
Pasadena City College Communication Research

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EXECUTIVE SUMMARY

This research was undertaken to examine how to enhance marketing, public relations and outreach efforts for Pasadena City College and, in doing so, more fully support the Educational Master Plan of the College. In order to accomplish this, a broad research approach was taken. First, a group of participants was drawn from across the campus to participate in a marketing retreat in July 2011. In September, Interact returned to the campus to conduct a series of one-on-one interviews with college leadership, faculty and students. In October and November, a college-wide web survey was implemented allowing all interested faculty and staff to identify their issues and needs. In December 2011, all research information was integrated to produce a college-wide view of issues that need to be addressed in communications and outreach, as well as recommendations for consideration by the college.

COMPREHENSIVE FINDINGS AND RECOMMENDATIONS

These findings and recommendations come after review all the information gathered from all the research conducted. While the research groups were drawn from among different segments within the college, there were core themes that repeated across all groups.

Findings

1. There is a lack of coordination in outreach among the many groups who have responsibility or interest in promoting PCC and its programs. Each area is working hard to promote PCC but its activities are stand-alone without an full understanding of what others are doing and without taking advantage of economics of scale or simple timing.
2. There is some confusion about what is meant by “outreach”. For some it is simply presence in the high schools and in the community. For others it is the active persuasion of the community to respect and value PCC and consider attending. This needs to be clarified for the college so that all departments and divisions see their role as an active (persuasive) not passive (information only).
3. There is a need to track the impact of all outreach activities. In the absence of information on what works and does not work, activities and expenditures are repeated year-after-year with the sense that changes will negatively impact PCC. This means there are few resources to test new media and outreach channels.
4. There is an understanding that new technology (iPads, apps, smartphones, etc.) and new media (Facebook, Twitter, YouTube, etc.) are the future and offer the college the ability to directly communicate with the public and its students. The PCC social media strategy is seen as a solid start but it is understood that the college needs a better academic communication system with students.
5. The PCC website is universally disliked internally and faculty and staff feel it does not show the college to best advantage.
6. While there are many issues to be resolved were the college to ask faculty to take a more active role in recruitment, there is a general interest and willingness to support promotion of their own programs. There is a need for support of this area including collaterals, messaging and training on use of new technology and new media.
7. Internal communications have been enhanced by the creation of Pulse, but more and more there is frustration with the volume of information that is generated by email. In order to communicate critical information, many college groups use all available communication channels at the same time, resulting in message overload and causing the message to be lost.

8. Many college departments are producing materials on their own without regard to overall college messaging and marketing plans. There is not currently sufficient capacity within the public relations office to handle the increased workload, were the materials brought to them.
9. There is a need to increase diversity at PCC that will necessitate expanded marketing and outreach activities targeted to these groups.

Recommendations

Internal Communications

- Look for ways to expand Pulse to supplement informal communications flow.
- Establish email protocols so faculty and staff are not “spamming” themselves in order to communicate.
- Expand the use of social media (Facebook, Twitter, YouTube, etc.) for student/college communications.
- The college needs internal communication protocols that assure everyone knows where to go first for information and to reduce the tendency to “reply all”.

External Communications

- The Website is a source of internal frustration and external inefficiency and must be addressed immediately.
- Continue the use of Social Media as a main pillar of marketing and communications, and expand its use. Provide internal training to college departments and staff who want to use social media to promote their programs so they are consistent with the Social Media policy developed by the Public Relations Office.
- Outreach activities focused at recruiting potential students are not coordinated, resulting in frustration, duplication and ineffective messaging.
- There is no central coordinating point for external outreach, nor is there coordinated messaging.

Supporting Faculty Outreach

- A simple messaging plan for faculty and staff should be developed each year with message and promotional ideas around the college Brand. Public Relations would provide training on how to leverage publicity and support through consistent narratives. These activities should all be part of the integrated marketing plan implemented through Public Relations.

Technology Integration

- Pursue a strategy to bridge the paper/digital divide, encouraging the adoption of outreach activities that move away from paper to the web/cloud/smartphone/etc.

Integrated Marketing

- While there are issues to be solved, the faculty are generally receptive to being directly active in program recruitment and should be encouraged in this effort.
 - Marketing Support for these activities is needed so that faculty are supported and the college message is reinforced.
 - Collateral, a messaging strategy, database services and training in their use would be of use to faculty and staff in their outreach efforts.
 - Integrating faculty efforts into the larger marketing plan would allow the college to reinforce faculty activities by timing complementary public relations and marketing activities.

- Coordinating and integrating all marketing activities throughout the colleges so they are part of a larger messaging campaign needs to be a priority.
 - This will help focus narratives for a consistent story of PCC told by all segments of the campus.
 - Economies of scale can be achieved by this coordination, including an expedited shift to technology-based communications.
 - The Public Relations Office should take the lead role in developing digital communications and training staff in division, department and program implementation.
 - Coordination can save staff time on duplicative activities.
- The coordination needs to take place in the office of Public Relations, which would lead the planning and messaging process, providing support and training to the campus.
 - This coordination will necessitate additional staff within the PR office to support college-wide coordination and messaging.
 - This coordination may necessitate additional software for tracking activities and measuring their efficacy.
- A two-year marketing plan should be developed for the campus that takes into account all planned activities among all groups involved in outreach.
 - Activities should be placed in a comprehensive timeline looking for efficiencies in staffing and direct costs.
 - Activities should be reviewed looking for opportunities to reduce paper and introduce technology to the process across the campus.
 - Within the general plan, specific diverse communities would be targeted with specific tactics to reach them. This would be implemented across all campus outreach activities.
 - Contingency sub-plans should be developed for typical scenarios, including general low enrollment, low program enrollment, college events and fundraising.

