demand for proximity, convenience and niche offerings is relevant in the selection of a student’s choice of colleges.

- Among students at national four-year institutions, 57% attend a college/university within 100 miles or less of their home, 30% of the students select a college that is between 101-500 miles from home, and 12% select a school 500+ miles from home.<sup>11</sup>
- 88.7% of all undergraduate students in the US attend a school that is their home state.
- 81% of first year students, nationally, who have graduated from high school within the academic year attend a college in their home states.<sup>12</sup>

80% of students, within the US, generally come from 100 miles from campus, or less.

**Figure 1 reflects 100 Mile radius map of two and four-year institutions from UGA Tifton**



<sup>11</sup> CIRP 2007

<sup>12</sup> Chronicle of Higher Education

### **Drive distances from UGA Tifton campus:**

#### Two –year colleges driving distance

- ABAC - immediately next to TGA Tifton campus
- Darton College, Albany – 42 miles / 52 minute drive
- South Georgia College, Douglas - 58 miles / 60 minute drive
- Waycross College, Waycross – 72 miles / 75 minute drive

#### Four –year colleges driving distance

- Valdosta State University, Valdosta – 48 miles / 50 minute drive
- Georgia Southwestern State University, Americus – 73 miles / 86 minute drive
- Fort Valley State University, Fort Valley – 90 miles / 88 minute drive
- Macon State University, Macon – 106 miles / 106 minute drive

### **Immediate viable academic partnership opportunities within a 50/100-mile radius include:**

- ❖ Significantly expand the 2+2 transfer degree completion partnerships with:
  - ABAC: Abraham Baldwin Agricultural College
    - Agriscience and Environmental Systems
    - Agricultural Education to include: co-marketing strategic plan, cross training of ABAC advisors and HS counselors (within a four county region). ABAC’s geographic proximity and Agricultural offerings provide immediate opportunity for measurable return on investment.
    - Animal Science
    - Evaluate the proposed new A.S. degree in Bio Fuels as a possible transfer program and articulation agreement. An evaluation of a ABAC/UGAT partnership development of a new Bio Fuel/alternative fuel degree program
  - Waycross College
    - Agriscience and Environmental Systems
  - Darton College
    - Begin initial conversation about the option of developing an undergraduate transfer degree, partnership with Darton College:
      - Associate of Agriculture
      - Biological Sciences
      - Environmental Sciences
      - Darton College has a partnership with the military: SOC (Service Members Opportuniy College-Army), SOC NAV (United States Navy) and SOC MAR (United States Marines) and Darton participates in SREB for the Biological Sciences transfer program  
<http://www.electroniccampus.org/student/scripts/programs/programdetail.asp?Searchtype=Standard&Page=1&SearchField=1&Keywords=&Subject=All&State=All&ProgLevel=All&PageSize=50&Term=&Termname=&B3=&Sort=ProgramTitle&Institution=15&Code=1915>
    - ◆ Leverage the DoD, military partnership that Darton College has developed with MCLB
  - South Georgia College
    - Biological Science

## Partnership Considerations for Meeting the Competition

### Transfer Partnership Benefits

- UGA Tifton Positioning: Georgia's Flagship University – *THE Georgia University of Choice*
  - A partnership would add prestige, opportunities for enrollment growth, improve the quality of transfer student, and establish co-marketing opportunities that strengthen the two-year school.
  - Providing the opportunity to complete a BS degree, from UGAT, without leaving the SW Georgia region.
  - The potential use of technology, online or DE courses, would provide cost savings to the university and community college, convenience for the students, and increase enrollment numbers in a proposed new transfer program.
  - Out position the competition: UGAT CAES has a unique opportunity to leverage reputation, name brand recognition, and a high quality education in a new transfer program. By leveraging the institution, with new partnerships, and offering a new transfer program that has a niche, this strategy has the capability of positioning the university, generating enrollments, and adapting to the needs and interests of future students. UGAT does stand above other campuses. However, the other campuses have been aggressive in the development of new transfer programs, partnerships and use of online/DE programs. The competition will continue to be aggressive and out position UGAT, unless changes are made in a swift, timely manner.

### The Competitions' Goals to Increase Enrollments

#### Enrollment Growth in SE Higher Education for On-campus and Online

- Total US college enrollment is projected to increase 17% between 2005 – 2016.<sup>13</sup>

Enrollment growth is a result of a good understanding of the student higher education market, review of the competition, SWOT analysis of the institutions' strengths, weaknesses, opportunities and threats; and development of an aggressive strategy that will be supported by adequate resources to meet enrollment projections. Assessing today's online student enrollment includes the understanding of the target audience demographics, geographic marketing tactics, and student preferences for distance learning/online according to demographics and correlation to the degree offered. Convenience still dominates consumer perceptions for selecting online course delivery.

---

<sup>13</sup> NCES



**Estimated Online Headcount of Online Students at Degree Granting, Title IV-eligible Schools by Region, End 2006** <sup>14</sup>

<b>Region</b>	<b>In-State Schools</b>	<b>% of Online Headcount</b>	<b>% of All Students</b>
<b>Southeast</b>	<b>158,116</b>	<b>12.8%</b>	<b>14.5%</b>

**Estimated In-State and Out-of-State Online Students in SE Region 2006** <sup>15</sup>

State	Estimated 100% Online Students at In-State Schools, End of 2006	Among Online Students, Estimated % State Residents	Among Online Students, Estimated % Non-State Residents	Estimated In-State Residents Studying Online Elsewhere (% of In-State School Total)	Estimated Total Online Students-State Residents
Florida	68,753	65% (44,689)	35% (24,064)	27,809 (40%)	72,498
<b>Georgia</b>	<b>17,104</b>	<b>75%</b> <b>(12,828)</b>	<b>25%</b> <b>(4,276)</b>	<b>18,336</b> <b>(107%)</b>	<b>31,164</b>
North Carolina	20,481	65% (13,313)	35% (7,168)	17,877 (87%)	31,190
South Carolina	2,955	80% (2,364)	20% (591)	8,626 (292%)	10,990
Virginia	28,322	50% (14,161)	50% (14,161)	15,692 (35%)	29,853
West Virginia	20,501	20% (4,100)	80% (16,401)	3,780 (108%)	7,880
<b>Regional total</b>	<b>158,116</b>	<b>58%</b> <b>(91,455)</b>	<b>42%</b> <b>(66,661)</b>	<b>99,072</b> <b>(63%)</b>	<b>183,575</b>
<b>National</b>	<b>1,518,000</b>	<b>60%</b>	<b>40%</b>	<b>40%</b>	<b>1,518,000</b>

To best position UGA Tifton to successfully enter and compete in new majors that will have greater success at generating significant student enrollment growth in the competitive higher education market, the recommendation is to increase the geographic and programmatic scope of the current offerings of the two existing transfer programs: Agriculture Education and Agriscience and Environmental Systems, in addition to developing only two undergraduate degrees.

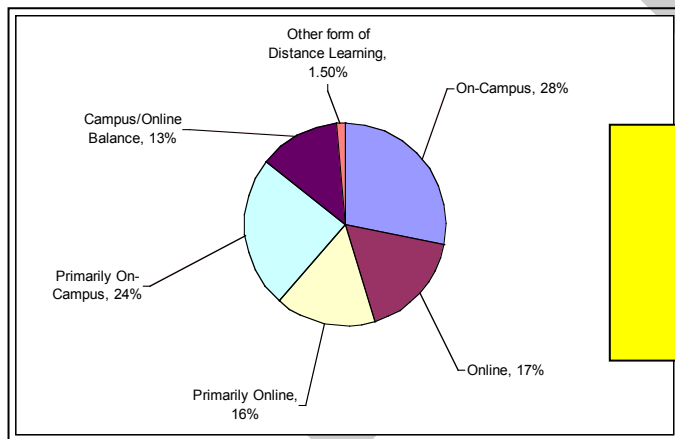
<sup>14</sup> Eduventures 2006, University System of Georgia higher education membership 2006

<sup>15</sup> Eduventures 2006, University System of Georgia higher education membership 2006

## Competitive Overview of Course / Degree Delivery Options

There are numerous potential factors that explain regional school growth and the differences between students preferring on-campus course offerings in comparison to online or distance education/blended course offerings. The population growth, density or rural settings encourage the use of distance learning and online technologies. Distance is a factor in student enrollment and course/degree completion in rural areas. The University System of Georgia in-state consortium is an untapped opportunity to recruit and enroll new degree seeking students. The two-year and four-year schools are encouraging students to take classes online, thus increasing degree-seeking students. Economic circumstances influence students to take online classes to save time and money. A Study of Workforce Training Needs for the Agribusiness Industry in Georgia reviewed and addressed significant issues within the state's agricultural industry and higher education. However, the justification and need to offer courses in various delivery formats was not addressed and that has significant impact on critical decisions that will be made.

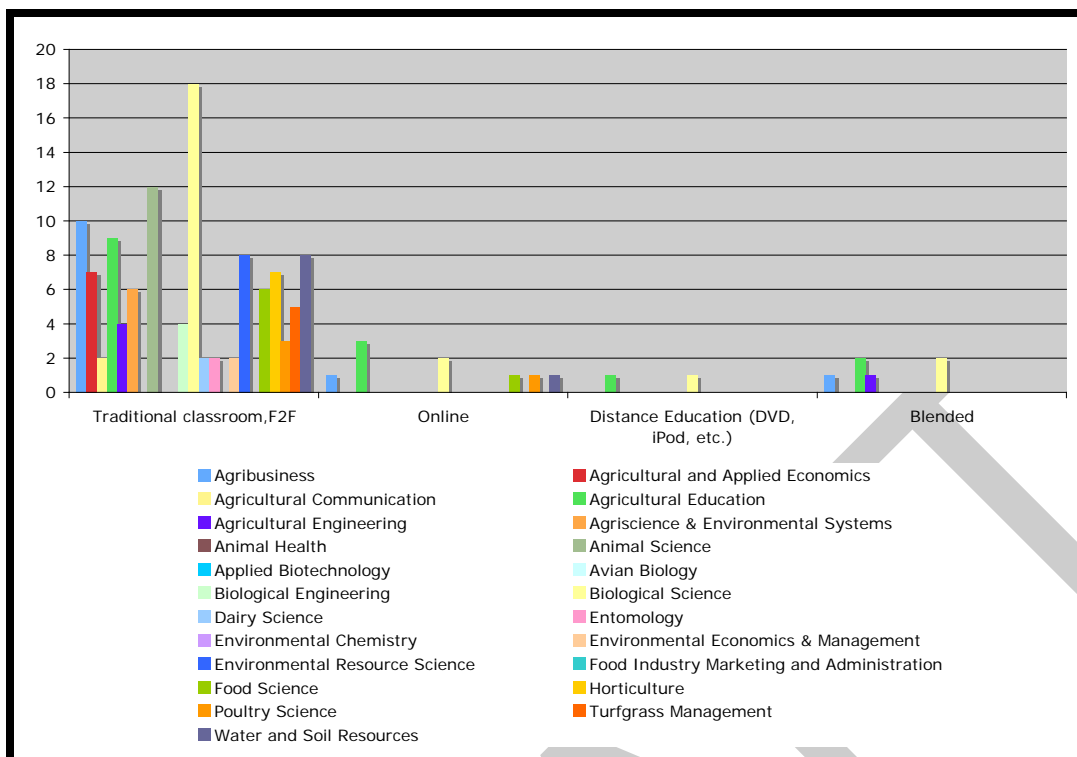
Chart I Student course delivery mode preferences include a balance of on-campus and online course offerings.<sup>16</sup>



