June 2010

Summary Report of Focus Group Findings

Current & Prospective Students, Parents, Alumni, Faculty

Market Perspective:

Research for Practical Profitable Direction

CRITICAL INSIGHTS
Introduction
Members of UWM’s faculty and staff:
- Alumni who earned a degree from UWM within the past 10 years, and
- Parents of high school seniors who are prospective UWM students;

Interests in transferring to UWM from another college:
- Prospective students who are currently evaluating educational options and plan to apply and/or enrol at UWM within the next year, including those of a traditional college entry age (high school seniors), non-traditional prospective graduate level prospective, and those who expressed interest in transferring to UWM from another college, and
- Those who are currently enrolled in a degree program at UWM, including students of both traditional and non-traditional ages, those who transferred to UWM from another college, and those who are currently enrolled in a degree program at another college.

The research was intended to gather input from the following target audiences:

- Several positioning statements and concepts which will inform the brand evolution. UWM retained the services of Critical Insights to conduct a qualitative evaluation of

- Several positioning statements and concepts which will inform the brand evolution.

A message plan from multiple departments via a variety of communication avenues.
- Differentiate UWM from its competitors and to deliver clear, consistent

In response to a downward trend in enrollment over the last several years, the

Purpose
Research Objectives

- Identify the unique attributes of USM compared to competitors;
- Determine key factors influencing the decision to enroll at USM;
- Assess the overall perception of the USM brand;
- More specifically, the research sought to:

Conclude by highlighting the key findings and implications for future research.

...
Method & Approach

Critical Insights

All sessions were facilitated by Critical Insights and USM.

- Codhey Consulting, Critical Insights, and USM
- The line of questioning used in the groups was developed collaboratively among
  The focus group sessions lasted approximately two hours and were recorded to DVD.
- Participants were compensated for their time with financial stipends.
  Eligible participants were invited to take part in a pre-scheduled discussion session.
  Input from USM.

- Screened for eligibility using scripts and protocols developed by Critical Insights, with
  Potential group participants were contacted directly by Critical Insights personnel and
  All issues were geographically limited to Cumberland County residents only.

USM provided Critical Insights with sample lists for recruitment of each target group.

- Critical Insights guaranteed sure during the month of June.
  Ten traditional focus groups comprised of a total of 74 respondents were convened at
Limitations of Qualitative Research

In order to further illuminate the observations drawn from the research, some representative

- Verbatim comments have been included.
- In order to further illuminate the observations drawn from the research, some representative

- Groups.
- Multiple target audiences, including similarities and differences observed between the

- Preserved in this report are highlights from the focus groups conducted among the

- Marketing guidance.
- The findings and observations are not valid in a statistical sense and are meant only to aid in

- Relatively small base of respondents.
- The findings and observations are not valid in a statistical sense and are meant only to aid in

- Provided by USAID, the results are not generalizable to the marketplace as a whole due to the

- While individuals who participated in the research were selected according to criteria

- While individuals who participated in the research were selected according to criteria

- While individuals who participated in the research were selected according to criteria

- While reviewing the results summarized here, one should be aware that the findings

- While reviewing the results summarized here, one should be aware that the findings

- While reviewing the results summarized here, one should be aware that the findings

- While reviewing the results summarized here, one should be aware that the findings

- While reviewing the results summarized here, one should be aware that the findings
Research Results
Local, close to home, convenient... 

For as part of the Greater Portland community, USM's location in terms of either proximity to home groups, with respondents commonly referring to USM's brand and top-of-mind associations with USM.

To begin, participants were asked to note their top of mind associations with USM.
Perceptions of USM as a "Vehicle"

- Economic: Affordable
- Reliable: Dependable
- Solid: Safe
- Available: Low resale value
- Maintenance: Needs
- Used: Older

In terms of worries about the "vehicle" of USM, feedback included the lack of prestige associated with the school's longevity and the ability to have a brand name, as well as concerns over the influence or prestige associated with the university. The general consensus across audiences was that while perhaps lacking some "bells and whistles," USM is a practical choice. Offering a good, affordable education.

