

# MARKETING PLAN 2007-08



*South Arkansas Community College*

Prepared by the  
Public Information Office &  
the Marketing Committee

**MARKETING PLAN**  
**2007-2008**  
**South Arkansas Community College**

**Introduction**

South Arkansas Community College (SouthArk) recognizes the importance of an effective marketing plan to promote the college, its image, and its resources to the community. The college Marketing Plan is a statement of how the college will seek to implement its mission and meet the objectives set out in the Strategic Plan 2006-2007.

**Purpose of the Marketing Plan**

The purpose of this document is to guide the administration, faculty and staff of SouthArk to effectively market the college and its services to the community.

**Section I. Overview of SouthArk**

**A. Historical Summary and Overview of the College:** South Arkansas Community College is located in South Central Arkansas approximately two hours south of the capital, Little Rock, and sixteen miles from the Louisiana border. The college has a practical service area surrounding the college and including approximately 124,000 people. It has approximately 165 employees and 1350 full time equivalent students. In addition to serving the educational and cultural needs of its communities, it serves the oil, chemical, poultry, medical, and forest product industries resident in the area. The college maintains two campuses in El Dorado and two programs in Warren, Arkansas. The signature programs of the college are its numerous nursing and allied health programs. The college was established by a vote of the citizens of Union County on March 31, 1992. Voters approved forming a community college district for the county, merging Oil Belt Technical College with Southern Arkansas University-El Dorado Branch, and approving a small tax levy to help support the new college. The college is governed by a nine-member Board of Trustees appointed by the Governor.

**B. Mission Statement:** South Arkansas Community College promotes excellence in learning, teaching, and service; provides lifelong educational opportunities; and serves as a cultural, intellectual, and economic resource for the community.

**C. Purposes of the College**

1. To provide an environment that fosters excellence in learning and teaching.
2. To provide a university transfer program of high academic quality for students who plan to continue their education.
3. To offer degree and certificate programs to develop or enhance occupational skills that prepare learners for a changing global economy.
4. To provide developmental courses to prepare students to do college level work.
5. To provide adult education and workforce development.
6. To provide comprehensive student services to enhance students' success.
7. To promote the civic and cultural life and the economic development of the community.
8. To make education accessible through innovative instructional methods.

## **D. Listing of Academic Programs**

### **Certificates of Proficiency**

Administrative Assistant  
Automotive Diagnostic  
Automotive Maintenance  
Basic Gas Welding Technology  
Certified Nursing Assistant  
Computer/Network Installation & Repair  
Tech  
Early Childhood Education  
EMT – Ambulance/Basic  
Industrial Controls Technology  
Industrial Electricity – Basic  
Industrial Equip Maintenance Tech  
Solid State/Analog Technology  
Truck Driving  
Welding – GMAW Technology  
Welding – GTAW Technology  
Welding – SMAW Technology  
Welding Inspection  
Welding Layout & Pipefitting

### **Technical Certificate**

Automotive Services Technology  
Business – Accounting  
Business – General  
Business-Administrative Assistant  
Computer/Network Installation & Repair  
Tech  
Computer Information Technology  
Early Childhood Education  
EMT – Paramedic  
General Studies  
Industrial Equip Maintenance Tech  
Practical Nursing  
Medical Coding  
Medical Transcription  
Network Security Technology  
Process Instrumentation  
Surgical Technology  
Welding Technology

### **Associates of Arts – Specific Transfer**

Accounting  
Art  
Biological Science  
Business Administration

Chemistry  
Computer Science  
Communications  
Engineering  
English  
Geology  
General Studies  
Health, P.E. & Recreation  
History/Political Science  
Mathematics  
Music  
Nursing – RN  
Pre-Dental/Dental Hygiene  
Pre-Law  
Pre-Med  
Pre-Pharmacy  
Pre-Physical Therapy  
Pre-Veterinary  
Psychology  
Sociology

### **AAS Degree Programs**

Business – General  
Business - Mid-Management  
Business – Administrative Assistant  
Clinical Laboratory Science  
Computer Information Technology  
Criminal Justice  
Early Childhood Education  
EMT – Paramedic  
General Technology  
Network Security Technology  
Occupational Therapy Assistant  
Physical Therapist Assistant  
Radiologic Technology  
Registered Nursing (LPN/LPTN to RN  
Transition)  
Surgical Technology