**Chart I**

**Almost 50% of consumers prefer an online-dominated/balanced option\_ far in excess of current experience. Around 70% prefer some online element**

<sup>16</sup> Eduventures 2006 survey, the University System of Georgia is a member of the Eduventures Higher Ed. Collaboration 2006



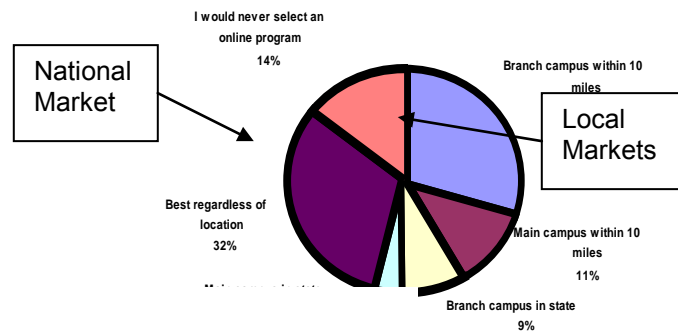
### UGA and competitive schools – CAES majors offered and course delivery modes

No longer can an institution assume, that because of its reputation and stature in the academic community, that only on-campus courses should be offered. Distance learning and online course delivery has proven that it is equal to face-to-face classes, including the level of academic rigor. Determining the right course offerings, best distance education delivery methods, faculty training, technical infrastructure, and student preference of course delivery is a long process. But is it expected to recruit the best students to any UGA campus.

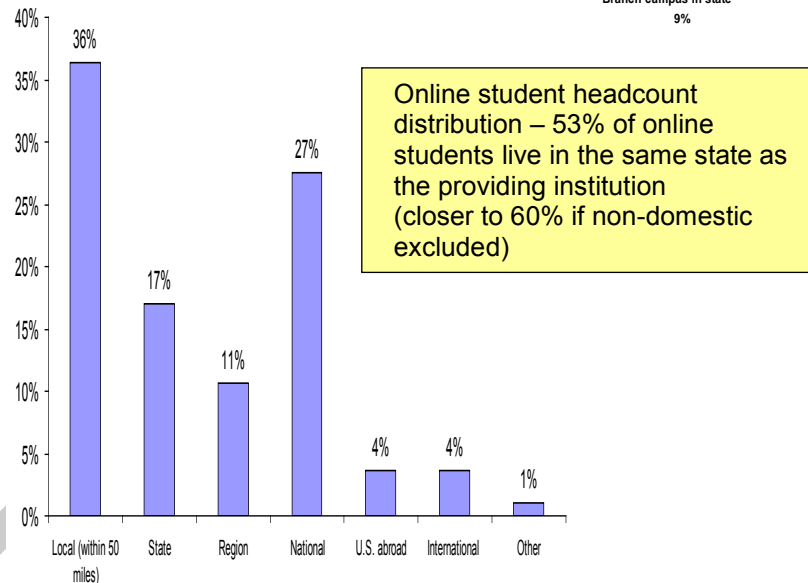
The justification for consideration of adding the review of online/blended/distance education course offerings to any new, proposed undergraduate degree offering is that today's students seek the best educational opportunity and delivery options are considered equally important. To support this recommendation, on October 30, 2008 the 2020 Vision Discussion, the Agriculture group recommended there be a provision for an incentive for UGA, or the University System, to create more distance and online learning opportunities for students to obtain professional and high education degrees.

## Online course delivery and geography – what students *really* want<sup>17</sup>

- ❖ When considering an online program, two-thirds of consumers care about geography
- ❖ Suggests majority of online market is local/regional, and minority national
- ❖ Consumers with a preference for online delivery were also geographically-minded, but had a broader definition of “local”



## Geography is important in online higher education<sup>18</sup>



36% of local students take online classes if the campus is within 50 miles. 17% of online students live in the same state as the providing institution.

There is added value for two-year partnerships to include online degree completion courses: 78 percent of two-year colleges agree that online/DE course offerings is a part of their institution's long-term strategy, up from 62 percent. <http://www.sreb.org/main/Publications/PressRel/news1.asp?Code=1116>

It is often perceived that online course offerings are only for off-campus students. However, that is not true for all students at this time. A trend in transfer degree programs, through community colleges, includes online course offerings which is an easier, more flexible way to earn degrees. [http://seattlepi.nwsource.com/local/348198\\_online22.html](http://seattlepi.nwsource.com/local/348198_online22.html)

During the period of high gas prices, online student enrollments increased significantly. Although the gas crises situation has abated students are still enrolling in online/DE courses in record numbers. And these students are the on-campus students. <http://www.kuow.org/program.php?id=15350>.

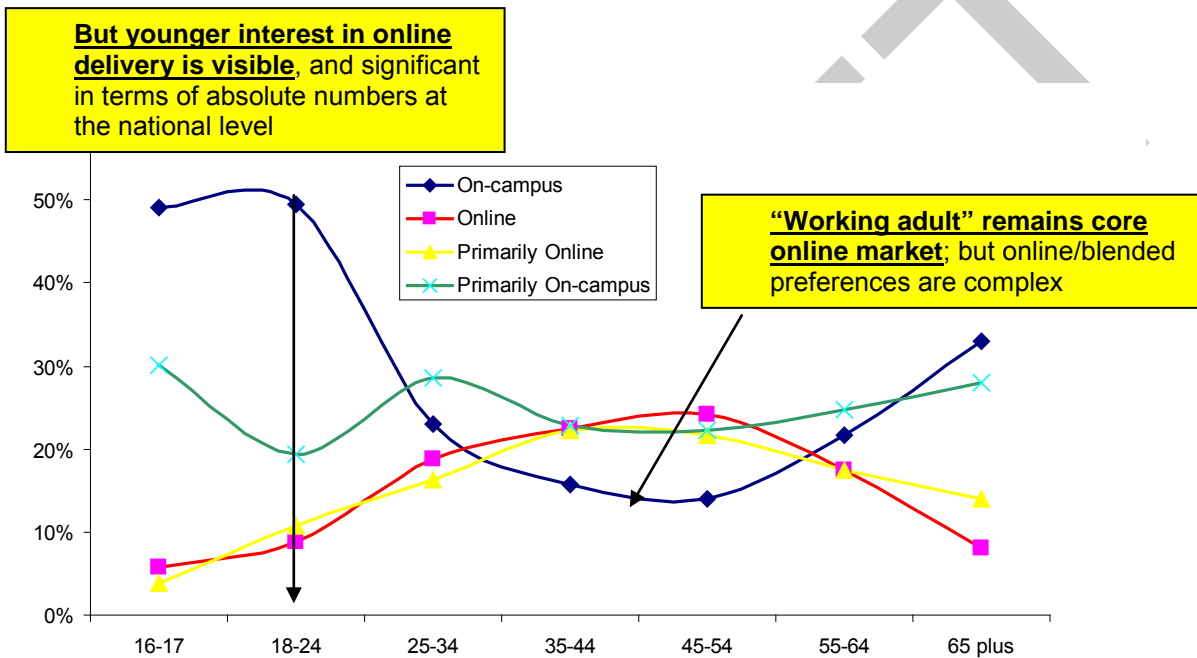
<sup>17</sup> Eduventures survey of 2,033 US consumers interested in post-secondary education in the next three years modeled to US adult population

<sup>18</sup> FALL 2006 Eduventures survey of 138 US schools with online program-level students, UGA System is a member of the Eduventures Higher Education Collaboration 2006

<http://www.4029tv.com/news/16877802/detail.html> The Tennessee Board of Regents, for instance, reports that summer enrollment in online courses is up 29 percent this summer over last year.<sup>19</sup>

Understanding the prospective student audience, realization of the change in competitive market share, and analysis of academic and technology trends results indicate that any proposed new degrees offered at UGAT should consider offering some of the courses online/DE. For on-campus degree seeking students, approximately 80% take online courses and are undergraduates, and they are generally older and more likely to be working and have families. But only about half are pursuing online degrees, according to Eduventures.<sup>20</sup>

### Course Delivery Mode Preference and Student's Age<sup>21</sup>



The cost of tuition, fees, textbooks, room/board are significant factors when a prospective student evaluates college choices. The SW Georgia region and UGA Tifton have a unique opportunity to identify and approve the best new degree offering, and delivery method, to offer to the region and retain the student population.

Competitive example of a ‘new direction in the KSU College of Agriculture’: Kansas State University offers 8 undergraduate degrees online and thirteen online transfer program in partnership with in-state community colleges, as well as having articulation agreements with 3 out-of-state community college partners. KSU aggressive approach to meeting student enrollment projections includes not only the convenience of online courses, but community college partnerships for 2+2, for both in-state and out-of-state enrollments.

<sup>19</sup> The Chronicle of Higher Education, <http://chronicle.com/free/2008/07/3704n.htm>

<sup>20</sup> USA Today, [http://www.usatoday.com/tech/news/2006-11-09-online-learning\\_x.htm](http://www.usatoday.com/tech/news/2006-11-09-online-learning_x.htm)

<sup>21</sup> Eduventures survey of 2,033 US consumers interested in post-secondary education in the next three years modeled to US adult population

## Anticipating Changes in Technology and Innovations in Agriculture

There is a direct relationship to the evaluation of new academic degree programs: appropriate two-year institution partnerships, environmental scans for appropriate degree opportunities, evaluation of technology delivery methods; real cost of the hardware, software, maintenance, faculty training, licenses; changes in technology applications, appropriate technology delivery method for AG courses. The evaluation of each of these factors should be calculated in the final budget assessment process. Technology changes, on an average, every 3 years. Higher education often times does not react or respond to technology changes as fast as other fields. However, the impact of technology decisions has long lasting budget, enrollment projection, and degree success implications.

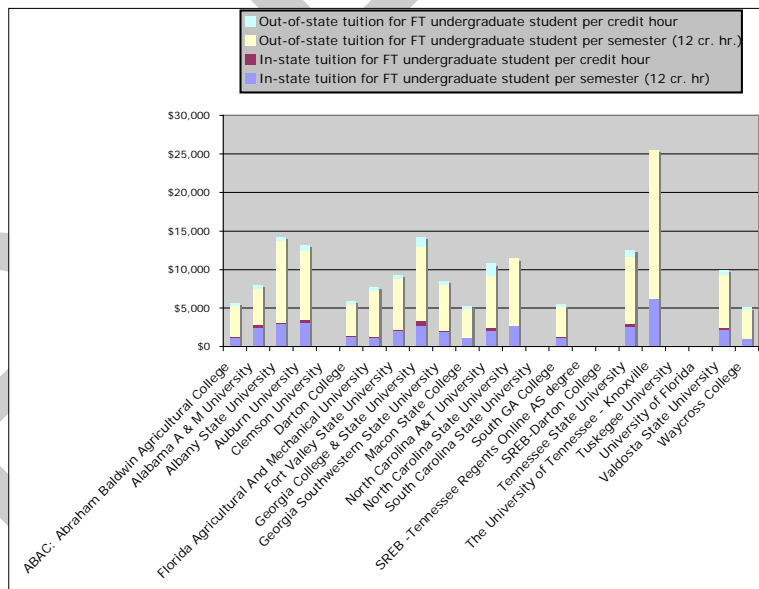
The consideration of anticipated technology changes, for this review, is within the areas of curriculum/course delivery options and innovative technology applications in Agribusiness, (student applications to study).

