

different types:

The Super Student--this student is in the very top of the high school class, National Merit Scholar, etc. This student will have his/her pick of schools and is either rich enough or poor enough to go to that pick school.

The College Bound Student--this student has been geared to go to college since the day he/she started school. This student is expected to go to school--by family, friends and self. He/she has taken college prep courses, taken the PSAT, the SAT, is writing colleges for information, checks in the guidance office for college information, and takes the opportunity to go on college visitations offered through the high school. The parents of this group are also extremely important since they are the ones who have geared this child for college and feel that the college and career chosen is a reflection of their success too.

The Career Seeking Student--this student more than likely has taken commercial, business or general studies courses in high school preparing for a job when graduation comes around. This student might consider one year or two at most of additional career oriented education. (This is a prime group for the proprietary schools to recruit through their "Do you want a sheepskin or do you want a job" campaign.)

The Undecided Student--this student has not taken any specific course of study during high school. He/she will take the path of least resistance after graduation. If a job easily comes to hand that will be the career path taken; if access to an institution of higher learning can be easily attained that will be the path taken after high school.

The Student Turned Off to Education--this student dislikes school immensely and has no use for more education at the time of high school graduation.

The Non-traditional Student

The non-traditional student is anyone who does not come to TNCC directly from high school. There is a break of time. This would include any transfer students as well.

I break this segment into five categories:

The Transfer Student--this a student who leaves another school to attend TNCC. Reasons for the change may vary from academic problems and disappointments to social difficulties to personal or family problems. Usually these people are in the 18 to 23 year old age group.

The Career Striver--this person wants to better their current position or job and feels that education is the key to that improvement. These may have been earlier career seekers out of high school and are now realizing the need for furthering their education. This is probably people of all ages looking for

skills or credentials in order to advance.

The Disenchanted Worker--this person is in a rut in family life or job. These were probably the undecided and turned-off high school students. This is probably a large portion of our 20 to 30 year olds returning to school. They feel that education may be their key to a career change or a better quality of life.

The Socializer-- this person is tired of bars, bingo and bowling. He/she is looking to meet new people and find a new "hobby" to occupy the time. Senior citizens fit well in this group, as well as singles bored with the singles scene. This person is looking for new ideas, new places, and new people.

The Displaced Homemaker--this person usually has spent a large portion of their recent past taking care of a family, a spouse, and managing a household. Widows, widowers, and divorcees fit into this category. By chance or choice these adults are ready to change their lives. This group is usually female, but with changing social values, there may be men that fall into this category.

I feel that all of our students and prospective students would fit into one of these ten market segments. All of our marketing activities--planning, promotional, recruiting and retention--need to be developed around these groups. A strategy for recruiting, advertising, direct mail and retaining each of these groups must be developed. Not only can we begin to market more effectively, but it should also be more cost effective.

We are currently paying for mass mailings and we do not know who is getting them. We are placing announcements in sections of the newspaper that these groups probably rarely read. We are placing general announcements in specifically targeted publications. In general, we are not getting our message to the people to whom we want talk. We are doing "menu advertising" and it is ineffective and expensive with no measurable results.

I also think we need to focus some of research efforts on market research rather than institutional research. Let's find out who our students are, what they like, what they value, and where they want to go. What do they do in their spare time, when is that spare time, what radio stations they listen to and when, what newspapers and sections of the paper do they read?

I know that we can turn some of this around with the support cooperation of the President, Public Information, Institutional Research, Continuing Education, and Publications. We can do "marketing" in the real sense of the word when the key offices become involved in an organized and direct way.