### **Associate of Arts Teaching**

Teaching  
Pre-School – Fourth Grade  
Middle School: Language Arts/Social Studies  
Math/Science

## E. Enrollment of Academic Programs

Table of program enrollments

Allied Health FTE							
DEPT	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004	Fall 2005	Fall 2006
AH					30	38.6	32.2
EMT	16.7	11.7	19.3	18.5	13.3	23.46	16.4
HIT				3.6	39.6	45.07	44.46
HLSC		1.2	0.4				
MBIO					4	4.53	4.53
MLT	5.3	6.7	8.6	13.0	11.3	15	11.86
NA	8.5			1.1	1.1		2.4
OTA	2.6	3.7	4.9	4.6	8.9	13.53	11.26
PN	45.5	40	20.3	30.2	67.5	72.27	84.46
PTA	9.5	2.6	6.9	5.5	16	14.7	19.6
RADT	22.4	19.2	23.2	24.3	21.8	22.33	20.8
RN						5.86	9

Information and Business Technology FTE							
DEPT	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004		
ACCT	14.6	10.8	13.2	8.4	8.8	8.8	8.2
ADMS	28.2	22.4	21.0	16.2	21.4	13.4	12.6
BANK	1.6						
BUS	13.4	11.8	11.6	7.4	11.2	10.1	8.0
CSCI	89.5	84.5	75.2	68.6	49.9	61.2	45.9
ECON	6.4	7	6.2	4.4	3.6	3.8	10.4
MGMT	2	6.1	6.3	8.3	7.0	6.2	5.3

Trade and Industry FTE							
DEPT	Fall 2000	Fall 2001	Fall 2002	Fall 2003	Fall 2004		
AST	9.8	10.6	16.2	23.2	26.3	9.6	26.2
CJ	2.6	3.6	4.6	3.4	4.8	3.6	2.8
EHS	0.5						
ENVT	3.9	4.1	3.6	0.2	0.5		
GRAD			4.0	1.4			
H E					5.1		
IDEL	6.5	7.2	10.7	6.7	4.1	3.67	
IDEQ	2.8	3.8					
MST		2.1	7.5	6.7			
PHY	1.1	2.1	2.7				
TECH	24.4	25.3	27.0	9.3	6.2	5.2	3.8
TRD	2.7	2.7	3.2	4.8	3.5	3.27	1.86
WELD	8.2	13.4	11.6	25.3	22.7	19.8	18.73

**Analysis:**

South Arkansas Community College demonstrates its strongest area in the Allied Health Division with 44% of student enrollment. In addition to this enrollment, a large number of students are taking prerequisites to the programs in health sciences. Enrollment within the Trade and Industry (T&I) and Information and Business Technology (IBT) divisions have not been strong. Enrollment in Basic Studies courses has been strong with approximately 80% of students requiring one or more of these courses. This is a strong market for the college that is seldom discussed. The Associate of Arts in Teaching program has been growing; coupled with the high demand for teachers, this program would benefit from targeted marketing. All new programs need stronger marketing and should be targeted. Enrollment in the Associate of Arts degree program is fueled by the numbers of online classes being offered. The college needs to advertise online as a method of instruction offering flexibility in scheduling. The college needs to develop a stronger marketing strategy for programs of regional appeal such as the Network Security and Occupational Therapy Assistant program.

**Section II: Population Served**

**A. Community Demographics**

**1. Service Area**

- SouthArk has a vast official service area including the counties of Union, Ashley, Bradley, and Chicot. This gives the college a service area from South Central Arkansas to the Mississippi River. The distance from the college to the Chicot County seat is approximately 91 miles. The college’s location, sixteen miles from the Louisiana border, makes it a border college with the associated problems of out-of-state marketing and tuition. The college’s official service area is also served by the University of Arkansas-Monticello, which offers two-year college programs and has two technical colleges in or near SouthArk’s service area (McGhee and Crossett).
- The total population in the area is approximately 94,311 people, not large for a two-year college service area. Approximately 1.6 percent of Arkansas residents attend a two-year college. If the college were able to achieve a 1.6 percent enrollment in our service area, the college’s enrollment would be approximately 1509 students. SouthArk’s 2005 fall semester enrollment was 1380 students. Currently, the college is able to attract students from Calhoun County (1.4% of all students), Columbia County (7.4% of all students), Ouachita County (4.4% of all students), and Union Parish, LA (3.2% of all students). These figures document the college’s ability to attract a number of students from areas outside of its official service area. The college will need to determine if it has greater growth potential offering unique programs and on-line programs rather than delivering courses in Bradley and Chicot counties at potentially high costs. Columbia and Ouachita Counties are much closer to El Dorado. The market population of the service area, as well as the market share currently achieved by the college, is given in the following table:

<b>County</b>	<b>2006 Population</b>	<b>Population Change from 2000-2006</b>
Union	44,170	-3.2%
Bradley	12,111	-3.9%
Ashley	22,843	-5.6%
Chicot	12,915	-8.5%

2. **Student Population Demographics:** The demographics of the student population and suggestions for change are provided below.

- In the Fall 2005 semester, 70% of students were female.
- 36% of students report they attend night classes. The percentage of students taking night courses is comparatively high for a college with a small population base.
- College records indicate that 194 students were new transfer students in the Fall 2004 semester. Survey information indicates that 42% of students attended other colleges before enrolling at SouthArk. Ten percent of students have already completed a degree.
- 46% of students have children living with them.
- 58% of students come to the college for job preparation or to upgrade skills in their current jobs.
- 26% of students are between the ages of 19 and 22. Approximately 63% of students report they do not come to college directly from high school.
- Students come from 23 Arkansas counties and 2 other states. 73% of students come from Union County, and 5% come from Louisiana.
- Survey information indicates that 72% of students report they commute more than 10 miles to the college.
- 54% of students work part-time or full-time. An additional 17% are seeking employment.
- 48% of students report they plan to continue education beyond an associate degree. Survey information indicates that 84% of students report they would participate in four-year degrees offered on campus.
- 44% of students report they accept financial aid.
- In the 2005-2006 academic years, 100 students graduated with an AA or AAS degree and 153 with either a technical certificate or certificate of proficiency.
- The student population (headcount) was stable until the fall of 2004 when the college had a significant increase. With the exception of fall 2004, the growth rates of other colleges in Arkansas have exceeded that of South Arkansas Community College. SouthArk's headcount enrollments have been:

<u>Year</u>	<u>Fall Enrollment</u>
1998	1203
1999	1171
2000	1234
2001	1153
2002	1267
2003	1217
2004	1395
2005	1383
2006	1247

- The county and student population by race is listed in the following table. The college believes that the Hispanic population is much larger than listed in census data, thereby creating an educational need and an opportunity for the college. The 2000 census population of Union County by race follows. The racial mix of the entire service area is approximately the same as that of Union County.

	<b>Union County</b>	<b>The College</b>
<b>African American</b>	32.0%	30.9%
<b>White</b>	66.1%	67.3%
<b>Asian</b>	0.4%	0.2%
<b>Native American</b>	0.2%	0.2%
<b>Hispanic</b>	1.1%	1.3%
<b>Other</b>	0.5%	0.1%
<b>Two or more races</b>	0.8%	not reported

### Analysis

We are currently achieving a market penetration of approximately 2 percent in Union County, but we cannot envision achieving this participation rate in the other counties in our service area. If we assume we could achieve a 2 percent share in Union County and a 1 percent share in the other counties, our student population would be 1392.

- Survey information indicates that 72% of students report they commute more than 10 miles to the college. This shows that the college needs to market its services in the surrounding communities.
- Students come from 23 Arkansas counties and 2 other states. 73% of students come from Union County, and 5% come from Louisiana. This implies that the college should continue to market its services as is within Union County and increase marketing within the northern parishes of Louisiana.
- 58% of students come to the college for job preparation or to upgrade skills in their current jobs. This demonstrates that the majority of SouthArk students are working students and the college should focus on marketing strategies geared towards the current workforce.
- College records indicate that 194 students were new transfer students in the Fall 2004 semester. Survey information indicates that 42% of students attended other colleges before enrolling at SouthArk and 10% of students have already completed a degree. This indicates that SouthArk's target market population consists of students attending other colleges.
- A survey conducted during the Fall 2005 semester indicates that 77% of students have Internet services at home, and that 51% are interested in taking courses on-line. The number of students taking on-line courses is increasing steadily. Therefore, marketing SouthArk's distance education classes as well as internet classes is likely to be beneficial to the college.
- 54% of students work part-time or full-time. An additional 17% are seeking employment. This demonstrates that the majority of SouthArk students work while going to school. The fact that SouthArk offers flexibility in scheduling courses is a great way to market the college's services to these individuals.