### Tuition Costs Comparison Review

Prospective students evaluate the net cost of attendance and the total cost of attendance ultimately influences selection. Tuition increases have outpaced inflation and family income increases for more than twenty-five years.<sup>22</sup> The median net tuition per student at public institutions has increased 7.8% to \$5300.

The University of Georgia tuition and fees are significantly less than the national average. A prospective student would evaluate the cost of college and see the benefits of completing the first two years at a local community college and then transfer to UGA Tifton for the last two years of an undergraduate degree. SREB offers out of state students the opportunity to complete an A.S. degree online and pay in-state tuition. Darton College participates in SREB for the Biological Sciences degree. This provides an opportunity to recruit new out-of-state enrollments through online degree opportunities.

As the US economy continues a decline, prospective students will consider the cost of higher education as a critical decision for their choice of college.



<sup>22</sup> Moody's 2008

## Non-Traditional Students Comparing The New Target Student Audience

Non-traditional individuals, ages 25 – 55 years, represent a large untapped student market. The older, non-traditional student often times has the ability and willingness to pay for the education they desire and have higher degree completion rates. Military students are a potential target market for many reasons: all US military personnel taking courses must be approved by their commanding officers, seek degrees-not individual classes, have US DoD Tuition Assistance support of \$4500 per year/per person, promotion requires an advanced degree, and have an 86% of the military students who seek an advanced degree complete their graduate studies.

86% of all adults, 25 years and older have completed at least a HS diploma (US statistics) and only 29% hold an undergraduate degree or higher.<sup>23</sup> Almost 40% of students enrolled in higher education are over the age of 25.<sup>24</sup>

Enrollment among students 25-34 years of age is projected to increase 24% between 2005-2016, and to increase 7% for students' ages 35+ years.<sup>25</sup>

### Reference – Results from Previous UGA Tifton Alumni Study, Suggestions for a new major: UGA Tifton Alumni Report 2008

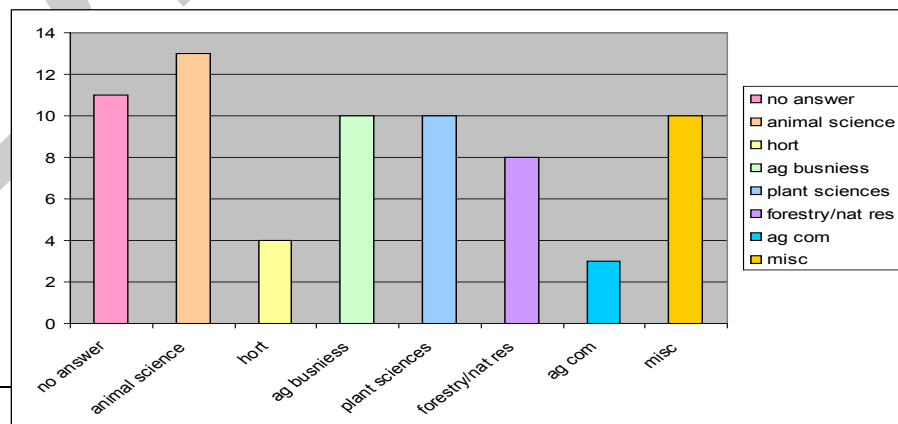
Drs. Jason B. Peake and Diana L. King

UGA Tifton Alumni Survey Results<sup>26</sup>:

“When asked for opinions about offering a new major on the Tifton campus, responses were varied. Eleven people chose to not answer the question. The largest segments of people, 13, were supportive of animal science. That category was followed by ag business and plant sciences, both with 10 supportive responses. A major related to forestry and/or natural resources was the fourth most popular major.”

In contrast to the Alumni Survey, this competitive analysis assessment is that Animal Science is a degree offered at

twelve schools:  
ABAC: Abraham  
Baldwin Agricultural  
College, Fort Valley  
State University,  
University of  
Florida, Clemson  
University, North  
Carolina A&T



<sup>23</sup> US Census Bureau

<sup>24</sup> Moody's 2007

<sup>25</sup> NCES

<sup>26</sup> Drs. Jason B. Peake and Diana L. King, UGA Tifton Alumni Survey 2008

University, North Carolina State University, The University of Tennessee – Knoxville, Tuskegee University, Tennessee State University, Florida Agricultural And Mechanical University, Alabama A & M University, Auburn University. However, the Animal Science major is only offered in the on-campus format, not through any distance education or online degree delivery methods at any institutions. The development of online/distance education courses for the Animal Science major would create a niche opportunity for UGA Tifton.

### **Student Workforce Preparedness with a College Degree**

A student's goal of earning a four-year degree is to secure a job and start a career. Prospective students and their families seek evidence of practical outcomes that demonstrate a return on their college education investment.

- 70.4% of first-year students cited “to be able to get a better job” as the most important reason for going to college and 69.2% cited “to get training for a specific career.”<sup>27</sup>

As the recent report, *Study of the Workforce Training Needs for the Agribusiness Industry in Georgia*, cited the existing initiatives demonstrate the forward thinking within the System. However, there is a projected shortage of college-educated workers to meet the labor demand in Agribusiness.<sup>28</sup> The existing initiatives, and new programs, will not only require expanded strategic academic partnerships but industry partnerships. The study recommended the development of a system-wide data graduate tracking system for the state. This will be particularly important to include in the planning of new, proposed degrees that will impact enrollments and graduates entering the workforce. ROI, return on investment, is required in business, industry and agriculture. ROI is also a requirement for future planning for UGAT. Calculating the costs of new programs, returns, measurement of the return to all partners is a critical component in the economic development and workforce partnership-planning phase.

A new pipeline must be established to develop needed degree programs, establish appropriate academic and industry partnerships, plus the development of the ROI/tracking mechanism. The cost benefit should be evaluated on an annual basis. Future job growth analysis was evaluated and the calculations show an overall shortfall between the numbers of graduates and the projected annual openings for all degree levels. Market factors, among all occupational clusters, did not determine the underlying factors contributing to the shortages in Agriculture and Forestry Production graduates vs employment opportunities vs the shortage.<sup>29</sup>

By 2014, the demand for college-educated workers is expected to reach 18%, including a 1.4% growth in Associate degrees. This data also reflects that 25.2% of the employers *Always* and *Often* hire 53.5% of GA institution graduates. However, employers also *Always* hire 21.8% of out-of-state graduates and *Often* hire out-of-state graduates 29.9%. These important statistics are critical in the evaluation, and development, of new degree programs. The competition, UF, UT, Clemson, Auburn, etc., are aggressively working with GA employers to hire their graduates. As a new GA pipeline of new degree programs developed, student recruitment, academic / industry partnerships, must also include a strategic communications and

---

<sup>27</sup> CIRP 2006

<sup>28</sup> A Study of the Workforce Training Needs for the Agribusiness in Georgia, p. 78

<sup>29</sup> A Study of the Workforce Training Needs for the Agribusiness in Georgia, p. 56



marketing plan. Students recruited for new degrees are interested in knowing that there are jobs available for them when they graduate. And many students are interested in obtaining employment in state. The message that UGAT partners closely with employers, for potential employment opportunities/ coop programs, is important to communicate to prospective students.

### **Develop Public/Private Industry Partnerships**

The development of new and stronger industry partnerships will leverage resources, provide efficient and effective communications processes with future employers, develop a 'pipeline' for employment opportunities and support the development of new degree programs. The Study's recommendations to expand opportunities for academic/industry representatives to interact on relevant industry developments and needs are focuses on the need to expand communications between the university and industry. I recommend the development of an academic / industry council partnership. The proposed Council could include industry leaders, in advisory capacity, on new program and curricula development. A Council's involvement can provide resources; focus on emerging technology evaluation in relationship to curricula development, establish new student opportunities for coop, internship, and 'real world' experiences.

### **Competitive Analysis of How Students Research Their Colleges of Choice**

The University of Georgia's reputation and 'brand' is the number one asset to recruiting qualified students. An institution's Web site, as well as other Internet resources and online social networks, are changing the way prospective students search and learn about colleges and universities. 84% of prospective students report using colleges' Websites most heavily in their research. 75% of students report that word of mouth recommendations are important for the student's learning about what colleges to consider. And 64% of students refer to the college viewbooks.<sup>30</sup>

The importance of a quality Web site for a two-year or four-year school cannot be over stated. If a transfer program is developed, it is essential to have a highly visible and functioning site that acts as a recruitment tool for both institutions. 75% of prospective students surf social-networking sites, UGA Tifton would be well advised to partner with a two-year school that will work collaboratively with the Web 2.0 generation for new strategic recruitment strategies.<sup>31</sup>

Staying connected with the people who are most familiar with the institution, and who are most likely to have a favorable impression enhances word of mouth referrals and increases familiarity and institutional recognition. Albany State University has worked hard to have a better word of mouth reputation and is now considered, by many students, 'a school of choice'. Valdosta State University has developed numerous transfer programs and generated 'buzz' about how a student can complete the first two years at a local community college and then go to VSU for the B.S. degree completion. The competition is 'getting the word ' out there by being on the local community college campuses, developing strategic recruiting initiatives, and establishing articulation agreements with numerous schools. The competition is close and working very hard to recruit as many students, the best and the brightest included, away from other schools.

---

<sup>30</sup> Eduventures

<sup>31</sup> Anderson Analytics

## Campus Visits are the Key to Enrollment

The campus visit is critical to student recruitment. From the competitive analysis, prospective students look for the indications on campus of the type of college life that they want to experience. Each college that was reviewed has a different 'style' of campus visit/student recruitment strategy. The two-year schools provide the traditional print materials and offer some guided visits/tours. However, many of the future students are already familiar with the campus because of a HS bridge program or other campus visits. Four-year schools provide well-planned campus visits, ambassador programs and recruitment programs. 43% of first-year students at four-year colleges reported that a campus visit was very important in influencing their decision to attend the college.<sup>32</sup>

Virtual tours are becoming more and more important for the school's Web site. 67% of prospective students use virtual tours to narrow their college lists and 33% select Virtual Tour as their first link to follow from a college Web site homepage when the link is prominently displayed.<sup>33</sup> Make it personal for the interested student, personalized attention and a customized experience will increase satisfaction and enhance value.

Example of competition recruiting 2+2 students in UGA Tifton's 'backyard':

The University of Florida recruits ABAC students to complete their B.S. degrees in Gainesville. The UF Gator 'brand' and reputation come as far as 155 miles / 2 ½ hour drive to recruit ABAC students to Florida. The personalization is a message that the ABAC student can become a Gator at a well-known university and still be 'close to home'.

## Summary

The competition is 'alive and well' at UGA Tifton's door. Two-year and four-year institutions have moved swiftly to develop 2+2 transfer articulation agreements that are recruiting students for both schools. Online and distance education courses and degrees are offered at all schools that provide conveniences for the students and the capability to increase enrollments through large scale-up course offerings. Distance is no longer a single factor that determines where a student selects to attend college; online courses are for in-state and out-of-state students. SREB partnership schools offer students the opportunity to find the right school that offers their choice of degree, through distance education, and offers E tuition rates: reciprocity tuition. Two-year and four-year schools are partnering to recruit out-of-state students at an alarming rate.