Staffing

- PCC Public Relations staffing is currently not sufficient to meet the need for increased marketing coordination and tracking across the entire campus.
- PCC Public Relations staffing is currently not sufficient in the publications area, as evidenced by the number of departments that are procuring materials on their own. While there may be a move away from paper, materials will still need to be written and designed for display and download from a digital source, making the ability to create publications even more important. (See page 44)
- PCC Public Relations staffing is currently not sufficient in the area of social media. This is a growth area for college communications and with the implementation of new technology, will become even more mission-critical.

OVERVIEW

This research was undertaken to examine how to enhance marketing, public relations and outreach efforts for Pasadena City College and, in doing so, more fully support the Educational Master Plan of the college. In order to accomplish this, a broad research approach was taken.

Phase 1: Marketing Retreat

This was a gathering of individuals from across the campus, including students. The focus was to identify issues that were impacting internal and external communications and outreach.

Phase 2: Interviews and Focus Groups

Leadership always shapes college needs. In this case, interviews and focus groups gathered key concerns and issues from college administration.

Phase 3: Web Survey

A web survey, open to all faculty, staff and administration, allowed for the broadest possible input from throughout the campus.

What follows is the summary of research and findings from each of these areas of inquiry as well as suggested recommendations for the creation of an Integrated Marketing Plan for Pasadena City College.

MARKETING RETREAT

The retreat was held on July 29, 2011. A cross-section of college faculty, staff, leadership and students were invited to share their perceptions. (Appendix A – Invitation List). The agenda was designed to encourage participants to think about internal and external communications processes as well as desired outcomes. (Appendix B - Agenda).

In some cases, the responses of students have been separated from faculty, staff and administration in order to demonstrate the major differences in perspective. It must be noted, however, there was not a sufficient number of students to accurately represent the entire population. For that reason, student response is to be used simply as point of information.

PCC INTERNAL COMMUNICATIONS

What Do You Love or Hate About Internal Communications

(Complete Summary of Statements by Group is Appendix C.)

Internal communications impact how quickly the organization can shift to respond to new challenges. Listed below are the internal processes that are most liked and disliked (as determined by frequency of unaided recall).

| What You Love or Hate About PCC Internal Communications | | | |
|---|---------------------|------|--|
| Rank | Love it | Rank | Hate it |
| 1 | Informal Meetings | 1 | The Way Information is Disseminated (or Not) |
| 2 | Pulse | 2 | Meetings (Formal) |
| 2 | Email | 3 | Paper |
| 3 | Open Communication | 4 | Scheduling of Meetings |
| 3 | Video Meetings | 4 | Methods of Communicating with Students |
| 4 | Formal Meetings | 5 | Email |
| 4 | President's Message | 6 | Voicemail |
| 5 | Web-related | | |

Findings

- Pulse has been successful in acting as a hub of college information
- Informal meetings (back-channels) are much more successful than college formal meetings
- Email is both loved and hated as a communication channel
- There is a sense that information is not being disseminated or communication gate-keeping is taking place
- There is no “good” system to use in communications with students

Recommendations

- Look for ways to expand Pulse to supplement informal communications
- Establish email protocols so faculty and staff are not “spamming” themselves in order to communicate
- Develop new communication channels for student/college communications
- Improve meeting scheduling through software and/or apps
- Encourage informal problem-solving while improving the efficacy of formal meetings

To What Media Do Staff and Students Attend?

(Complete Summary of Statements by Group is In Appendices D and E.)

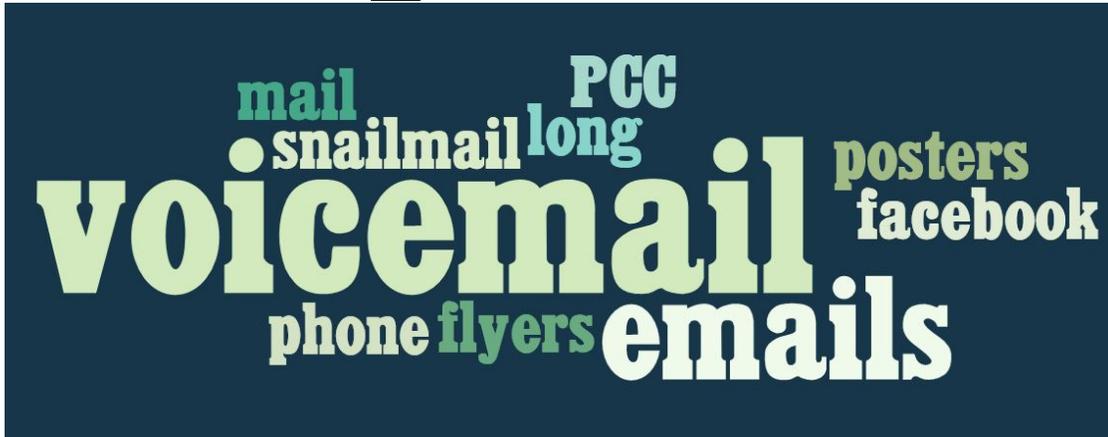
Every generation has its own privileged media, or media to which they see as a priority? PCC has a wide range of ages both serving students and being served, and this creates major differences between how one group wishes to communicate and how another wishes to receive that information. It will come as no great surprise that there is a disconnect between college faculty and staff and students. But there is also a disconnect in privileged media between and among staff by age, training and area of interest.