The results from a recent student survey conducted in Fall 2005, Attachment A, include:

- more than half of SouthArk students are women (indicating the need to market more towards the male population and continue strategies toward the female population)
- more than half are Caucasian (indicating the need to increase minority marketing and continue marketing efforts towards majority)
- the average age student is 29 (demonstrating SouthArk's non-traditional student population)
- most students work either part-time or full-time (continue marketing flexibility with courses)

- most students drive at least 20 miles to attend SouthArk (market in surrounding communities)
- the growing number of students who have computer and internet access is drastically larger than anticipated (indicating need to market SouthArk's internet and distance education classes)

### **Section III: Competition**

- A. Identifying the Competition:** The competition for SouthArk comes from traditional sources including other colleges, other external agencies that provide workforce development training and competition among SouthArk's programs for students. Declining revenues and population demographics are causing other colleges to be more aggressive in programming and marketing. The competition from Southern Arkansas University and its extension campus, SAU Tech, was often discussed by the Marketing Committee. Also discussed were the two-year college branch campuses of the University of Arkansas, which are supported by strong transfer linkages with the University of Arkansas. The University of Arkansas-Monticello offers two-year programs and has one technical campus in the middle of our official service area (Crossett). This campus already offers technical certificates and has proposed offering degrees. On-line colleges, including Phoenix University now located in Little Rock, are increasing in popularity. They are, however, much more expensive than SouthArk. Residential colleges increase efforts to recruit students using the appeal of a student-life campus. Four-year colleges, while trying to maintain enrollments, are more reluctant to accept SouthArk courses in transfer. Lastly, private technical schools are entering the skilled trade's program market because public colleges are not serving the populace in this area.
- B. Competitive Advantages:** SouthArk has available resources for success that the competition may not have. The college has many nursing and allied health programs that are in high demand and can attract numerous students. SouthArk is part of a community considered to be a regional health care center. Information available indicates the medical community in El Dorado may grow, thereby improving this resource. Our experienced faculty has a reputation for providing quality education, and is becoming more entrepreneurial in the development of new programs. SouthArk is very capable of providing many different services with limited resources. We have excellent community support and a Board of Trustees with strong ties to Union County. The community is cooperative in providing the use of the community art center. The religious community in the area has great influence and may be able to assist the college in its efforts to disseminate information to the public. Murphy Oil Company, a local Fortune 500 company, is supportive of education. The location of part of our service area in the Delta region of the state provides more grant opportunities. The college has opportunities for expansion in our service area even though travel distances are great.
- C. Shifts in the Competition:** Other colleges are increasing their efforts to use technology to recruit students. They are using Web chat lines and well-manicured web sites with virtual tours to attract students. Residential colleges will maintain and even increase their efforts to recruit recent high school graduates. They already couple federal financial aid and scholarships in attractive packages for students. Other two-and-four-year colleges are increasing their use of digital technologies to deliver courses online.

The competition will continue to be aggressive in creating innovative programs that offer graduates high starting salaries. The Marketing Committee predicts two-year colleges will offer more short term and online technical programs to meet the needs of industry.

Other colleges are creating partnerships to offer programs when they do not have the resources to offer them alone. A recent example is our partnership to offer a registered nursing (RN) program.

The Marketing Committee also recognized that the lowering of skills demanded for service jobs will result in less education being required by the incumbent workforce. More companies provide their own training or use online education for professional development. Employees of corporations whose schedules do not allow them to attend classes are seeking other flexible means of training and education. There has been a noticeable reduction in training required in the use of computers.