Recommendations to consider during the Zimmerman/Morgan consultation planning process that can generate an immediate increase in student enrollments:

- ❖ Two pronged approach – two distinct opportunities:
  - Target students who live within a one-hour drive time who might be interested in existing or new degree programs and the individuals would be willing to drive to UGA Tifton to complete a 2+2 transfer program.

---

<sup>32</sup> CIRP 2007

<sup>33</sup> Campus Tours Inc.

- Target students who live anywhere in the state, SE states, or specific national regions who would like to attend UGA, and are interested in blended or online classes to complete 2+2 transfer programs.
  - Cross share the delivery of UGA, Athens, CAES courses through videoconferencing systems, online or synchronous Learning Management Systems. This will increase the number of enrollments for the main campus and the Tifton campus.
- ❖ Expand the ABAC 2+2 transfer programs, develop a comprehensive co-marketing campaign, establish academic advisors training sessions, and determine enrollment projections that are dependent upon each school, evaluate the opportunity to discuss the proposed new ABAC Associate degree in Bio Fuels and consider discussions regarding the development of a UG degree transfer partnership.
  - ❖ Review the Darton College: A.S. degree in Agriculture and Biological Science. Determine the appropriate course of action to develop an articulation agreement for the Agriculture major transfer program, begin discussions regarding enrollment projections, and discuss mutually beneficial co-marketing initiatives. Begin a conversation regarding Darton College's online/DE courses and how UGAT can effectively align new course offerings to existing course delivery options.
  - ❖ During this consulting process, Kay Zimmerman and David Morgan's collaboration, begin discussions regarding the roll that online and distance education can and will play in course offerings at UGA Tifton. Evaluate the technology cost, faculty-training needs, course offerings that would be appropriate for online format, and begin conversations regarding existing resources that are available and new resources that would be needed.
  - ❖ Begin thinking in terms of how the University of Georgia Tifton can leverage the faculty expertise and UGA name/brand to position for new opportunities.
  - ❖ Strategically align the final Zimmerman/Morgan reports to the Study of Workforce Training Needs for the Agribusiness Industry in Georgia.
    - Build stronger public/private partnerships: include community colleges in the partnerships.
    - Evaluate the development of an: Industry Partnership Council that would include representatives from the SW Georgia region industry to meet and discuss the industry needs and how UGA Tifton can collaborate. Develop a plan, timeline, and partnership evaluation tool to manage the partnerships.
    - Expand opportunities for hands-on learning, and provide courses online so that the student has the opportunity to work and study at the same time.
    - Work closely with the community colleges, and their Early College/HS projects to recruit new students to Agriculture majors when the students enroll.
    - Evaluate the trends in the demand for college-educated workers and correlate to the new majors that will be developed.
    - Develop a communications plan for the partnerships and a marketing plan for co-marketing the transfer programs.

- Demonstrate results to the partners and communities and celebrate progress on a regular basis.
  - Establish an early college recruitment plan with academic and industry partners.
  - Develop an aggressive communications plan at all levels: students K-12, community college, UGAT, industry, government to promote higher education in SW Georgia, include radio announcements, press releases, public service announcements, public school presentations, community college presentations, promote a *Come and Meet the Faculty at UGA Tifton* special events, invite industry to contribute to the events.
  - Continue to review and evaluate the market demand and trends in Agriculture higher education / industry.
- ❖ Align The Study of the Workforce Training Needs for the Agribusiness Industry in Georgia with the Zimmerman/Morgan report recommendations.

Be cautious of *false assumptions*;

- There is no competition.
- There is no need to grow enrollment or develop new degree programs.
- UGAT can ‘do it on our own’ and do not need partners.
- There is not a need to consider new course offerings through different delivery methods, online or DE, because there is no student interest.
- Business / industry partners are not needed.
- All new students will be ‘traditional’ students and non-traditional students are not interested in UGAT degree offerings.
- Economic development should only be a consideration for two-year institutions.
- Enrollment projections cannot be developed, or created, based on new market opportunities.

## Appendix A

### Competitive Analysis Data Review Instrument Format

The University of Georgia Tifton, College of Agriculture and Environmental Sciences is exploring the development of new undergraduate degrees. With undergraduate degrees in Agriscience and Environmental Systems, and Agricultural Education, in addition to graduate degrees in: Master of Agricultural Leadership and Master Plant Protection and Pest Management, there is a unique opportunity to draw upon faculty expertise in each of the above content areas and develop new undergraduate degree offerings in partnership with other institutions to increase enrollment.

Online template used to gather data:

[http://www.surveymonkey.com/s.aspx?sm=Zep140ZfENFqjI5FR7Zo3w\\_3d\\_3d](http://www.surveymonkey.com/s.aspx?sm=Zep140ZfENFqjI5FR7Zo3w_3d_3d)

Compiled data format:

#### Competitive Analysis Data Review Instrument Format

<b>University</b>				
<b>College</b>				
<b>Location</b>				
<b>Type School</b>	<b>Public or Private</b>			
<b>Accrediting Agency</b>	<b>SACS</b>			
<b>Admissions requirements</b>	SAT: Critical Reading __, Math __		GPA:	
<b>Distance and time to UGAT</b>	__ miles		__ minutes	
<b>Tuition and fees</b>	Per Semester		Per Credit Hour	
<b>In-state tuition for FT undergraduate</b>	\$ ____		\$ ____	
<b>Out-of-state tuition for FT undergraduate</b>	\$ ____		\$ ____	
<b>Military tuition, fees</b>				
<b>Course delivery methods</b>	Traditional classroom,F2F	Online	Distance Ed (DVD, iPod, etc.)	Blended
<b>List of CAES majors</b>				
<b>Other</b>				
<b>2+2 degree completion</b>	<b>Partnership</b>		<b>Degree offered</b>	

<b>program</b>		
public community college		
private college		
# transfer credits required		
Minimum GPA required		
<b>Student recruitment</b>		
marketing strategies & tactics		
target audience		

## Appendix B

Review of Competing Programs  
University of Georgia Tifton  
College of Agriculture and Environmental Sciences

<b>College</b>	<b>ABAC: Abraham Baldwin Agricultural College</b>			
<b>Location</b>	<b>Tifton, GA</b>			
<b>Type School</b>	<b>Public</b>			
<b>Accrediting Agency</b>	<b>SACS</b>			
<b>Admissions requirements</b>	Official Transcript from an accred. HS	GPA: not listed		
<b>Tuition and fees</b>	Per Semester	Per Credit Hour		
<b>In-state tuition for FT undergraduate</b>	\$1179	\$130		
<b>Out-of-state tuition for FT undergraduate</b>	\$3963	\$362		
<b>Military tuition, fees</b>				
<b>Course delivery methods</b>	Traditional classroom,F2F	Online	Distance Ed (DVD, iPod, etc.)	Blended
<b>Agribusiness</b>	X transfer			
<b>Agricultural &amp; Applied Econ.</b>	X transfer			
<b>Agricultural Education</b>	X transfer			
<b>Agricultural Engineering</b>	X transfer			
<b>Agriscience &amp; Envir. Systems</b>	X transfer			
<b>Animal Science</b>	X transfer			
<b>Biological Engineering</b>	X transfer			
<b>Biological Science</b>	X transfer			
<b>Dairy Science</b>	X transfer			
<b>Envir. Econ. &amp; Management</b>	X transfer			
<b>Turfgrass Management</b>	X BSA			
<b>Other</b>				
<b>4 yr. turf mgt. degree</b>	X BSA			
<b>4 yr. diversified ag. degree</b>	X BSA			
<b>2+2 degree completion</b>	<b>Partnership</b>		<b>Degree offered</b>	

<b>program</b>		
public community college	4 yr. diversified Ag. Deg.	agriculture, agriculture business, agriscience and environmental science, agricultural education, biological and agricultural engineering, family and consumer sciences, forestry wildlife
Partnerships	East Central Technical Col.	GA SouthWestern College 2+2 -VSU
	MACON State University	

<b>Student recruitment</b>	
marketing strategies & tactics	ABAC recruiter's attended College Fairs, visited Georgia high schools, met with counselors to encourage visits to the campus, and tried to get all departments at ABAC to participate in recruiting.
target audience	18-32 year old individuals

<b>University</b>	<b>Albany State University</b>			
<b>College</b>	<b>College of Sciences and Health Professions</b>			
<b>Location</b>	<b>Albany, GA</b>			
<b>Type School</b>	<b>Public</b>			
<b>Accrediting Agency</b>	<b>SACS</b>			
<b>Admissions requirements</b>	SAT: Critical Reading 430, Math 400		GPA: 2.2	
<b>Distance and time to UGAT</b>	42 miles		52 minutes	
<b>Tuition and fees</b>	Per Semester		Per Credit Hour	
<b>In-state tuition for FT undergraduate</b>	\$1,646		\$113	
<b>Out-of-state tuition for FT undergraduate</b>	\$10,787		\$423	
<b>Military tuition, fees</b>				
<b>Course delivery methods</b>	Traditional classroom,F2F	Online	Distance Ed (DVD, iPod, etc.)	Blended
<b>Biological Science</b>	X			
<b>Other</b>				
<b>2+2 degree completion program</b>	<b>Partnership</b>		<b>Degree offered</b>	
public community college				
private college				

# transfer credits required		
Minimum GPA required		
<b>Student recruitment</b>		
marketing strategies & tactics	online ad placement, traditional print materials, HS counselors and ed. fairs	
target audience		

<b>University</b>	<b>Darton College</b>	
<b>College</b>		
<b>Location</b>	<b>Albany, GA</b>	
<b>Type School</b>	<b>Public</b>	
<b>Accrediting Agency</b>	<b>SACS</b>	
<b>Admissions requirements</b>	SAT: 430 Verbal, 400 Math	GPA: 2.0
<b>Distance and time to UGAT</b>	42 miles	52 minutes
<b>Tuition and fees</b>	Per Semester	Per Credit Hour
<b>In-state tuition for FT undergraduate</b>	\$1206 SREB Participant	\$250
<b>Out-of-state tuition for FT undergraduate</b>	\$3957 Large out of state enrollment – 15 states	\$479
<b>Military tuition, fees</b>	X	

<b>Course delivery methods</b>	Traditional classroom,F2F	Online	Distance Ed (DVD, iPod, etc.)	Blended
<b>Agricultural Education</b>	X			
<b>Biological Science</b>	X	X	X	X
<b>Environmental Science</b>	X			

<b>2+2 degree completion program</b>	<b>Partnership</b>	<b>Degree offered</b>
public community college		AS in Agriculture AS in Biology AS in Envir. Science
Associate Degree Programs	56 Transfer degree majors, 23 two yr. prog.	Associate Degree

<b>Student recruitment</b>	Large out of state population
marketing strategies & tactics	Five different student recruitment websites
target audience	