The importance of this is simple: Without a shared media priority where we all agree to check a particular media first (Email, or phone, or web, etc.), information is either missed or duplicated throughout all media, creating overload.

Media to which Faculty/Staff/Leadership Does Not Attend

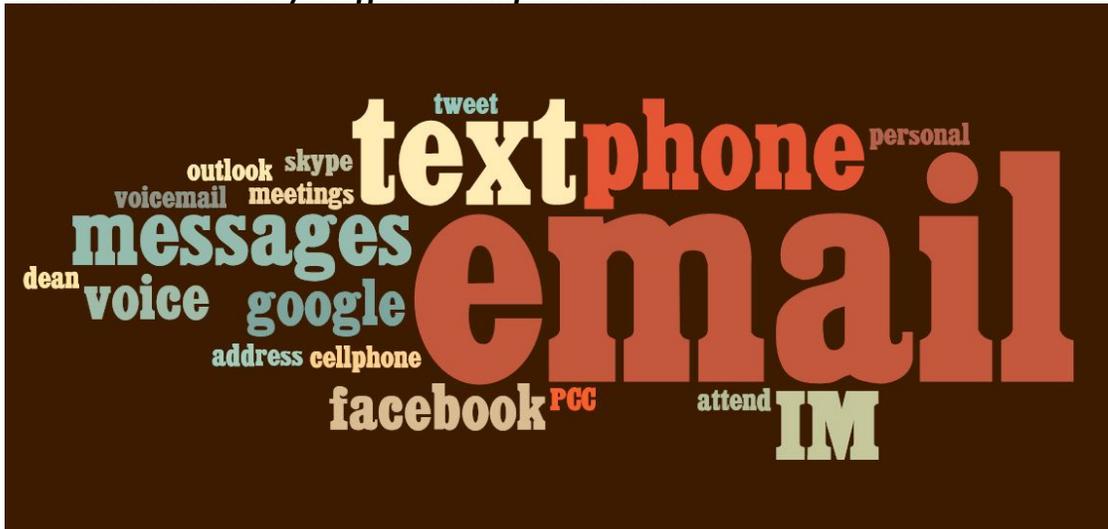


Media to which Students Do Not Attend*



**A small sample of students results in a lack of variation in response. The results, however, match national benchmarks.*

Media to which Faculty/Staff/Leadership DO Attend



Media to which Students DO Attend



Findings

- Faculty and Staff do not pay attention to Facebook as a communication device.
- Students look to social media before traditional media for receiving information, making this their critical media channel.
- Students do not pay attention to voicemail and staff do not pay attention to LONG voicemails.
- Both groups are beginning to ignore email as both volume and overlap with other media make it difficult to keep up.
- Students identified Posters as one media they are not paying attention to... but a wider study should be done.
- Faculty and Staff depend on email as their privileged communication tool, while students privilege text messages.
- There is a disconnect between faculty and students in regards to what is considered personal communication. To faculty and staff, it may be phone or face-to-face, while for students, it may be Facebook and texting.

Recommendations

- PCC has a solid social media presence that should be expanded. In time social media is likely to become one of the major channels for communicating with students and potential students.
- The college needs internal communication protocols that assure everyone knows where to go first for information.
 - These channels should be clearly identified around issues of importance and timeliness.
 - Example: Most faculty would call a student if an issue were critical while most students would text the message. This means there may be unheard messages waiting in voicemail.
- Establish email protocols so faculty and staff are not “spamming” themselves in order to communicate.
- Provide students with clear communication protocols about how they will receive critical information and their options to respond.
- Look for ways to reduce the volume of email among faculty and staff so that important messages are not lost in the clutter.

When all the activities are conflated and similar activities worded in different ways are grouped, PCC has several clear activities that garner support. The only internal communication strategy to be identified in this group was Pulse.

Among all other activities, only two of them pull people to the college. Instead, it is clear that most feel that the college needs to enter the public realm to be seen, heard and to impact the market. There is a clear preference for the college aggressively taking its message into the community.

| MEDIA OF PCC YOU LOVE | | |
|-----------------------|---------------------------------------|------------------|
| <i>Grouping</i> | <i>Comment</i> | <i>Frequency</i> |
| Video | PCC Video Presence | 12 |
| Print | President's Report | 8 |
| Radio | KPCC | 6 |
| Campus events | Town Meetings with B of T in District | 6 |
| Jumbo-tron | Marquis Electronic Sign | 5 |
| Print | Vehicle Advertising | 5 |
| Online | PCC Facebook Presence | 5 |
| Online | PCC Pulse | 4 |
| Campus events | Welcome Day | 4 |
| Campus events | Robotics Day with 6-8th Graders | 4 |
| Print | Street Banners | 4 |
| Public Relations | Community-Wide Press Releases | 4 |

Findings

- PCC’s media efforts in social media have made an impression, particularly YouTube and Facebook.
- KPCC is seen as a powerful traditional media tool.
- There is a clear preference for the college to take its message into the community in ways where it can control the message.
- While there is an understanding that it is activities on campus that garner attention, that attention must be created beyond the college.
- Both the Board and the President are seen as leaders in taking their messages to the community directly.
- Many of the messaging activities taking place in the community are being done on an individual program and faculty basis, so they are not coordinated with larger activities or college goals.