Proprietary schools spend more for promotion and marketing than do traditional colleges. These schools offer students practical education in shorter time than that offered by traditional two-year institutions. Their programs use state-of-the-art equipment, employ qualified instructors who usually have related work experience, and provide high job placement rates. They offer classes year round, and because student can graduate in less time, they can enter the workplace sooner. The proprietary schools are making significant inroads among students who are turned-off by traditional educational institutions which put up barriers to entrance. A whole segment of students has been written off as uneducable because they don't have the requisite scores on the COMPASS, ACT, or SAT. Because the curriculum is not controlled by the State, these schools can work closely with industry to make the curriculum conform to industrial standards and employer needs. Without general education requirements, the proprietary schools have more leeway to design short, intensive programs.

The growth of certificate programs is an important trend, even though the total number of certificates awarded remains smaller than the number of associate degrees conferred. Most certificates involve specific, work-related training. Many community college students, especially older and part-time students who hold full-time jobs, do not want to pursue lengthy educational programs. The certificate programs appeal to those who want to upgrade their current skills or acquire new ones to increase their job opportunities in the marketplace.

#### **Analysis of Competition:**

The four-year colleges in the area are positioning themselves as strong residential colleges. SouthArk's programming strongly positions itself in the health sciences area. SouthArk's tuition is considerably less than the competition's.

#### **Section IV: Distance Learning**

One of the most effective ways of providing flexibility in both time and place for SouthArk's students has been the introduction of distance learning, particularly online courses. These courses also help the college expand its outreach both in and out of its service area.

Enrollment increases have been dramatic. In the spring of 2004, approximately 50 students were enrolled in online classes. Each year we have experienced growth not only in classes offered, but in student enrollment. We are offering multiple sections of some classes. Presently there are 48 classes online, some of which are web enhanced. We have a total of 730 people enrolled in an online class (totally online or web enhanced). This is an indication that the online program is a success with the students. During the formation of the online program, rubrics have been designed for grading discussion board and course evaluations have been formulated for the classes. According to the evaluations, the students consider the quality of the courses is what would be

comparable to other community college courses. It is difficult to judge whether the online classes and the traditional classes are comparable because the development of the courses began only 2 years ago. There is not enough statistical information available at this time for comparison.

To assist instructors in planning and delivering online courses as well as to offer additional help to students, SouthArk has created the position Director of Distance Learning. The director works with faculty in the development of their online courses. There have been 18 instructors trained and each has completed a class that could be offered in the future. The Trade and Industry has 7 instructors trained.

The students are provided the opportunity to choose to attend either a live orientation or an orientation online that is developed to train the student to navigate through the system, therefore making it easier to learn how to take online classes. The director also develops online content to answer questions and guide students utilizing the online course system. The director is also available online, by telephone, e-mail, or live to answer questions the student may have concerning the use of Blackboard. Students have e-mail contact with their instructors and access to Library Media Center services online. There is information available for advising students concerning the equipment and skills needed to complete online classes. The addition of a full time Academic Advisor in the fall of 2006 should help students make wise decisions concerning their abilities to succeed online. The student is given every opportunity to succeed in online classes.

The director also serves as committee chair of the Blackboard User's Group. This group has been instrumental in providing technology training and workshops at a time when faculty is ready to learn. The group has developed rubrics for peer review of classes offered online and for grading student's work. There has been a contract developed for the student in online classes explaining the terms cheating and plagiarism with the consequences of either explained. The policies and procedures for online classes have been formulated from information and experience this group has provided. This group also is instrumental in the study and approval of software to be used with building courses. Guidelines have been provided by the group concerning the number of students who are accepted into an online class and developing assessment tools that are more concerned with reading and critical thinking. The Blackboard Users' Group has been a model for the college.

### **Analysis**

Considering the analysis of the demographics in the area, the target audience appears to be the nontraditional student who is working, raising a family, and caring for older family members in their homes. Time is valuable to these students. Access to computers and the internet is at an all time high. Enrollment continues to climb as more classes are offered. There was an increase in active classes from 11 in the spring of 2004 to 59 in the spring of 2006. Enrollment in online classes increased with 55 in the spring of 2004 to 589 in the spring of 2006. The following are a few highlights that demonstrate the benefit of offering online courses:

- Students are seeking alternative course times to juggle their work and classes. Online courses meet this need.
- Online courses are not time dependent; therefore, most sections are fully enrolled.
- Distance learning is the highway to a better education for the nontraditional student and the new college enrollee.