<b>University</b>	<b>Fort Valley State University</b>			
<b>College</b>	<b>College of Agriculture, Home Economics and Allied Programs (AHEAP)</b>			
<b>Location</b>	<b>Fort Valley, GA</b>			
<b>Type School</b>	<b>Public</b>			
<b>Accrediting Agency</b>	<b>SACS</b>			
<b>Admissions requirements</b>	SAT:		GPA:	
<b>Distance and time to UGAT</b>	90 miles		1 hour 28 minutes	
<b>Tuition and fees</b>	Per Semester		Per Credit Hour	
<b>In-state tuition for FT undergraduate</b>	\$2009		\$130	
<b>Out-of-state tuition for FT undergraduate</b>	\$6655		\$517	
<b>Military tuition, fees</b>				
<b>Course delivery methods</b>	Traditional classroom,F2F	Online	Distance Ed (DVD, iPod, etc.)	Blended
<b>Agricultural Economics</b>	X			
<b>Agricultural Education</b>	X	X	X	X
<b>Agricultural Engineering</b>	X			X
<b>Animal Science</b>	X			
<b>Biological Science</b>	X			
<b>Food Science</b>	X			
<b>Horticulture</b>	X			
<b>Turfgrass Management</b>	X			
<b>Other degrees</b>				
<b>Cooperative Extension</b>	X			
<b>Plant Sciences</b>	X			
<b>Family &amp; Consumer Science</b>	X			
<b>Food &amp; Nutrition</b>	X			
<b>Other</b>				
<b>2+2 degree completion program</b>	<b>Partnership</b>		<b>Degree offered</b>	
public community college				
private college				
# transfer credits required				
Minimum GPA required				
<b>Student recruitment</b>	Some online placement			
marketing strategies & tactics	Publicity for events and activities, print materials, HS recruiting			
target audience				

<b>University</b>	<b>Georgia College &amp; State University</b>			
<b>College</b>	<b>Department of Biological and Environmental Sciences</b>			
<b>Location</b>	<b>Milledgeville, GA</b>			
<b>Type School</b>	<b>Public</b>			
<b>Accrediting Agency</b>	<b>SACS</b>			
<b>Admissions requirements</b>	SAT: 530 English / 530 Math		GPA: not listed	
<b>Distance and time to UGAT</b>	134 miles		2 hour 28 minutes	
<b>Tuition and fees</b>	Per Semester		Per Credit Hour	
<b>In-state tuition for FT undergraduate</b>	\$2057		\$172	
<b>Out-of-state tuition for FT undergraduate</b>	\$8225		\$686	
<b>Military tuition, fees</b>				
<b>Course delivery methods</b>	Traditional classroom,F2F	Online	Distance Ed (DVD, iPod, etc.)	Blended
Biological Science	X			
Environmental Resource Sci.	X			
<b>Other</b>				
<b>2+2 degree completion program</b>	<b>Partnership</b>			<b>Degree offered</b>
public community college				
private college				
# transfer credits required				
Minimum GPA required				
<b>Student recruitment</b>	HS Joint Enrollment			
marketing strategies & tactics	Traditional strategies, Online "Campus Explorer", E-Brochure			
target audience				

<b>University</b>	<b>Georgia Southwestern State University</b>	
<b>College</b>		
<b>Location</b>	<b>Americus, GA</b>	
<b>Type School</b>	<b>Public</b>	
<b>Accrediting Agency</b>	<b>SACS</b>	
<b>Admissions requirements</b>	SAT: 985	GPA: Not listed
<b>Distance and time to UGAT</b>	71 miles	1 hour 20 minutes
<b>Tuition and fees</b>	Per Semester	Per Credit Hour

<b>In-state tuition for FT undergraduate</b>	\$1,908	\$118		
<b>Out-of-state tuition for FT undergraduate</b>	\$6,005	\$471		
<b>Military tuition, fees</b>				
<b>Course delivery methods</b>	Traditional classroom,F2F	Online	Distance Ed (DVD, iPod, etc.)	Blended
<b>Biological Science</b>	X			
<b>Other</b>				
<b>Chemistry</b>	X			
<b>2+2 degree completion program</b>	<b>Partnership</b>		<b>Degree offered</b>	
public community college				
private college				
# transfer credits required				
Minimum GPA required				
<b>Student recruitment</b>	ACCEL HS Joint Enrollment			
marketing strategies & tactics	Traditional strategies, Online "Campus Explorer"			
target audience				
<b>University</b>	<b>Macon State College</b>			
<b>College</b>	<b>2 yr &amp; 4 yr</b>			
<b>Location</b>	<b>Macon, GA</b>			
<b>Type School</b>	<b>Public 2 yr &amp; 4 yr</b>			
<b>Accrediting Agency</b>	<b>SACS</b>			
<b>Admissions requirements</b>	SAT:		GPA: 2.5	
<b>Distance and time to UGAT</b>	99 miles		1 hour 33 minutes	
<b>Tuition and fees</b>	Per Semester		Per Credit Hour	
<b>In-state tuition for FT undergraduate</b>	\$997		\$84	
<b>Out-of-state tuition for FT undergraduate</b>	\$3988		\$333	
<b>Military tuition, fees</b>				
<b>Course delivery methods</b>	Traditional classroom,F2F	Online	Distance Ed (DVD, iPod, etc.)	Blended

	X			
<b>Biological Science</b>				
<b>Other</b>				
<b>2+2 degree completion program</b>	<b>Partnership</b>			<b>Degree offered</b>
public community college				
private college				
# transfer credits required				
Minimum GPA required				
<b>Student recruitment</b>	<b>HS Joint Enrollment Program</b>			
marketing strategies & tactics	Traditional marketing strategies			
target audience				

<b>University</b>	<b>South Georgia College</b>			
<b>College</b>				
<b>Location</b>	<b>Douglas, GA</b>			
<b>Type School</b>	<b>Public 2 yr</b>			
<b>Accrediting Agency</b>	<b>SACS</b>			
<b>Admissions requirements</b>	SAT: 970		GPA: 2.0	
<b>Distance and time to UGAT</b>	57 miles		1 hour 10 minutes	
<b>Tuition and fees</b>	Per Semester		Per Credit Hour	
<b>In-state tuition for FT undergraduate</b>	\$1156		\$77	
<b>Out-of-state tuition for FT undergraduate</b>	\$3908		\$306	
<b>Military tuition, fees</b>				
<b>Course delivery methods</b>	Traditional classroom,F2F	Online	Distance Ed (DVD, iPod, etc.)	Blended
<b>Biological Science</b>	X			

<b>Other</b>			
<b>2+2 degree completion program</b>	<b>Partnership</b>	<b>Degree offered</b>	
public community college	Valdosta State Univ. 2+2 Degree Completion		
private college			
# transfer credits required			
Minimum GPA required	3.0		

<b>Student recruitment</b>	
marketing strategies & tactics	VSU degree comp. prog. Marketing by VSU, Trad. Mkt, no online
target audience	

<b>University</b>	<b>Valdosta State University</b>		
<b>College</b>	<b>College of Arts and Sciences</b>		
<b>Location</b>	<b>Valdosta, GA</b>		
<b>Type School</b>	<b>Public 4yr</b>		
<b>Accrediting Agency</b>	<b>SACS</b>		
<b>Admissions requirements</b>	SAT: 850	GPA: *	

<b>Distance and time to UGAT</b>	48 miles	50 minutes
----------------------------------	----------	------------

<b>Tuition and fees</b>	Per Semester	Per Credit Hour
<b>In-state tuition for FT undergraduate</b>	\$2228	\$134
<b>Out-of-state tuition for FT undergraduate</b>	\$7019	\$532
<b>Military tuition, fees</b>		

<b>Course delivery methods</b>	Traditional classroom,F2F	Online	Distance Ed (DVD, iPod, etc.)	Blended
<b>Biological Science</b>	X			
<b>Other</b>				

<b>2+2 degree completion program</b>	<b>Partnership</b>	<b>Degree offered</b>
public community college	South GA 2+2 partnership	BS
private college		
# transfer credits required		
Minimum GPA required		

<b>Student recruitment</b>	
marketing strategies & tactics	Traditional marketing strategies, little or no online presence
target audience	

\* Freshman Index (FI) = SAT + (500 x HS GPA) > 2040

<b>University</b>	<b>Waycross College</b>			
<b>College</b>	<b>Division of Sciences</b>			
<b>Location</b>	<b>Waycross, GA</b>			
<b>Type School</b>	<b>Public 2 yr</b>			
<b>Accrediting Agency</b>	<b>SACS</b>			
<b>Admissions requirements</b>	SAT: scores if taken		GPA: HS transcript	
<b>Distance and time to UGAT</b>	72 miles		1 hour 16 minutes	
<b>Tuition and fees</b>	Per Semester		Per Credit Hour	
<b>In-state tuition for FT undergraduate</b>	\$961		\$77	
<b>Out-of-state tuition for FT undergraduate</b>	\$3684		\$306	
<b>Military tuition, fees</b>				
<b>Course delivery methods</b>	Traditional classroom,F2F	Online	Distance Ed (DVD, iPod, etc.)	Blended
<b>Agriscience &amp; Envir. Systems</b>	X			
<b>Biological Science</b>	X			
<b>Other</b>				
<b>2+2 degree completion program</b>	<b>Partnership</b>		<b>Degree offered</b>	
public college	Savannah State, GA Southwestern, Albany State, Valdosta State		AS in Agricultural & Environmental Sciences	
# transfer credits required				
Minimum GPA required				
<b>Student recruitment</b>	2+2 Degree Completion Programs with 4 other colleges			
marketing strategies & tactics	Traditional marketing, two online referral sites			
target audience				

<b>University</b>	<b>Alabama A &amp; M University</b>
<b>College</b>	<b>School of Agriculture and Environmental Sciences</b>

<b>Location</b>	<b>Normal, AL</b>			
<b>Type School</b>	<b>Public 4yr</b>			
<b>Accrediting Agency</b>	<b>SACS</b>			
<b>Admissions requirements</b>	SAT:		GPA: 2.0	
<b>Distance and time to UGAT</b>	395 miles		6 hour 32 minutes	
<b>Tuition and fees</b>	Per Semester		Per Credit Hour	
<b>In-state tuition for FT undergraduate</b>	\$2468		\$366	
<b>Out-of-state tuition for FT undergraduate</b>	\$4613		\$509	
<b>Military tuition, fees</b>				
<b>Course delivery methods</b>	Traditional classroom,F2F	Online	Distance Ed (DVD, iPod, etc.)	Blended
<b>Agribusiness</b>	X			
<b>Agricultural &amp; Applied Econ.</b>	X			
<b>Agrascience &amp; Envir. Sys.</b>	X			
<b>Animal Science</b>	X			
<b>Environmental Resource Sci.</b>	X			
<b>Horticulture</b>	X			
<b>Water and Soil Resources</b>	X			
<b>Other</b>				
<b>2+2 degree completion program</b>	<b>Partnership</b>		<b>Degree offered</b>	
public community college	2+2 public community college partnership			
	STARS (Statewide transfer and Articulation)			
# transfer credits required				
Minimum GPA required				
<b>Student recruitment</b>	(recruit for underrepresented degrees) in science and math			
marketing strategies & tactics	Traditional, one online reference,			
target audience	science and math target student recruitment in HS			
<b>University</b>	<b>Auburn University</b>			
<b>College</b>	<b>College of Agriculture</b>			
<b>Location</b>	<b>Auburn, AL</b>			