The ability to describe USM as if it were a car:

As a projective research technique, participants were then asked:

"Go" (multiple respondents)
"It gets you where you want to go"
USM respondents, as few schools within Maine were mentioned as direct competitors of USM compared to out-of-state institutions. For many, the decision was based on a cost-benefit analysis and their particular program of interest, while for others, the choice was influenced by the availability of preferred programs.

For some respondents in this target group, USM was the only school in the region offering their particular program. Graduate level students specifically noted the availability of these preferred programs.

Key considerations for this age group in selecting USM included flexibility in terms of class offerings and convenient times for working students. Another important factor was the accessibility of USM to students who have jobs and families rooted in southern Maine, the accessible location of USM over other colleges. The most pragmatic considerations such as proximity to home and cost emerged as the most influential factors influencing the decision to attend USM.

Key Considerations in Selecting USM
For offering a good, basic education played a role in their decision. Additionally, several participants across larger audiences noted that USM’s reputation

- Overall feedback from younger students and their parents supplemented that, while USM may not necessarily be the first choice, it is always there as a viable option.

- Many participants also reported the ease of transferring into USM from another college, thus making it a good fallback school.

- Either for financial reasons or simply the desire to be closer to home. College, but decided after experiencing a year away to return to Maine and enroll at USM.

- Several examples were provided of students who initially chose to attend an out-of-state

- Such as Boston.

- First-time college students at USM compared to a college located in a larger, more urban area.

- In terms of geographic location, there is a lesser likelihood of "culture shock" for traditional students and prospects of a traditional college age and their parents perceive USM as a "safer net" when it comes to the selection process.

Key Considerations in Selecting USM
<table>
<thead>
<tr>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quinnipiac University</td>
</tr>
<tr>
<td>Roger Williams University</td>
</tr>
<tr>
<td>Bryant University</td>
</tr>
<tr>
<td>Babson College</td>
</tr>
<tr>
<td>Bentley College</td>
</tr>
<tr>
<td>Northeastern University</td>
</tr>
<tr>
<td>Suffolk University</td>
</tr>
<tr>
<td>Simmons College</td>
</tr>
<tr>
<td>Massachusetts College of Art</td>
</tr>
<tr>
<td>Boston College</td>
</tr>
<tr>
<td>Boston University</td>
</tr>
<tr>
<td>University of Massachusetts Amherst</td>
</tr>
</tbody>
</table>

Southern New Hampshire University
University of New Hampshire
Thomas College
Husson College
University of Maine at Augusta
University of Maine at Farmington
University of New England
St. Joseph’s College
Southern Maine Community College
University of Maine

Students attached to community colleges they would not feel embarrassed in choosing USM.

Importantly, while participants noted potential embarrassment at selecting SMCC due to the

Participants as USM competitors.

With the exception of Southern Maine Community College (SMCC) and the University

Competitive Set
Success within the Context of UWM

- Achieving their success.
- Notably, career satisfaction and financial stability are not viewed as mutually exclusive.
- For others, simply completing their degree is the point at which they will feel they have succeeded.
- Personal goals and expectations were given top priority among the older groups, reaching personal growth.

Weakened success

Participants were asked to define the term "success" and explain UWM's role in achieving this.
**Critical Insights**

"Best" statements were tallied across all groups and are listed in rank order:

1. **At USM, we believe that learning extends beyond the walls of the classroom.**
2. **At USM, we prepare you for success in tomorrow's world.**
3. **At USM, we empower students to transform their lives.**
4. **When you come to USM, you make important connections on the campus and in the community.**
5. **No matter what type of career you're looking for— we prepare you for a lifetime of success.**
6. **At USM, our focus is on student success.**
7. **At USM, you can challenge yourself and see how far you can go.**
8. **With a degree from USM, anything is possible.**

**Evaluation of Positioning Statements**

Participants were asked to rate each statement on a scale of 1 to 5— one score for credibility and another score for importance— followed by an in-depth discussion of their reactions. Sessions ended with individual participants identifying the single credible and another score for importance— followed by an in-depth discussion of their reactions. Sessions ended with individual participants identifying the single
emotional

revealed a preference for themes pertaining to lifelong learning, personal growth, and employment — although these achievements do hold some importance — other respondents Indeed, rather than focusing on concrete goals such as degree completion or securing terms of which concepts resonated most.