Recommendations

- Social Media Channels such as YouTube and Facebook are seen as important among staff and critical among students, and need to be a pillar of PCC's internal and external communication plan.
 - PCC can, over time, communicate directly the community without the filter process that takes place with traditional media.
 - More importantly, younger audiences (future students) already depend on social media and this will only increase in the future.
- The college should create a communication map that shows all the places, people and messages that are being carried into the community by college faculty and staff.
- When possible, those activities should be supported with publicity, flexible materials and messaging that supports the college's larger outreach goals.
- College faculty and staff should be encouraged to carry their stories of PCC beyond the campus environment.
- A simple messaging plan for faculty and staff should be developed each year with message and promotional ideas around the college brand. Public Relations would provide training on how to leverage publicity and support through consistent narratives.

PCC Media With Negative Reviews

As is frequently the case, it is difficult to see what we like, but simple to see what we dislike. When asked to identify PCC outreach activities that participants "Hated", there was a strong reaction. However, it should be noted that there were as many positive items identified as negative, indicating that while emotions may run high, respondents see both good and bad activities taking place.

When the list was analyzed using cloud analysis, several areas stand out. Among them, PCC's outreach was identified, as well as the website, and an ongoing commitment to paper.

Findings

- The Website is a source of internal frustration and external inefficiency.
- Outreach activities focused at recruiting potential students are not coordinated, resulting in frustration, duplication and ineffective messaging.
- There is no central coordinating point for external outreach, nor is there coordinated messaging.
- Internal communications add to problems of coordination.
- Paper is still a preferred vehicle with little or no movement into newer technology-based methods.

Recommendations

- The college must address the issue of its aging and ineffective website.
- The college should develop internal processes that allow outreach activities to be coordinated through joint planning, consistent messaging and narratives, and outcome tracking.
- Improved internal communication protocols would support better distribution of information.
- A simple messaging plan for faculty and staff should be developed each year with message and promotional ideas around the college brand. Public Relations would provide training on how to leverage publicity and support through consistent narratives. These activities should all be part of the integrated marketing plan.

| | | |
|--------------------|--|---|
| Social networking | Utilizing smartphone/QR code capabilities | 4 |
| Social networking | Various reliable options given. Send messages through mail, Text, social network | 3 |
| Outreach | Outreach | 3 |
| Community presence | Host a tent- pole like event on Campus annually to draw people from all over to Campus | 2 |
| Support | An IT staff | 2 |

Findings

- The Website is seen as “broken” and not serving its core purposes.
- A college-wide calendar is needed.
- There is a cadre within the college interested in using technology to eliminate paper.
- New media vehicles (QR codes, smartphones) would generate support in some areas.
- There are programs and services that need to be enhanced.

Recommendations

- Pursue a strategy to bridge the paper/digital divide, possibly using printed QR codes to drive potential students to online resources.
- Calendaring and scheduling of rooms and events needs to be addressed by software, training or both.
- The college may wish to speed its move into eBooks as a service to students.

PCC INTEGRATED MARKETING

Participants consistently identified outreach (the area, not the department) as a process that needs to be improved. Among the issues identified:

- A common definition of outreach
- Goals and outcomes for all outreach efforts
- Consistent messaging
- Consistent strategies for outreach
- Tracking for outreach efforts
- Coordination of efforts across the campus

Most PCC staff would readily identify Public Relations and School Relations or High School Outreach as two groups that would be involved in the coordination of the outreach function. But the reality is that there are other groups that should be involved in creating a comprehensive integrated marketing approach.

During the retreat, participants were asked to identify who is involved in outreach to unique PCC markets. In each case, they identified a number of groups that need to be involved in the planning and implementation of an integrated effort.

Groups Involved in High School Outreach

In order to create a coordinated approach to reaching high school students, the activities of these groups should be coordinated and tracked. The shaded groups are those most frequently identified as having a roll in high school outreach.

| |
|---|
| Community Outreach |
| Financial Aid |
| Transfer center Outreach office |
| English and math collaborative: deans and faculty |
| Program recruiters |
| Program directors of special programs |
| MESA |
| Puente |
| TLC |
| Coaches |
| Upward bound |
| Faculty |
| Outreach office |

| |
|---------------------------|
| Assessment representative |
| PCC administration |
| Public Relations |

Groups Involved in Working Adult Outreach

In order to create a coordinated approach to reaching working adults, the activities of these groups should be coordinated and tracked. What was interesting with this market is that there was no plan or single group focused on reaching this PCC constituency.

| |
|------------------------------|
| Marketing (Public Relations) |
| Financial aid information |
| Counseling |
| A & R |
| Library |
| Faculty |
| Eve. Coordinators |
| Cal Works |
| Nursing |
| Health Science |
| Program Recruitment |

Groups Involved in Business Outreach

In order to create a coordinated approach to reaching businesses, the activities of these groups should be coordinated and tracked. Contract education and CTE were identified as the main groups involved in business outreach.

| |
|------------------------------------|
| Contract Education |
| CTE (Career & Technical Education) |
| Public Relations |
| Foundation/alumni |

| |
|---------------------------|
| President |
| Board of Trustees |
| Community business center |
| Students |
| Division deans |

INTERVIEWS & FOCUS GROUPS

Interact Principal, Dr. Pamela Cox Otto, held focus groups and interviews with critical PCC groups during the week of September 12, 2011. The groups were selected in order to assure that the broad range of college voices was accounted for, as well as the vision of college leadership. Groups and individuals who were interviewed included:

Interviews

Juan Gutierrez, Public Relations
 Dwayne Cable, Information Technology
 Dr. Robert Bell, Student Services
 Dr. Mark Rocha, President
 Dr. Jackie Jacobs, Instruction

Focus Groups

Outreach Related Functions
 Faculty
 Deans
 Students

In each case, information was gathered on communication issues and processes that impact outreach and community support. Each interview/focus group was recorded, transcribed and comments coded. The interviews/groups were conducted with the promise that information would be compiled rather than presented verbatim. For that reason, once the comments were coded, each interview/group was analyzed to identify the core issues that need to be addressed in order for PCC to improve its efficacy with its external constituents. These are presented in the order they occurred.