<b>Type School</b>	<b>Public 4yr</b>			
<b>Accrediting Agency</b>	<b>SACS</b>			
<b>Admissions requirements</b>	SAT: 1140		GPA: 3.61 Average	
<b>Distance and time to UGAT</b>	175 miles		3 hour 29 minutes	
<b>Tuition and fees</b>	Per Semester		Per Credit Hour	
<b>In-state tuition for FT undergraduate</b>	\$2009		\$130	
<b>Out-of-state tuition for FT undergraduate</b>	\$6655		\$517	
<b>Military tuition, fees</b>				
<b>Course delivery methods</b>	Traditional classroom,F2F	Online	Distance Ed (DVD, iPod, etc.)	Blended
<b>Agricultural &amp; App. Econ.</b>	X			
<b>Agricultural Communication</b>	X			
<b>Animal Science</b>	X			
<b>Horticulture</b>	X			
<b>Poultry Science</b>	X			
<b>Water &amp; Soil Resources</b>	X			
<b>Other</b>				
<b>Biosystems Engineering</b>	X			
<b>2+2 degree completion program</b>	<b>Partnership</b>			<b>Degree offered</b>
public community college				
private college				
# transfer credits required				
Minimum GPA required				
<b>Student recruitment</b>				
marketing strategies & tactics	Online, interactive, university branding			
target audience				
<b>University</b>	<b>Clemson University</b>			
<b>College</b>	<b>College of Agriculture, Forestry and Life Sciences</b>			
<b>Location</b>	<b>Clemson, SC</b>			
<b>Type School</b>	<b>Public 4yr</b>			
<b>Accrediting Agency</b>	<b>SACS</b>			
<b>Admissions requirements</b>	SAT: varies		GPA: varies	
<b>Distance and time to</b>	304 miles		4 hour 47 minutes	



<b>UGAT</b>			
<b>Tuition and fees</b>	Per Semester	Per Credit Hour	
<b>In-state tuition for FT undergraduate</b>	\$5554	\$463	
<b>Out-of-state tuition for FT undergraduate</b>	\$12065	\$1005	
<b>Military tuition, fees</b>			
<b>Course delivery methods</b>	Traditional classroom,F2F	Online	Distance Ed (DVD, iPod, etc.)
<b>Agri business</b>	X		
<b>Agricultural &amp; App. Econ.</b>	X		
<b>Agricultural Education</b>	X		
<b>Animal Science</b>	X		
<b>Biological Science</b>	X		
<b>Food Science</b>	X		
<b>Horticulture</b>	X		
<b>Turfgrass Management</b>	X		
<b>Water &amp; Soil Resources</b>	X		
<b>Other</b>			
<b>Biosystems Engineering</b>	X		
<b>2+2 degree completion program</b>	<b>Partnership</b>	<b>Degree offered</b>	
public community college	Bridge program with community college		
private college			
# transfer credits required			
Minimum GPA required			
<b>Student recruitment</b>			
marketing strategies & tactics	Online, high end marketing, branding, co-partnership marketing		
target audience	Select students by invitation		
<b>University</b>	<b>Florida A &amp; M University</b>		
<b>College</b>	<b>College of Engineering Sciences, Technology and Agriculture</b>		
<b>Location</b>	<b>Tallahassee, FL</b>		
<b>Type School</b>	<b>Public 4 yr</b>		
<b>Accrediting Agency</b>	<b>SACS</b>		
<b>Admissions requirements</b>	SAT: 1010	GPA: 2.5	
<b>Distance and time to UGAT</b>	91 miles	2 hour 3 minutes	
<b>Tuition and fees</b>	Per Semester	Per Credit Hour	
<b>In-state tuition for FT</b>	\$1184	\$99	

<b>undergraduate</b>			
<b>Out-of-state tuition for FT undergraduate</b>	\$5980		\$498
<b>Course delivery methods</b>	Traditional classroom,F2F	Online	Distance Ed (DVD, iPod, etc.) Blended
<b>Agribusiness</b>	X		
<b>Agricultural Education</b>	X		
<b>Agricultural Engineering</b>	X		
<b>Animal Science</b>	X		
<b>Biological Engineering</b>	X		
<b>Entomology</b>	X		
<b>Environmental Econ. &amp; Man.</b>	X		
<b>Food Science</b>	X		
<b>Horticulture</b>	X		
<b>Other</b>			
<b>Landscape Design &amp; Man</b>	X		
<b>Internat. Agricult &amp; Business</b>	X		
<b>Agronomy</b>	X		
<b>2+2 degree completion program</b>	<b>Partnership</b>		<b>Degree offered</b>
public community college	University of Florida		For. & Nat Res Cons
private college			
# transfer credits required	12		
Minimum GPA required	2.0		
<b>Student recruitment</b>	2+2 partnership		
marketing strategies & tactics	Traditional print, HS counselors, education fairs		
target audience			
<b>University</b>	<b>North Carolina A &amp; T University</b>		
<b>College</b>	<b>College of Agriculture and Environmental Sciences</b>		
<b>Location</b>	<b>Greensboro, NC</b>		
<b>Type School</b>	<b>Public 4yr</b>		
<b>Accrediting Agency</b>	<b>SACS</b>		
<b>Admissions requirements</b>	SAT: 750		GPA: 2.25 in state, 2.85 out
<b>Distance and time to UGAT</b>	506 miles		8 hours
<b>Tuition and fees</b>	Per Semester		Per Credit Hour

<b>In-state tuition for FT undergraduate</b>	\$2020	\$417		
<b>Out-of-state tuition for FT undergraduate</b>	\$6741	\$1597		
<b>Military tuition, fees</b>	In-state tuition - active NC mil & families			
<b>Course delivery methods</b>	Traditional classroom,F2F	Online	Distance Ed (DVD, iPod, etc.)	Blended
<b>Agribusiness</b>	X			
<b>Agricultural Education</b>	X	X		X
<b>Agriscience &amp; Envir. Sys.</b>	X			
<b>Animal Science</b>	X			
<b>Biological Science</b>	X			
<b>Environmental Res. Sci.</b>	X			
<b>Other</b>				
<b>2+2 degree completion program</b>	<b>Partnership</b>		<b>Degree offered</b>	
public community college	2+2 Comm. Coll. Partnership – articulation			
private college				
# transfer credits required				
Minimum GPA required				
<b>Student recruitment</b>				
marketing strategies & tactics	HS & Coll. Fairs, trad. Print mat., very poor website, three online ads			
target audience				
<b>University</b>	<b>South Carolina State University</b>			
<b>College</b>	<b>College of Business &amp; App. Prof. Sciences, Dept of Acc. Agribus. &amp; Econ.</b>			
<b>Location</b>	<b>Orangeburg, SC</b>			
<b>Type School</b>	<b>Public 4yr</b>			
<b>Accrediting Agency</b>	<b>SACS</b>			
<b>Admissions requirements</b>	SAT: 839		GPA: not listed	
<b>Distance and time to UGAT</b>	258 miles		5 hours 5 minutes	
<b>Tuition and fees</b>	Per Semester		Per Credit Hour	
<b>In-state tuition for FT undergraduate</b>	\$3903		\$	

<b>Out-of-state tuition for FT undergraduate</b>	\$7649	\$		
<b>Military tuition, fees</b>				
<b>Course delivery methods</b>	Traditional classroom,F2F	Online	Distance Ed (DVD, iPod, etc.)	Blended
<b>Agribusiness</b>	X			
<b>Other</b>				
<b>2+2 degree completion program</b>	<b>Partnership</b>			<b>Degree offered</b>
public community college				
private college				
# transfer credits required				
Minimum GPA required				
<b>Student recruitment</b>				
marketing strategies & tactics	HBCU, HS and college fairs, print materials, extension activities			
target audience				

<b>University</b>	<b>Tennessee State University</b>			
<b>College</b>	<b>School of Agriculture and Consumer Sciences</b>			
<b>Location</b>	<b>Nashville, TN</b>			
<b>Type School</b>	<b>Public 4yr</b>			
<b>Accrediting Agency</b>	<b>SACS</b>			
<b>Admissions requirements</b>	SAT: 900		GPA: 2.25	
<b>Distance and time to UGAT</b>	431 miles		6 hours 43 minutes	
<b>Tuition and fees</b>	Per Semester		Per Credit Hour	
<b>In-state tuition for FT undergraduate</b>	\$2566		\$378	
<b>Out-of-state tuition for FT undergraduate</b>	\$8747		\$851	
<b>Military tuition, fees</b>				
<b>Course delivery methods</b>	Traditional classroom,F2F	Online	Distance Ed (DVD, iPod, etc.)	Blended
<b>Agribusiness</b>	X			
<b>Agricultural Education</b>	X			
<b>Animal Science</b>	X			

<b>Food Science</b>	X			
<b>Water and Soil Resources</b>	X			
<b>Other</b>				
<b>Agricultural Biotechnology</b>				

<b>2+2 degree completion program</b>	<b>Partnership</b>	<b>Degree offered</b>
public community college	Nashville State CC, Columbia State CC,	AS, BS transferrable
public community college	Volunteer State CC	
# transfer credits required		
Minimum GPA required		
<b>Student recruitment</b>	Facebook, youTube, online ads, HS fairs, counselors	
marketing strategies & tactics	Traditional marketing, recruiting teams, targeted in-state efforts	
target audience		

<b>University</b>	<b>Tuskegee University</b>		
<b>College</b>	<b>College of Agriculture, Environmental and Natural Sciences</b>		
<b>Location</b>	<b>Tuskegee, AL</b>		
<b>Type School</b>	<b>Private 4yr</b>		
<b>Accrediting Agency</b>	<b>SACS</b>		
<b>Admissions requirements</b>	SAT: 1000	GPA: 3.0	
<b>Distance and time to UGAT</b>	173 miles	3 hour 29 minutes	
<b>Tuition and fees</b>	Per Semester	Per Credit Hour	
<b>In-state tuition for FT undergraduate</b>	\$7840	\$	
<b>Out-of-state tuition for FT undergraduate</b>	\$7840	\$	
<b>Military tuition, fees</b>			

<b>Course delivery methods</b>	Traditional classroom,F2F	Online	Distance Ed (DVD, iPod, etc.)	Blended
<b>Agricultural &amp; App. Econ.</b>	X			
<b>Agricultural Education</b>	X			
<b>Animal Science</b>	X			
<b>Biological Science</b>	X			

<b>Environmental Resource Sci.</b>	X			
<b>Poultry Science</b>	X			
<b>Water &amp; Soil Resources</b>	X			
<b>Other</b>				

<b>2+2 degree completion program</b>	<b>Partnership</b>	<b>Degree offered</b>
public community college		
private college		
# transfer credits required		
Minimum GPA required		

<b>Student recruitment</b>	
marketing strategies & tactics	Targeted mktg , tradit print mktg, PACE strategic partnerships and work with alumni
target audience	

<b>University</b>	<b>University of Tennessee - Knoxville</b>		
<b>College</b>	<b>College of Agricultural Sciences and Natural Resources</b>		
<b>Location</b>	<b>Knoxville, TN</b>		
<b>Type School</b>	<b>Public</b>		
<b>Accrediting Agency</b>	<b>SACS</b>		
<b>Admissions requirements</b>	SAT: "Super scoring" combined method	GPA: 1/3 Freshmen 4.0	
<b>Distance and time to UGAT</b>	90 miles	1 hour 28 minutes	
<b>Tuition and fees</b>	Per Semester	Per Credit Hour	
<b>In-state tuition for FT undergraduate</b>	\$3125	\$227	
<b>Out-of-state tuition for FT undergraduate</b>	\$9604	\$755	
<b>Military tuition, fees</b>			