Conversely, non-traditional prospects and students were somewhat less practiced in presented.

programmatic and ultimately career-oriented approach when reaching to the concepts presented.

If should be noted that there was less support for USM and no consensus about positioning reflected by the USM faculty and staff group.

success, and empowerment are favored.

specifically, concepts and language which make reference to learning outside the classroom.

importance in combination with the statements perceived to be the "best."

A consistent pattern is evident when observing overall mean scores for credibility and

Emerging Themes
Positioning statements:

Following is a detailed analysis of themes and preferences organized by specific multiple graduate respondents:

"I was told by a representative in the Financial Aid office that my application was delayed because her math (skill) was shaky."

Helpful or competent.

More specifically, USM is frequently perceived as disorganized and the staff are not seen as administratively as well.

Similarly, current graduate level students expressed some disconnect with USM experiences.

Indeed, this group saw little validity in the content due to their own less than positive experience with the student advising process.

Parenls of current USM students had even difficulty focusing on the concepts.

Emerging Themes
1. At USM, we believe that learning extends beyond the walls of the classroom.

BEST: Alumni, Parents of high school students (prospects)

- References to gaining practical skills and experience through hands-on opportunities resonated with parents of high school students, current traditional students, and alumni.
  - Service learning – specifically as a means of giving back outside of the academic box – was particularly compelling to parents of prospective students.
  - Notably, while current graduate students consider internships to be important, it is not necessarily a valid concept due to their own personal experiences.
- Feedback for employment assistance and opportunities was especially positive among high school students and their parents.

"It is important that USM is a place where you can think outside the box."
(USM alumnus)

"Getting an internship at USM is not like picking up a class – you have to do 95% of the work yourself."
(USM graduate student)
by current traditional students.

Specifcally, referring to the USM campus as “Thriving communities” was not well-received

Descriptors which were perceived to be over-reaching tended least favorably.

This particular resource:

availability of career services, resulting in low credibility associated with references to

It is noteworthy that among all groups there was little to no knowledge of the

“distinguished” as they, too, feel it is misleading.

There was also some opposition by current graduate students to describing faculty as

indicating a relatively low level of collegial respect, the claim of “distinguished”

extends beyond the walls of the classroom.

1. At USM, we believe that learning
learn within the context of USM had little validity for faculty and staff respondents.

A good demonstration of the notion of collaborative research. The student. The teachers want
In college the responsibility is on

High school students were particularly receptive to the idea of learning from their peers.

Prepare them for the real world. Thinking beyond that achievement, and towards the concept of "critical thinking skills" to

While their principal goal is to graduate from college. This group was also very realistic in

The word "success" was an especially important. "prepare you for success in tomorrow's world."

2. At USM, we prepare you for success in
The acknowledgment of "today's economy" generated favorable feedback from current non-traditional students.

- The acknowledgment of USM or the state of Maine has not been demonstrated in the classroom.
- Likewise, parents of prospective students do not find this to be legitimate within the context.
- However, respondents in the current non-traditional student group claimed that they have not seen this concept demonstrated in the classroom.
- A global perspective.
- Parents of high school students and the older student groups perceive value in offering tomorrow's world (continued).

2. At USM, we prepare you for success in...
challenges and opportunities to lead them to success.

Conversely, unlike other target groups, parents of current students tell that it is important

- successful

promising, as it indicates that USM will help students become successful rather than make them

indeed, USM faculty and staff found this to be an honest claim as opposed to an empty

empowering students, as were faculty and staff respondents.

As such, current traditional students were particularly receptive to the idea of

own success.