OUTREACH

LACK OF A PLAN: Not simply a calendar of visits. A comprehensive look all outreach and recruiting efforts.(? Need to clarify sentence) Inconsistencies and volatilities in the system create a lot of work to maintain intake process, maintain databases, and enter recruitment cards and applications.

LACK OF DEFINITION: Is outreach only about PCC in general or about specific programs? Who does program outreach? Who puts program information into students' hands?

LACK OF RESOURCES for outreach and recruitment; promotional materials vs. website and electronic media; faculty has to do recruiting; small/new programs not promoted well

LACK OF DIVERSITY; need to improve recruitment of Latino and Asian students; need to use financial aid to recruit African-American students

LACK OF TRACKING INFORMATION: Who actually came to PCC because of the Outreach efforts? How many, what approach was most successful, did they stay?

MISSION DOES NOT SERVE ALL: General outreach only, but not in support of low or new programs.

COORDINATION: Not coordinated with other college activities

DWAYNE CABLE, VP OF INFORMATION TECHNOLOGY:

LACK OF COMMUNICATION: Poor internal communication and processes that separate people from each other need to be addressed

NEED TO LEVERAGE NEW TECHNOLOGIES: Including reducing reliance on emails; need to find solutions for regular vs. emergency vs. social media communications

HIGH TOUCH APPROACH TO COMMUNICATION: Starts conversations and solves issues more quickly than ever-lengthening strings of emails

ROBERT BELL, VP OF STUDENT SERVICES

LACK OF COORDINATION: Different groups on campus are doing outreach; sometimes outreach efforts overlap/are redundant; entire intake process needs a plan to get potential students through system with answers to their questions

LACK OF DIVERSITY: Outreach to Latinos and Asians has been done, but the African-American community is not being reached

SCHEDULING PROBLEMS: Difficulty in scheduling courses/programs needs to be addressed

IMPROVE PERSISTENCE: By strengthening internal systems and messages that reinforce staying, finishing the degree.

MARK ROCHA, PRESIDENT

NEED TO LEVERAGE NEW TECHNOLOGIES: This includes iPads and website updates to stay relevant; make recruitment, outreach and intake process more hi-tech, streamlined and friendly.

NEED TO PROMOTE PCC's UNIQUE STRENGTH: Its history, continuous improvement & culture of excellence at both the college and program levels.

RESISTANCE TO CHANGE: Need to be addressed as environmental, technological and cultural shifts are happening with such speed that colleges who do not change will be made irrelevant. New financial and political realities necessitate adjustments to how things have been done in the past. Embrace the new reality as an opportunity

PROUD PAST GLOBAL FUTURE: This is the messaging "setting" into which college "gems" may be placed to highlight their importance. Every activity is about push the boundaries into the global future.

SERVE LOCAL COMMUNITY BUT BUILD A REPUTATION BEYOND: So that external resources help support and fund the quality of education PCC offers its community.

JACKIE JACOBS, VP OF INSTRUCTION

NEED TO PROMOTE INDIVIDUAL PROGRAMS: The college image can be enhanced by program specifics. Efforts should focus on job connections and other outcomes for students that come as a result of finishing their degree.

LACK OF COORDINATION: Recruitment and outreach efforts are not well coordinated and internal communications need to be improved.

LACK OF DIVERSITY: The college needs to target students in expanding and underserved populations to increase diversity.

FACULTY FOCUS GROUP

LACK OF SUPPORT: Faculty time is not compensated for community outreach, and there is little messaging or collateral support. Usually there are only a few faculty from each program who will participate

LACK OF COMPREHENSIVE MARKET PLANNING: There is a disconnect between departments with little consistency of vision; too many phrases to capture the college's offerings, but no consistency.

NEED TO PROMOTE FUNDRAISING: This can help promote programs that are being harmed by the lack of funding

DEANS FOCUS GROUP

NEED TO LEVERAGE NEW TECHNOLOGIES: The website is difficult to use and out of date. It needs to be updated with current events and marketing language that promotes programs that are falling in enrollment; website looks unprofessional when compared to other colleges in the region.

NEED TO PROMOTE and improve community outreach

LACK OF PLANNING and direction from Foundation for individual program fundraising efforts makes it difficult for them to contribute to the college effort

PCC STUDENTS FOCUS GROUP

LACK OF INFORMATION: Students were not aware PCC recruiters came to their high schools, except from the military

NEED TO LEVERAGE NEW TECHNOLOGIES: The PCC website is almost exclusively the source of their information, but it is cluttered, overwhelming and bland.

LACK OF SUPPORT: Financial aid and other student services do not communicate well with students; confusing and often unhelpful

RECOMMENDATIONS

- Create an integrated marketing plan that identifies and plans all outreach efforts across divisions, focusing on coordinating outreach to unique markets.
 - This plan would be developed each spring for the following year and would coordinate calendars, messaging, and media for each targeted group.
 - Implementation would be in the hands of the originating department, but college-wide tracking of inquiries would need to be implemented.
 - Activities need to be reassessed each year to increase their efficacy and reduce direct and staff costs.
 - An effort must be made to move to technological communication solutions.
 - These plans would target the high school and working adult markets, but would also have specific components focusing on increasing diversity.
 - The Public Relations/Marketing office would create annual messaging strategies to be used across all outreach efforts.