Areas for improvement:

- More ITV offerings from other colleges in order to meet a demand for four year degrees.
- Blackboard software.
- Online advising.
- The college needs to work hand in hand with internet service providers in the improvement of broadband internet delivery in the service area

## **Section V: Marketing Strategy**

The college needs to improve marketing for individual programs; however, with a limited advertising budget, the college is unable to heavily advertise for any one program. To compensate for a lack of advertising, the program faculty must promote their programs through community involvement and relationships with people working in their respective field. Also, students who are enrolled in the programs would be great spokespeople within the community. The recruiter also plays a major role in promoting the various programs. Through visiting local high schools, the recruiter presents all programs and has the opportunity to highlight specific areas of the college.

While tried and true methods, such as high school outreach and radio advertising, continue to have merit, colleges are incorporating new media and communications vehicles to reach new audiences. The marketing strategies are implemented through advertising, recruiting, and community involvement.

### **A. Marketing Committee:**

Upon creation of this Marketing Plan, a new Marketing Committee was formed including, but not limited to the following offices: Public Information Officer, Academic Advisor, Recruitment & Student Activities Specialist, Vice President of Academic Affairs & Student Services, and Distance Learning Director. The Director of Institutional Effectiveness and Webmaster were added to the committee in 2007. The purpose of the Marketing Committee is to evaluate the college's marketing strategies and make changes as needed in order to promote the college and its services. Duties to be carried out by the committee are to: develop an effective marketing plan for the college, promote the college's image, assist the Public Information Officer with advertising/marketing/promotional endeavors, and make recommendations regarding advertisements and marketing strategies to the Public Information Officer.

### **B. Marketing Objectives:**

The marketing plan will focus on the following objectives established in the 2005-2010 strategic plan.

1. Improve communications
2. Create a learning-centered culture
3. Strengthen the college's partnership with the community
4. Expand E-learning
5. Increase enrollment and improve marketing

### **C. Marketing Focus:**

The college will focus its marketing strategies on the following aspects in order to achieve the above objectives.

1. The college website – [www.southark.edu](http://www.southark.edu)
2. Online educational opportunities
3. New programs

4. Personable classroom atmosphere
5. Financial aid and scholarships
6. Class scheduling flexibility
7. Bachelor degrees earned in El Dorado (through 2+2 program and JBU)
8. SouthArk Lecture Series
9. Competitive tuition rates
10. SouthArk Speaker's Bureau

## **Section VI: Advertising Budget**

The following is a listing of all radio, television, newspaper, and any other forms of media in which SouthArk does any form of advertising with:

### **Radio:**

Noalmark Broadcasting, El Dorado - \$8,000 yearly contract with Noalmark

All other radio advertising is for registration advertising:

KDMS-KLBQ, El Dorado

Radio Works, Camden

KZHE, Magnolia

KVMA, Magnolia

KAGH, Crossett

Q-Lite, Crossett

### **Television:**

KTVE – Channel 10 (NBC)

The SouthArk jingle was created in 06-07 for \$2,000 to use in various forms of advertising.

Along with the jingle creation we have signed a \$20,000 a year contract with KTVE.

SuddenLink (Cable Company)

### **Newspapers we advertise with:**

Bernice Banner, Bernice

Camden News, Camden

Ashley News Observer, Crossett

El Dorado News Times, El Dorado

Farmerville Gazette, Farmerville

Ashley County Ledger, Hamburg

South Arkansas Sun, Hampton

Haynesville News, Haynesville

Advertiser, Homer

Chicot County Spectator, Lake Village

Banner News, Magnolia

Smackover Journal, Smackover

The Eagle Democrat, Warren

### **Newspapers we send press releases to:**

LIST ABOVE

The Daily Siftings Herald, Arkadelphia

Bastrop Daily Enterprise, Bastrop

Fordyce News Advocate, Fordyce

Guardian Journal, Homer

Amigo Spanish Newspaper, Hope  
Lafayette County Democrat, Lewisville  
Arkansas Democrat Gazette, Little Rock  
McGehee Dermott Times-News, McGehee  
Minden Press Harold, Minden  
The News Star, Monroe  
Advance Monticellonian, Monticello  
Pine Bluff Commercial, Pine Bluff  
Nevada County Picayune, Prescott  
Ruston Daily Leader, Ruston  
The Victoria, Strong  
Texarkana Gazette, Texarkana