- resources, the greater ones is on the student to work hard, utilize the resources, and drive his

indeed, while there is perceived value in messengers representing support and the availability of

missing concept.

For several target audiences, students taking initiative for themselves was a noticeably

- transform their lives.

3. At USM, we empower students to
Current USM student, transform yourself. But you have to empower and USM can give you the tools.

excellent — were not favored by high school students.

Declarations that were consistent and bragging — specifically overuse of the word focus on a specific program.

By contrast, this language did not test well with current graduates students due to their clear well with high school students, parents of high school students, and alumni.

Messages relaying to multiple programs of study (i.e., a variety of options) resonated

College is separate from the real world. Job training

Current USM student is very important.

Transform their lives. (continued)

3. At USM, we empower students to
just networking opportunities, perhaps through use of the word "relationships." It was suggested that there should be more emphasis on personal connections as opposed to

Important, there was some resistance to the word itself.

By comparison, while parents of high school students agreed that connections were

held.

the connections were of a networking nature, i.e., in the community and in one's chosen

The idea of making connections was compelling to the older student groups, provided

in the community.

important connections on the campus and

4. When you come to USM, you make

BEST: Current Graduate Students, High School Students (prospects)
High school students found the promise of "lifelong success" to be unrealistic.

- Realistic and relevant idea by faculty and staff respondents.
- Similarly, nothing that some disciplines may not exist today was perceived to be a favorable feedback from current graduate students and non-traditional prospects.

Acknowledgment that one could hold many different jobs throughout life received.

Parents of high school seniors (prospects)

"You do or do not like. Doing helps you decide what.

BEST: Parents of high school seniors (prospects)
Prospective USM student

more so than getting a job

Rewarding accomplishment potential is the most

Reaching my personal

6. At USM, our focus is on student success.
In particular, the concept of "no limit" had little credibility for parents of high school students. USM again received less than favorable feedback. However, catch-all phrases that could describe any college and were not unique to and students.

The phrase "with challenge comes growth" tested well with non-traditional prospects.

And see how far you can go. "At USM, you can challenge yourself."
decline.

faculty say that when they attempt to challenge students, their faculty evaluation scores

In addition, faculty and staff view this as a potentially difficult obstacle to overcome, as some

interintellectually.

indeed, current graduate students indicated that classes are rigorous in volume rather than

while academic challenge is highly valued, it has little credibility.

indeed, these concepts were believed to be aimed at the more traditional student.

indeed, these concepts were believed to be aimed at the more traditional student.

who have little spare time while balancing work, families, and school.

Reference to extracurricular activities had little relevance for older student groups

possible, as it was perceived to be too broad and non-specific.

There was general resistance across all target audiences to the phrase "anything is possible."

Best: None
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2/6</td>
<td>31</td>
<td>42</td>
<td>33</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
</tr>
<tr>
<td>2/17</td>
<td>31</td>
<td>42</td>
<td>33</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
</tr>
<tr>
<td>2/28</td>
<td>31</td>
<td>42</td>
<td>33</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
</tr>
<tr>
<td>3/9</td>
<td>31</td>
<td>42</td>
<td>33</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
</tr>
<tr>
<td>3/20</td>
<td>31</td>
<td>42</td>
<td>33</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
</tr>
<tr>
<td>4/1</td>
<td>31</td>
<td>42</td>
<td>33</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
</tr>
<tr>
<td>4/16</td>
<td>31</td>
<td>42</td>
<td>33</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
</tr>
<tr>
<td>5/1</td>
<td>31</td>
<td>42</td>
<td>33</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
</tr>
</tbody>
</table>