- Continue using “Proud Past-Global Future”, but tie sub-brand messaging into this broader message. If that cannot be done, they should not be used in the public outreach efforts.

WEB SURVEY RESULTS

The survey was conducted via the Internet and was available to employees beginning on October 19, 2011. Employees were asked to access the online survey to provide answers. The last day the survey was available for completion was November 14, 2011. The survey was conducted to identify communication and marketing needs that are not being addressed and to ensure that outreach needs from across the campus were considered in this report. The complete survey is available as Appendix J.

DEMOGRAPHICS

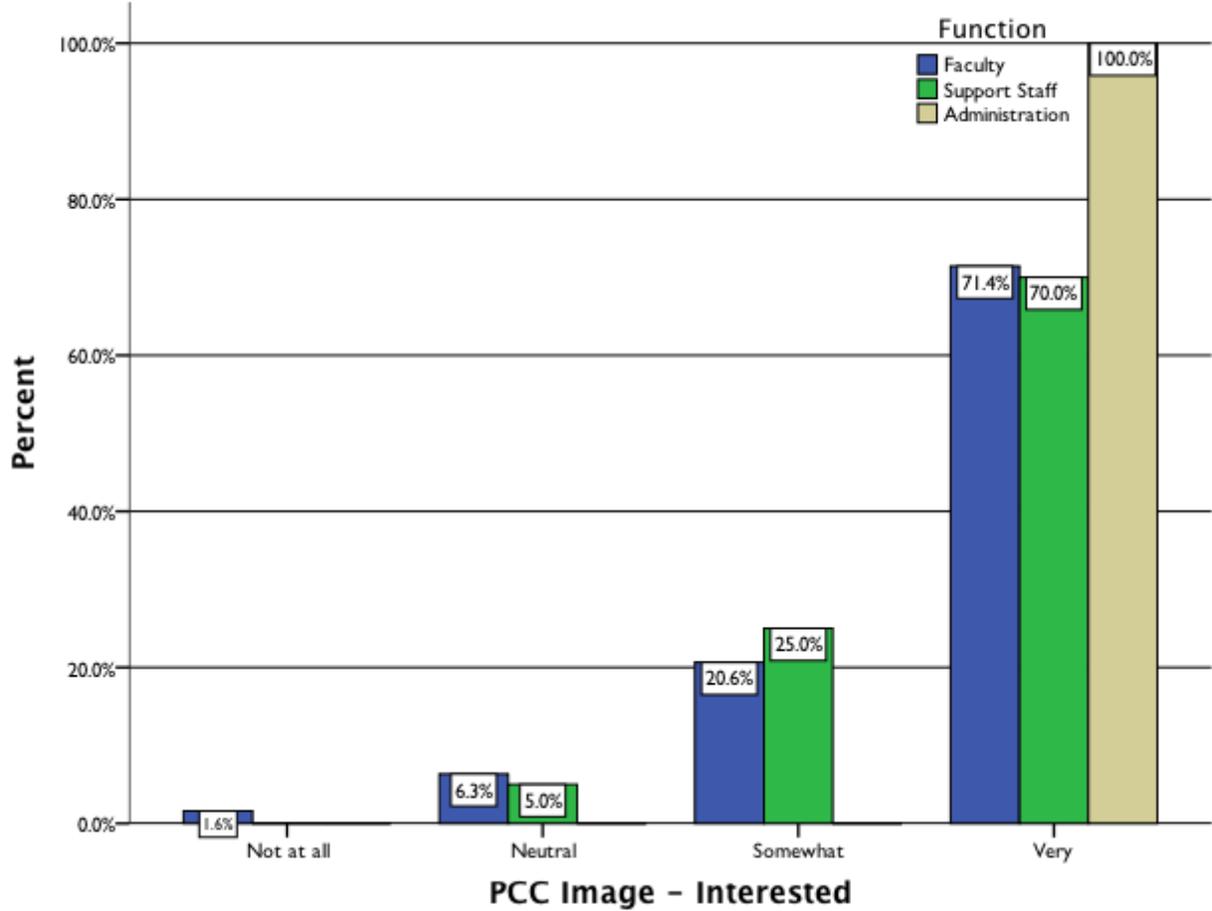
- A total of 88 faculty, staff, and administration members participated in the survey
 - 63 faculty
 - 20 staff
 - 5 administration

- Employment status
 - 66 full-time
 - 21 part-time
 - 1 did not respond

- Relationship to marketing (multiple answers possible)
 - 13 Client (Need market plan)
 - 14 Client (Need materials)
 - 3 Client (Other)
 - 18 Recruit for Program
 - 8 Recruit for College
 - 7 Approve Materials
 - 38 No Relationship
 - 18 No Marketing Needs