**Other** (includes but not limited to the following):

Signage at Smackover stadium

**Ads in:**

local high school yearbooks  
newspaper progress editions  
Spanish phone book and SBC phonebook  
Next magazine  
Hooten Football magazine  
local 911 map  
local city magnet  
local sports programs  
Arkansas Democrat Gazette college special section

**Other:**

African American College Guide  
College and Financial Aid Guide – South Ed.  
Collegeview.com profile  
Stars Theater pre-movie commercials

**Sponsorships:**

Various forms of newspaper sponsorships (ex: MLK Jr. sponsorship)  
Sports poster sponsorships  
Community event sponsorships  
EHS band booster club sponsorship

The following is the yearly budget for SouthArk advertising according to media type. Please refer to Attachment B for a breakdown of how this budget was spent for the 05-06 academic year.

**2003-2004**

\$7,500 yearly in radio

\$1,500 yearly in tv

\$8,000 yearly in newspapers

\$3,000 yearly in movie theater ads

\$7,000 in other forms of advertising

\*Only \$27,000 was spent in advertising due to the position of PIO being vacant for 3 months.

#### 2004-2005

\$14,000 yearly in radio  
\$8,000 yearly in tv  
\$6,000 yearly in newspapers  
\$3,000 yearly in movie theater ads  
\$9,000 in other forms of advertising

#### 2005-2006

\$14,000 yearly in radio  
\$3,000 yearly in tv  
\$10,000 yearly in newspapers  
\$3000 yearly in movie theater ads  
\$10,000 in other forms of advertising  
\$0 advertisements with Channel 13

#### 2006-2007

\$14,000 yearly in radio  
\$22,000 yearly in TV  
\$7,000 yearly in newspapers  
\$3,000 yearly in movie theater ads  
\$6,000 in other forms of advertising  
\$0 advertisements with Channel 13  
\*Budget was increased by \$12,000 to cover a new TV advertising contract.

#### Projected 2007-2008:

\$14,000 yearly in radio  
\$22,000 yearly in TV  
\$10,000 yearly in newspapers  
\$3,000 yearly in movie theater ads  
\$8,000 in other forms of advertising  
\$8,000 billboards  
\$0 advertisements with Channel 13  
-additional \$4,000 for GAIN Advertising

### **Section VII: Publications**

Created by PIO

1. Catalog – produced yearly
2. Handbook – produced yearly
3. Schedule – produced before each semester
4. Scholarship Applications – produced as needed throughout the year
5. Loan Applications – produced as needed throughout the year
6. Viewbook pamphlet – designed and printed in 2004. Will reorder in late 06.
7. Program brochures – produced as needed throughout the year
8. Arboretum brochures – produced as needed throughout the year
9. Speakers' Bureau brochures – produced as needed throughout the year
10. WFD promotional materials – brochures, flyers, programs, invitations, press releases -
11. Event promotions – ads, programs, invitations, flyers, postcards, photographs, press releases
  - a. Expo
  - b. Recitals
  - c. Receptions

- d. Fundraisers
  - e. Arts in April
  - f. Celebration of Diversity
  - g. Orientation
  - h. College Night
  - i. Commencement
  - j. Recognition Ceremony
  - k. Dedications
  - l. International Day
12. Reports/report covers
  13. Television commercials – previously advertised only during registration periods. During the 06-07 year, SouthArk invested \$20,000 with KTVE to maintain a presence on TV.
  14. Radio commercials - \$8,000 yearly contract with Noalmark. All other radio advertising is for registration advertising.
  15. Registration ads
  16. Magazine ads
  17. Yearbook ads
  18. Telephone book ads - yearly
  19. On campus flyers/posters – as needed
  20. Billboards – the college has not advertised with billboard since 02-03. We are currently looking into this method of advertising.
  21. Employee/student newsletters – monthly during fall and spring semesters
  22. Foundation Annual Reports
  23. Fact Card