**Total Score**

<table>
<thead>
<tr>
<th>2/6</th>
<th>31</th>
<th>42</th>
<th>33</th>
<th>34</th>
<th>33</th>
<th>34</th>
<th>34</th>
<th>33</th>
<th>34</th>
<th>34</th>
<th>33</th>
<th>34</th>
<th>34</th>
<th>33</th>
<th>34</th>
<th>34</th>
<th>33</th>
<th>34</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/17</td>
<td>31</td>
<td>42</td>
<td>33</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
</tr>
<tr>
<td>2/28</td>
<td>31</td>
<td>42</td>
<td>33</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
</tr>
<tr>
<td>3/9</td>
<td>31</td>
<td>42</td>
<td>33</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
</tr>
<tr>
<td>3/20</td>
<td>31</td>
<td>42</td>
<td>33</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
</tr>
<tr>
<td>4/1</td>
<td>31</td>
<td>42</td>
<td>33</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
</tr>
<tr>
<td>4/16</td>
<td>31</td>
<td>42</td>
<td>33</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
</tr>
<tr>
<td>5/1</td>
<td>31</td>
<td>42</td>
<td>33</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
</tr>
<tr>
<td>5/16</td>
<td>31</td>
<td>42</td>
<td>33</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
</tr>
</tbody>
</table>

**Sum of Total Score**

<table>
<thead>
<tr>
<th>2/6</th>
<th>31</th>
<th>42</th>
<th>33</th>
<th>34</th>
<th>33</th>
<th>34</th>
<th>34</th>
<th>33</th>
<th>34</th>
<th>34</th>
<th>33</th>
<th>34</th>
<th>34</th>
<th>33</th>
<th>34</th>
<th>34</th>
<th>33</th>
<th>34</th>
</tr>
</thead>
<tbody>
<tr>
<td>2/17</td>
<td>31</td>
<td>42</td>
<td>33</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
</tr>
<tr>
<td>2/28</td>
<td>31</td>
<td>42</td>
<td>33</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
</tr>
<tr>
<td>3/9</td>
<td>31</td>
<td>42</td>
<td>33</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
</tr>
<tr>
<td>3/20</td>
<td>31</td>
<td>42</td>
<td>33</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
</tr>
<tr>
<td>4/1</td>
<td>31</td>
<td>42</td>
<td>33</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
</tr>
<tr>
<td>4/16</td>
<td>31</td>
<td>42</td>
<td>33</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
</tr>
<tr>
<td>5/1</td>
<td>31</td>
<td>42</td>
<td>33</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
</tr>
<tr>
<td>5/16</td>
<td>31</td>
<td>42</td>
<td>33</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
<td>34</td>
<td>33</td>
<td>34</td>
</tr>
</tbody>
</table>

**Sum of Total Score**
Critical Insights

A credible claim for the University to make, given its current trajectory, is that the University was consistent across all groups and was also deemed to be a

The appeal of preparation for the future within the context of an evolving

At USM we prepare you for success in tomorrow’s world.

- Classroom

At USM, we believe that learning extends beyond the walls of the

A facilitator of successful orientation in a changing world:

- A majority of participants has succeeded this pragmatism and positioned USM as

contrasting to this current perspective, those positions put forward by the

USM that are functional but lack an aspirational component. In stark

This pragmatism, though positive in a sense, lends itself to perceptions of

- Education

This solution to a problem, rather than providing a portal to broader

value may have geographic limitations. USM is seen as providing a no-

groups scrutinized in this effort is one solid reliable entity whose ultimate

primary metrics applied to USM. The general perspective reflected by all

pragmatic: venue, costs and perceptions of the cost benefit analyses are the

Top-of-mind associations of USM across all target audiences tend to be very

Key Implications for Positioning
articulated disconnects might be.

- In particular, we would recommend a more detailed examination of parents’ perceptions.

- Negative feedback could easily derail the impact of the revised brand positioning among both of these groups in different ways, with a recognition that going forward, it will be important to initiate the recommended brand-focused on quality.

- Offering (and offerings) could easily obstruct adoption of a positioning strategy, and their perceptions regarding the quality of the institution tended to be most prevalent, faculty and staff present a more significant challenge, in that their perceptions regarding the quality of the institution were more closely aligned with bureaucratic concerns that are customer-oriented (issues dealing with bureaucratic constituents: current parents and faculty/staff). Although parents presented challenges to these positions, however, presented by two key

Key Implications for Positioning
Key Implications for Positioning