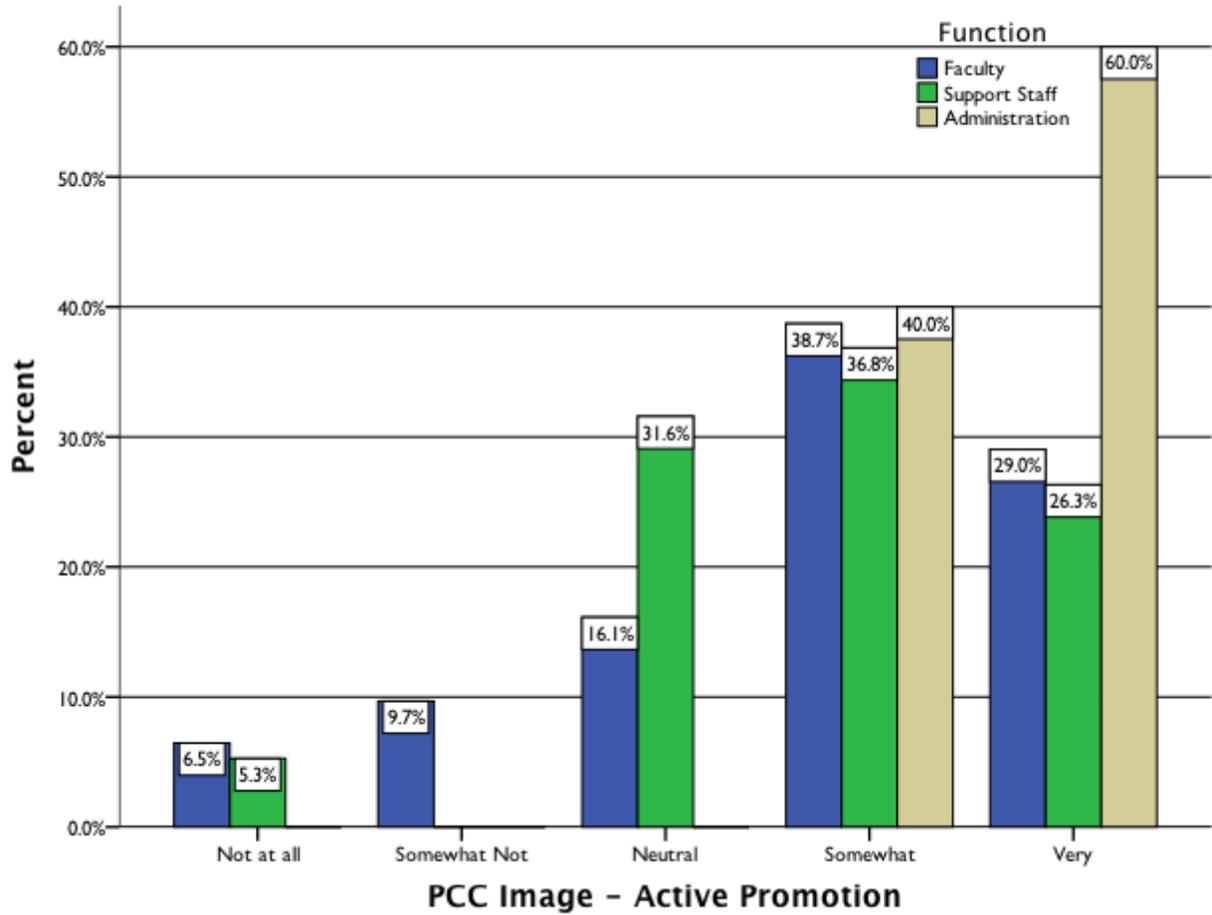
QUANTITATIVE

How interested are you in the image of PCC in the community?



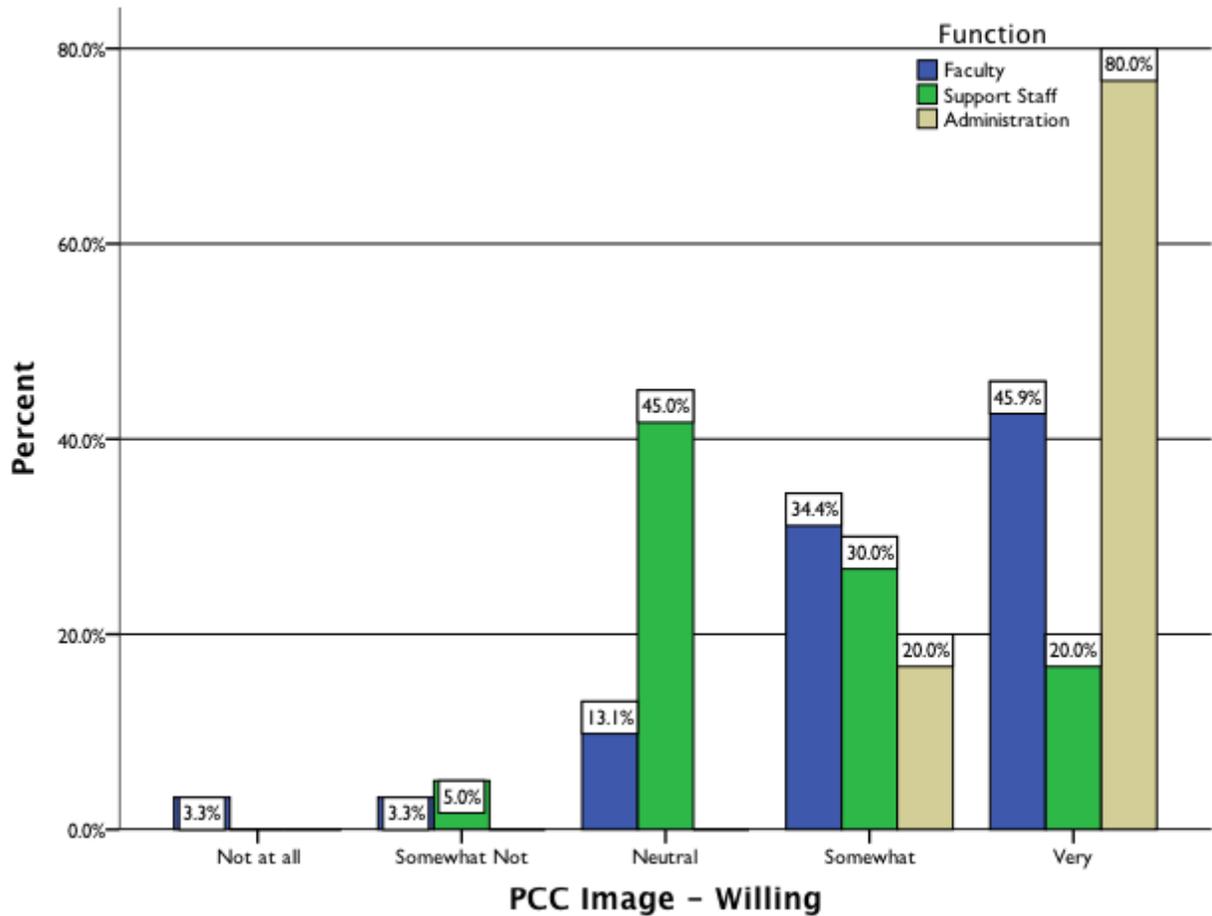
- 100% of Administration is very interested in the image of PCC in the community.
- Approximately 70% of faculty and support staff is very interested in the image of PCC in the community.