<b>Course delivery methods</b>	Traditional classroom,F2F	Online	Distance Ed (DVD, iPod, etc.)	Blended
<b>Agribusiness</b>	X			
<b>Agricultural &amp; Applied</b>	X			
<b>Econ.</b>				

<b>Agricultural Communication</b>	X			
<b>Animal Science</b>	X			
<b>Biological Science</b>	X			
<b>Environmental Resource Sci.</b>	X			
<b>Food Science</b>	X			
<b>Turfgrass Management</b>	X			
<b>Water &amp; Soil Resources</b>	X			
<b>Other</b>				
<b>Biosystems Engineering</b>				
<b>2+2 degree completion program</b>	<b>Partnership</b>		<b>Degree</b>	
public community college	Pellissippi Tech. CC, Chattanooga St. Tech CC		Ag & Biology, Ag & Ed	
public community college	Cleveland State CC, Columbia State CC,		Biological Sciences	
public community college	Roane State CC, Walters State CC,		Ag Bus & Econ.	
public community college	Hiwassee State CC		Ag Equip Sys Mgt.	
<b>Student recruitment</b>	2+2 Degree Completion Partnerships with Community Colleges			
marketing strategies & tactics	High end student recruitment, university branding, online & trad.			
	Strong alumni recruiting support			

<b>University</b>	<b>University of Florida</b>			
<b>College</b>	<b>College of Agriculture and Life Sciences</b>			
<b>Location</b>	<b>Gainesville, FL</b>			
<b>Type School</b>	<b>Public</b>			
<b>Accrediting Agency</b>	<b>SACS</b>			
<b>Admissions requirements</b>	SAT: Not listed		GPA: Not listed	
<b>Distance and time to UGAT</b>	152 miles		2 hours 28 minutes	
<b>Tuition and fees</b>	Per Semester		Per Credit Hour	
<b>In-state tuition for FT undergraduate</b>	\$1895		\$125	
<b>Out-of-state tuition for FT undergraduate</b>	\$10700		\$687	
<b>Military tuition, fees</b>				
<b>Course delivery methods</b>	Traditional classroom,F2F	Online	Distance Ed (DVD, iPod, etc.)	Blended
<b>Agribusiness</b>	X			
	X			

<b>Agriculture &amp; Appl. Econ.</b>				
	X			
<b>Agricultural Education</b>				
<b>Agricultural Engineering</b>	X			
<b>Agriscience &amp; Envir. Systems</b>	X			
<b>Animal Science</b>	X			
<b>Biological Engineering</b>	X			
	X			
<b>Biological Science</b>				
<b>Environmental Resource Sci.</b>	X			
<b>Horticulture</b>	X			
	X			
<b>Water &amp; Soil Resources</b>				
<b>Other</b>				
<b>Biotechnology</b>	X			
<b>2+2 degree completion program</b>	<b>Partnership</b>			<b>Degree offered</b>
public community college	Apopka, Ft. Lauderdale, Ft. Pierce, Milton,			
private college	Plant City			
# transfer credits required = 60 Minimum GPA required = 2.0	CALs works closely with CCs for smooth trans.			
<b>Student recruitment</b>				
marketing strategies & tactics	All marketing and student recruitment strategies and tactics used			
target audience				



<b>University</b>	<b>SREB – Darton College</b>			
<b>College</b>				
<b>Location</b>	<b>Albany, GA</b>			
<b>Type School</b>	<b>Public 2 yr</b>			
<b>Accrediting Agency</b>	<b>SACS</b>			
<b>Admissions requirements</b>	SAT:		GPA:	
<b>Distance and time to UGAT</b>	42 miles		52 minutes	
<b>Tuition and fees</b>	Per Semester		Per Credit Hour	
<b>In-state tuition for FT undergraduate</b>	\$1206		\$250	
<b>Out-of-state tuition for FT undergraduate</b>	\$n/a – in state tuition applies		\$n/a	
<b>Military tuition, fees</b>				
<b>Course delivery methods</b>	Traditional classroom,F2F	Online	Distance Ed (DVD, iPod, etc.)	Blended
Biological Engineering		X		X
<b>Other</b>				
<b>2+2 degree completion program</b>	<b>Partnership</b>			<b>Degree offered</b>
SREB Academic Common Market has enabled students to pursue out-of-state college majors at discounted tuition rates, through agreements among the states and colleges and universities. The <i>Electronic Campus</i> provides a link to distance learning courses and programs offered by more than 300 colleges and universities.				
<b>Student recruitment</b>				
marketing strategies & tactics				
target audience				

<b>University</b>	<b>SREB – Tennessee Regents Online AS degree</b>		
<b>College</b>	<b>Associate of Science in General Studies: University Parallel</b>		
<b>Location</b>	<b>Tennessee</b>		
<b>Type School</b>	<b>Public</b>		
<b>Accrediting Agency</b>	<b>SACS</b>		
<b>Admissions requirements</b>	SAT:		GPA:
<b>Distance and time to UGAT</b>			
<b>Tuition and fees</b>	Per Semester		Per Credit Hour
<b>In-state tuition for FT undergraduate</b>	\$		\$

<b>Out-of-state tuition for FT undergraduate</b>	\$		\$	
<b>Military tuition, fees</b>				
<b>Course delivery methods</b>	Traditional classroom,F2F	Online	Distance Ed (DVD, iPod, etc.)	Blended
<b>Biological Science</b>		X		
<b>Other</b>				
<b>2+2 degree completion program</b>	<b>Partnership</b>		<b>Degree offered</b>	
SREB Academic Common Market has enabled students to pursue out-of-state college majors at discounted tuition rates, through agreements among the states and colleges and universities. The <i>Electronic Campus</i> provides a link to distance learning courses and programs offered by more than 300 colleges and universities.				
<b>Student recruitment</b>				
marketing strategies & tactics				
target audience				
<b>University</b>	<b>North Carolina State University</b>			
<b>College</b>	<b>College of Agriculture and Life Sciences</b>			
<b>Location</b>	<b>Raleigh, NC</b>			
<b>Type School</b>	<b>Public 4 yr</b>			
<b>Accrediting Agency</b>	<b>SACS</b>			
<b>Admissions requirements</b>	SAT: no min.		GPA: 2.4 (Ag), 2.7 (LS)	
<b>Distance and time to UGAT</b>	516 miles		8 hour 15 minutes	
<b>Tuition and fees</b>	Per Semester		Per Credit Hour	
<b>In-state tuition for FT undergraduate</b>	\$2643		\$220	
<b>Out-of-state tuition for FT undergraduate</b>	\$8792		\$732	
<b>Military tuition, fees</b>				
<b>Course delivery methods</b>	Traditional classroom,F2F	Online	Distance Ed (DVD, iPod, etc.)	Blended
<b>Agribusiness</b>	X	X		X
<b>Agricultural Education</b>	X	X		
<b>Agricultural Engineering</b>	X	X		X
<b>Agriscience &amp; Envir. Systems</b>	X			
<b>Animal Science</b>	X			

<b>Biological Engineering</b>	X			
<b>Biological Science</b>	X			
<b>Dairy Science</b>	X			
<b>Entomology</b>	X			
<b>Environmental Resource Sci.</b>	X			
<b>Food Science</b>	X	X		
<b>Horticulture</b>	X			
<b>Poultry Science</b>	X	X		
<b>Turfgrass Management</b>	X			
<b>Water &amp; Soil Resources</b>	X	X		

<b>2+2 degree completion program</b>	<b>Partnership</b>	<b>Degree offered</b>
public community college	2+2 Partnerships – 5 two year schools	9 majors
private college		
# transfer credits required	n/a	
Minimum GPA required	2.0	
<b>Student recruitment</b>		
marketing strategies & tactics	4H , HS counselors, CALS day on campus, ambassadors, Print materials, view book, extension agents provide info	

<b>University</b>	<b>South Carolina State University</b>			
<b>College</b>	<b>College of Business &amp; App. Prof. Sciences, Dept of Acc. Agribus. &amp; Econ.</b>			
<b>Location</b>	<b>Orangeburg, SC</b>			
<b>Type School</b>	<b>Public 4yr</b>			
<b>Accrediting Agency</b>	<b>SACS</b>			
<b>Admissions requirements</b>	SAT: 839		GPA: not listed	
<b>Distance and time to UGAT</b>	258 miles		5 hours 5 minutes	
<b>Tuition and fees</b>	Per Semester		Per Credit Hour	
<b>In-state tuition for FT undergraduate</b>	\$3903		\$	
<b>Out-of-state tuition for FT undergraduate</b>	\$7649		\$	
<b>Military tuition, fees</b>				
<b>Course delivery methods</b>	Traditional classroom,F2F	Online	Distance Ed (DVD, iPod, etc.)	Blended
<b>Agribusiness</b>	X			

<b>Other</b>			
<b>2+2 degree completion program</b>	<b>Partnership</b>	<b>Degree offered</b>	
public community college			
private college			
# transfer credits required			
Minimum GPA required			
<b>Student recruitment</b>			
marketing strategies & tactics	HBCU, HS and college fairs, print materials, extension activities		
target audience			

DRAFT

# Appendix

## Summary Survey Responses

## UGA Tifton Survey for Interest in Proposed New Degree Options

1. Please indicate the extent to which you agree or disagree with the following statement.							
	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Rating Average	Response Count
I am interested in taking upper level (junior and senior) college classes to obtain a Bachelors degree at UGA Tifton.	30.5% (39)	17.2% (22)	<b>33.6% (43)</b>	11.7% (15)	7.0% (9)	3.52	128
	<i>answered question</i>						<b>128</b>
	<i>skipped question</i>						<b>2</b>

2. I would be interested in taking the following classes at the UGA Tifton campus.						
	1st Choice	2nd Choice	3rd Choice	Rating Average	Response Count	
Ag Education	<b>50.0% (36)</b>	13.9% (10)	36.1% (26)	2.14	72	
Agriculture and Environmental Sciences	27.5% (19)	29.0% (20)	<b>43.5% (30)</b>	1.84	69	
Ag Business	12.3% (8)	33.8% (22)	<b>53.8% (35)</b>	1.58	65	
Animal Science	27.0% (17)	23.8% (15)	<b>49.2% (31)</b>	1.78	63	
Applied Biotechnology	16.0% (8)	28.0% (14)	<b>56.0% (28)</b>	1.60	50	
Biofuels/Renewable Energy	6.1% (3)	36.7% (18)	<b>57.1% (28)</b>	1.49	49	
Biological Science (Pre-med/Pre-vet)	<b>45.3% (34)</b>	16.0% (12)	38.7% (29)	2.07	75	
Horticulture/Water and Soil Science	24.1% (14)	22.4% (13)	<b>53.4% (31)</b>	1.71	58	
	<i>answered question</i>					<b>119</b>
	<i>skipped question</i>					<b>11</b>

3. I am interested in taking individual Agriculture Business classes at the UGA Tifton campus. (as a non-degree seeking student)							
	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Rating Average	Response Count
Interest level in taking individual Agriculture Business classes.	11.3% (14)	12.9% (16)	<b>40.3% (50)</b>	14.5% (18)	21.0% (26)	2.79	124
	<i>answered question</i>						<b>124</b>
	<i>skipped question</i>						<b>6</b>