**Section VIII: Recruitment Plan 07-08**

July	<ul style="list-style-type: none"> <li>Plan Fall Orientation</li> <li>Purchase promotional items</li> <li>Conduct mini orientations (new students-fall)</li> <li>Ambassadors training and association</li> <li>Attend Minority events in the community</li> <li>Visit with Minority Leaders</li> <li>Participate with C of C function at Mall</li> <li>Plan student activities for fall</li> </ul>
August	<ul style="list-style-type: none"> <li>Complete Fall Orientation</li> <li>Continue contacts to Minority Leaders</li> <li>Contacts to HS Counselors</li> <li>Start planning for SouthArk Expo</li> <li>Start planning for SouthArk College Night</li> <li>Meet and get acquainted with Student Ambassadors</li> <li>Conduct ambassador workshop</li> <li>Purchase promotional items, as needed</li> <li>PROMOTE SOUTHARK IN THE COMMUNITY</li> </ul>
September	<ul style="list-style-type: none"> <li>Participate with SouthArk Outdoor Expo</li> <li>Plan Student activities</li> <li>Conduct student activity</li> <li>Attend ArkARCO Conference</li> </ul>

Continue planning for SouthArk College Night  
 Attend ArkARCO events  
 Attend Arkansas HS College Days  
 Conduct student voter registration  
 Attend Louisiana HS College Days  
 Continue contacts to Minority Leaders  
 Continue contacts to HS Counselors  
 Continue to work with Ambassadors  
 Continue to work with SGA, plan activities  
 Promote SouthArk Speakers Bureau  
 PROMOTE SOUTHARK IN THE COMMUNITY

October Plan and conduct SouthArk College Night  
 Continue to attend HS College Days  
 Attend ArkARCO events  
 Continue contacts to HS Counselors  
 Continue to work with Ambassadors  
 Promote SouthArk Speakers Bureau  
 Promote SouthArk at Musicfest  
 PROMOTE SOUTHARK IN THE COMMUNITY

November Continue contacts with HS counselors (AR & LA)  
 Attend ArkARCO events  
 Promote SouthArk Speakers Bureau  
 Follow-up with College Night attendees  
 Decorate classroom atrium for Christmas  
 PROMOTE SOUTHARK IN THE COMMUNITY

December Mail out SouthArk Christmas Cards  
 Visit and display view books at all area Chambers  
 Attend Community Christmas events  
 Continue follow-up with College Night attendees  
 Plan Spring Orientation  
 Student activity refreshments in Student Center

January Plan and conduct presentations to HS seniors  
 Continue follow-up with College Night attendees  
 Continue meeting with Minority Leaders  
 Plan and conduct Spring Orientation  
 Contacts with HS Counselors  
 Student activity for MLK Day

February Plan and conduct presentations to HS seniors  
 Continue contacts with HS Counselors  
 Conduct Student Activity  
 Continue contacts to Minority Leaders

March Plan and conduct presentations to HS seniors  
 Student Activity for March Madness (Basketball)

	<p>Continue HS visits  Plan and promote Campus beautification  Continue contacts to Minority Leaders</p>
April	<p>Plan and conduct presentations to HS seniors  Promote Campus Beautification Project  Ask SGA to get involved in B. Project  Continue contacts to Minority Leaders  Attend FBLA Conference  Contacts to HS Counselors before summer</p>
May	<p>Mail outs to HS Graduates  Continue contacts to Minority Leaders  Contacts to HS Counselors before summer  Finals refreshment table in Student Center</p>
June	<p>Begin planning for Fall Orientation  Purchase Promotional Items  Participate in Summer Mash Program  Participate with Boys &amp; Girls Club (SE unit)  Investigate the purchase of student activity  Purchase equipment for the student center</p> <p>*Have student ambassadors fill displays at Bookshires, Boys &amp; Girls Clubs, and other locations on a weekly basis.</p> <p>*Follow up with ACT test results to students who list SACC as potential school.</p> <p>*Follow up with students who contact SACC and appear on the <u>Hot</u> prospects list.</p>

### **Section VIII: Recommendations**

In order to *promote* the college more effectively the Marketing Committee has established the following recommendations for changes:

1. Request budget for a Director of Marketing
2. Beginning spring 2008, implement the use of parking stickers for all students, faculty, and staff as a security requirement.
3. Increase marketing efforts to local companies, especially the online courses offered
4. Consider increasing advertising budget in order to reach advertising objectives such as: market new programs and try new forms of advertising
5. Keep a consistent look to publications developed within divisions (as with brochures, etc.)
6. Create a database of faculty and staff and their areas of 'expertise' to distribute to local media for references and possible interviews.