4. What is your current work profession or employer?							
	Agriculture	Sciences	Engineering	Business	Education	Service industry	For serv
Student - High School	10.5% (2)	5.3% (1)	10.5% (2)	10.5% (2)	<b>47.4% (9)</b>	5.3% (1)	10.5% (2)
Student - Community College	23.2% (13)	<b>30.4% (17)</b>	0.0% (0)	16.1% (9)	17.9% (10)	8.9% (5)	3.6% (2)
Student - Four-year Institution	26.7% (4)	<b>40.0% (6)</b>	13.3% (2)	6.7% (1)	6.7% (1)	0.0% (0)	6.7% (1)
Extension Agent	<b>25.0% (2)</b>	0.0% (0)	0.0% (0)	<b>25.0% (2)</b>	<b>25.0% (2)</b>	12.5% (1)	12.5% (1)
Employed Full Time	<b>25.7% (9)</b>	17.1% (6)	2.9% (1)	20.0% (7)	20.0% (7)	8.6% (3)	5.7% (2)
Employed Part-Time	13.8% (4)	6.9% (2)	3.4% (1)	<b>31.0% (9)</b>	10.3% (3)	24.1% (7)	10.3% (3)
Not Employed	<b>40.0% (4)</b>	20.0% (2)	10.0% (1)	10.0% (1)	10.0% (1)	0.0% (0)	10.0% (1)
	Other (please specify)						
	<i>answered question</i>						
	<i>skipped question</i>						

5. Who is your current employer and do you receive tuition assistance?						
	Employer pays full tuition assistance	Employer pays partial tuition assistance	I will receive military tuition assistance	I do not receive any tuition assistance	I need tuition assistance help	Response Count
Private industry - business	5.6% (2)	5.6% (2)	0.0% (0)	<b>66.7% (24)</b>	22.2% (8)	36
Government (City, County, State, Federal)	14.3% (4)	10.7% (3)	0.0% (0)	<b>46.4% (13)</b>	28.6% (8)	28
Non-profit organization	0.0% (0)	20.0% (1)	0.0% (0)	<b>80.0% (4)</b>	0.0% (0)	5
Part-time student	6.3% (1)	6.3% (1)	0.0% (0)	<b>50.0% (8)</b>	37.5% (6)	16
Full-time student	24.0% (12)	4.0% (2)	2.0% (1)	<b>40.0% (20)</b>	30.0% (15)	50
Not employed	20.0% (4)	0.0% (0)	0.0% (0)	<b>40.0% (8)</b>	<b>40.0% (8)</b>	20
				Other (please specify)		8
				<b>answered question</b>		<b>122</b>
				<b>skipped question</b>		<b>8</b>



6. What benefits would you anticipate from completion of an undergraduate degree? (check all that apply)							
	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Rating Average	Response Count
Employment opportunities	<b>74.8%</b> <b>(86)</b>	19.1% (22)	4.3% (5)	0.9% (1)	0.9% (1)	4.66	115
Employment promotion	<b>57.4%</b> <b>(54)</b>	27.7% (26)	10.6% (10)	3.2% (3)	1.1% (1)	4.37	94
Salary increase	<b>58.8%</b> <b>(60)</b>	28.4% (29)	9.8% (10)	1.0% (1)	2.0% (2)	4.41	102
Change of job/career	<b>52.7%</b> <b>(49)</b>	25.8% (24)	15.1% (14)	5.4% (5)	1.1% (1)	4.24	93
Requirement for present job	<b>29.9%</b> <b>(23)</b>	18.2% (14)	24.7% (19)	19.5% (15)	7.8% (6)	3.43	77
Personal enrichment	<b>63.5%</b> <b>(66)</b>	30.8% (32)	4.8% (5)	0.0% (0)	1.0% (1)	4.56	104
					Other (please specify)		2
					<b>answered question</b>		<b>123</b>
					<b>skipped question</b>		<b>7</b>

7. When would you be interested in beginning work on a degree?							
	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Rating Average	Response Count
Spring 2010	50.0% (22)	18.2% (8)	18.2% (8)	6.8% (3)	6.8% (3)	3.98	44
Summer 2010	26.1% (6)	21.7% (5)	26.1% (6)	13.0% (3)	13.0% (3)	3.35	23
Fall 2010	48.6% (18)	21.6% (8)	16.2% (6)	5.4% (2)	8.1% (3)	3.97	37
Spring 2011	37.0% (10)	11.1% (3)	25.9% (7)	14.8% (4)	11.1% (3)	3.48	27
Fall 2011	42.4% (14)	27.3% (9)	18.2% (6)	3.0% (1)	9.1% (3)	3.91	33
Not sure when I would start	53.4% (31)	12.1% (7)	27.6% (16)	0.0% (0)	6.9% (4)	4.05	58
	<i>answered question</i>						<b>125</b>
	<i>skipped question</i>						<b>5</b>

8. Which of the following is the highest level of education that you have completed?			
		Response Percent	Response Count
Some High School		10.2%	13
High School or GED		11.7%	15
<b>Some college but no degree</b>		<b>51.6%</b>	<b>66</b>
Associate degree (AA or AS)		5.5%	7
Bachelor's degree (For example: BA, BS, AB)		10.2%	13
Some graduate school		10.9%	14
	<i>answered question</i>		<b>128</b>
	<i>skipped question</i>		<b>2</b>

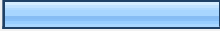
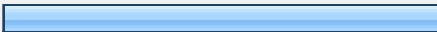
9. If you have previously taken college classes, how many undergraduate credits do you have?			
		Response Percent	Response Count
3-15 credits		17.0%	18
16-30 credits		18.9%	20
31-45 credits		11.3%	12
46-60 credits		14.2%	15
<b>61+ credits</b>		<b>21.7%</b>	<b>23</b>
Not sure		17.0%	18
<i>answered question</i>			<b>106</b>
<i>skipped question</i>			<b>24</b>

10. If you have completed an Associate degree, what was your area of study?			
		Response Percent	Response Count
General Education		0.0%	0
<b>Agriculture</b>		<b>32.5%</b>	<b>13</b>
Business		15.0%	6
Education		5.0%	2
Biology		2.5%	1
Health Sciences		5.0%	2
Liberal Arts		7.5%	3
Associate of Science Degree		27.5%	11
Associate of Arts Degree		5.0%	2
		Other (please specify)	15
<i>answered question</i>			<b>40</b>
<i>skipped question</i>			<b>90</b>

11. What delivery method do you prefer to take courses for an undergraduate degree?							
	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Rating Average	Response Count
Face-to-face at the UGA Tifton campus	<b>56.6%</b> <b>(60)</b>	25.5% (27)	15.1% (16)	0.0% (0)	2.8% (3)	4.33	106
Online/Internet	24.4% (21)	<b>31.4%</b> <b>(27)</b>	30.2% (26)	7.0% (6)	7.0% (6)	3.59	86
Blended (50% in person/50% distance learning,% determined by each course)	18.6% (16)	<b>40.7%</b> <b>(35)</b>	27.9% (24)	2.3% (2)	10.5% (9)	3.55	86
Videoconference to another location (such as a community college classroom)	6.8% (5)	25.7% (19)	<b>37.8%</b> <b>(28)</b>	13.5% (10)	16.2% (12)	2.93	74
Other (please specify)							3
<b>answered question</b>							<b>121</b>
<b>skipped question</b>							<b>9</b>

12. What course schedule would you prefer to take courses for an undergraduate degree?							
	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Rating Average	Response Count
Daytime classes	<b>63.6%</b> <b>(63)</b>	24.2% (24)	8.1% (8)	1.0% (1)	3.0% (3)	4.44	99
Evening classes	21.7% (18)	<b>36.1%</b> <b>(30)</b>	20.5% (17)	13.3% (11)	8.4% (7)	3.49	83
Weekend classes	11.3% (8)	16.9% (12)	21.1% (15)	18.3% (13)	<b>32.4%</b> <b>(23)</b>	2.56	71
Online - flexibility to attend class & study when it is convenient for my schedule	<b>35.8%</b> <b>(29)</b>	30.9% (25)	22.2% (18)	2.5% (2)	8.6% (7)	3.83	81
Other (please specify)							2
<b>answered question</b>							<b>120</b>
<b>skipped question</b>							<b>10</b>

13. What type of Internet connection do you have?			
	Home	Work	Response Count
High-speed/DSL	94.0% (110)	34.2% (40)	117
Dial-up	77.8% (7)	22.2% (2)	9
No Internet connection	70.0% (7)	50.0% (5)	10
		Other (please specify)	5
	<i>answered question</i>		125
	<i>skipped question</i>		5

14. Are you interested in part-time enrollment or full-time enrollment?			
		Response Percent	Response Count
Part-time enrollment (1-11 credit hours, per semester)		33.1%	39
Full-time enrollment (12+ hours, per semester)		66.9%	79
	<i>answered question</i>		118
	<i>skipped question</i>		12

15. What obstacles might prevent you from perusing an undergraduate degree at UGA Tifton?							
	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree	Rating Average	Response Count
Time limitations	<b>36.6% (30)</b>	22.0% (18)	15.9% (13)	17.1% (14)	8.5% (7)	3.61	82
Family needs	<b>32.9% (27)</b>	31.7% (26)	8.5% (7)	18.3% (15)	8.5% (7)	3.62	82
Work limitations	<b>31.3% (26)</b>	19.3% (16)	19.3% (16)	18.1% (15)	12.0% (10)	3.40	83
Distance to campus	<b>45.1% (41)</b>	24.2% (22)	7.7% (7)	15.4% (14)	7.7% (7)	3.84	91
Cost	<b>45.7% (43)</b>	30.9% (29)	9.6% (9)	9.6% (9)	4.3% (4)	4.04	94
Other (please specify)							10
<b>answered question</b>							<b>111</b>
<b>skipped question</b>							<b>19</b>

16. If you already have a Bachelor's degree, would you be interested in taking courses to complete a Master's Degree at UGA Tifton campus?				
	On Campus	Online	Blended (combination on campus & online)	Response Count
Yes	43.2% (16)	<b>48.6% (18)</b>	40.5% (15)	37
Agriculture Communications	22.2% (2)	44.4% (4)	<b>66.7% (6)</b>	9
Animal Science	27.3% (3)	<b>45.5% (5)</b>	<b>45.5% (5)</b>	11
Plant Science	40.0% (6)	<b>53.3% (8)</b>	46.7% (7)	15
No, I am not interested	<b>83.3% (10)</b>	50.0% (6)	50.0% (6)	12
Maybe, let me consider it	<b>53.8% (7)</b>	46.2% (6)	15.4% (2)	13
Other (please specify)				11
<b>answered question</b>				<b>55</b>
<b>skipped question</b>				<b>75</b>

17. Enter my name in the chance to win a UGA iPod Shuffle (1GB with iPod cover) or a UGA sweatshirt or hat or T-shirt. Please contact me with more information about a proposed new undergraduate degree that would be offered at UGA Tifton!

		Response Percent	Response Count
Name	<input type="text"/>	100.0%	112
Email address	<input type="text"/>	100.0%	112
Address	<input type="text"/>	96.4%	108
City, State, Zip Code	<input type="text"/>	97.3%	109
Phone (area code)	<input type="text"/>	92.0%	103
		<i>answered question</i>	112
		<i>skipped question</i>	18