How active are you in promoting the image of PCC in the community?



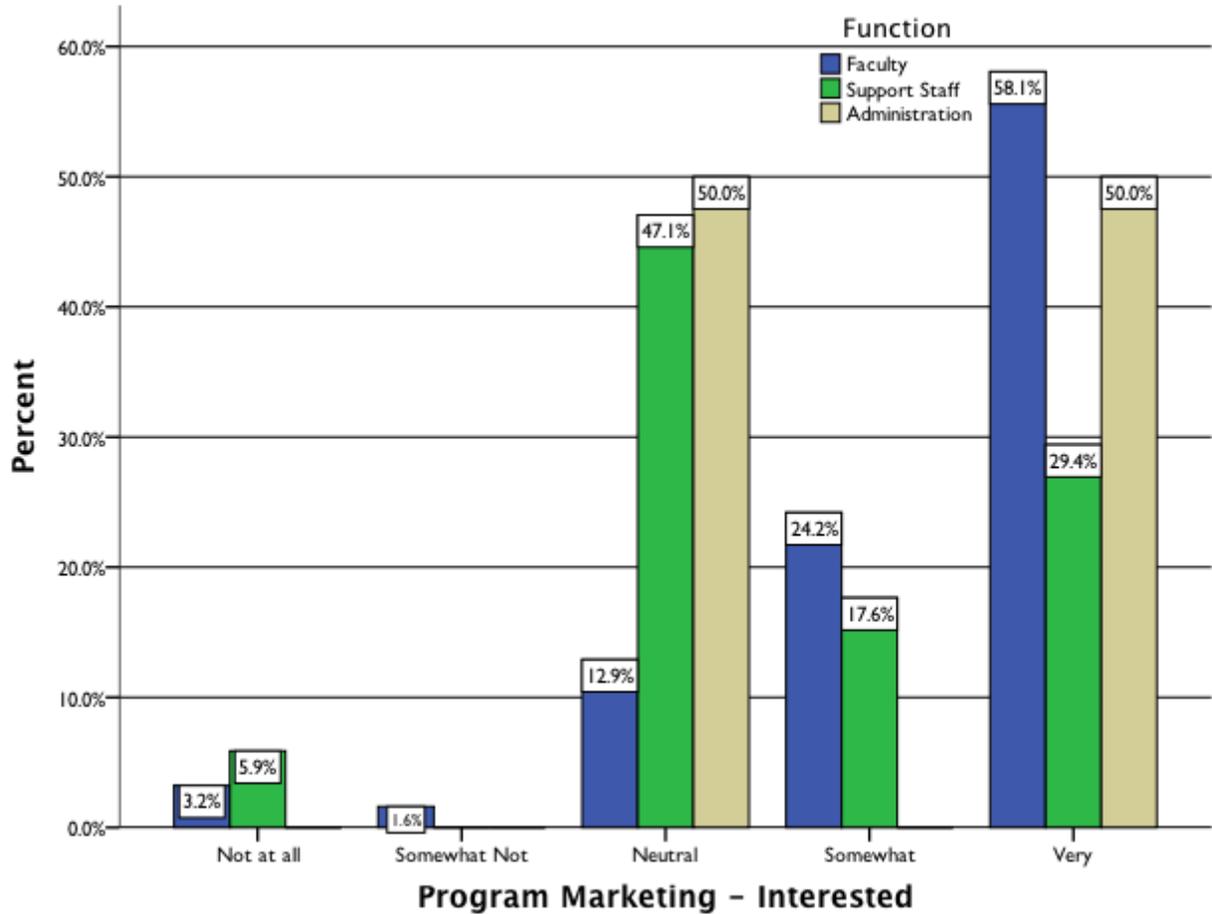
- 60% of Administration is very active in promoting the image of PCC in the community.
- Approximately one in four faculty and support staff is very active in promoting the image of PCC in the community.

How willing are you to take an active role in the enhancement of PCC's image in the community?



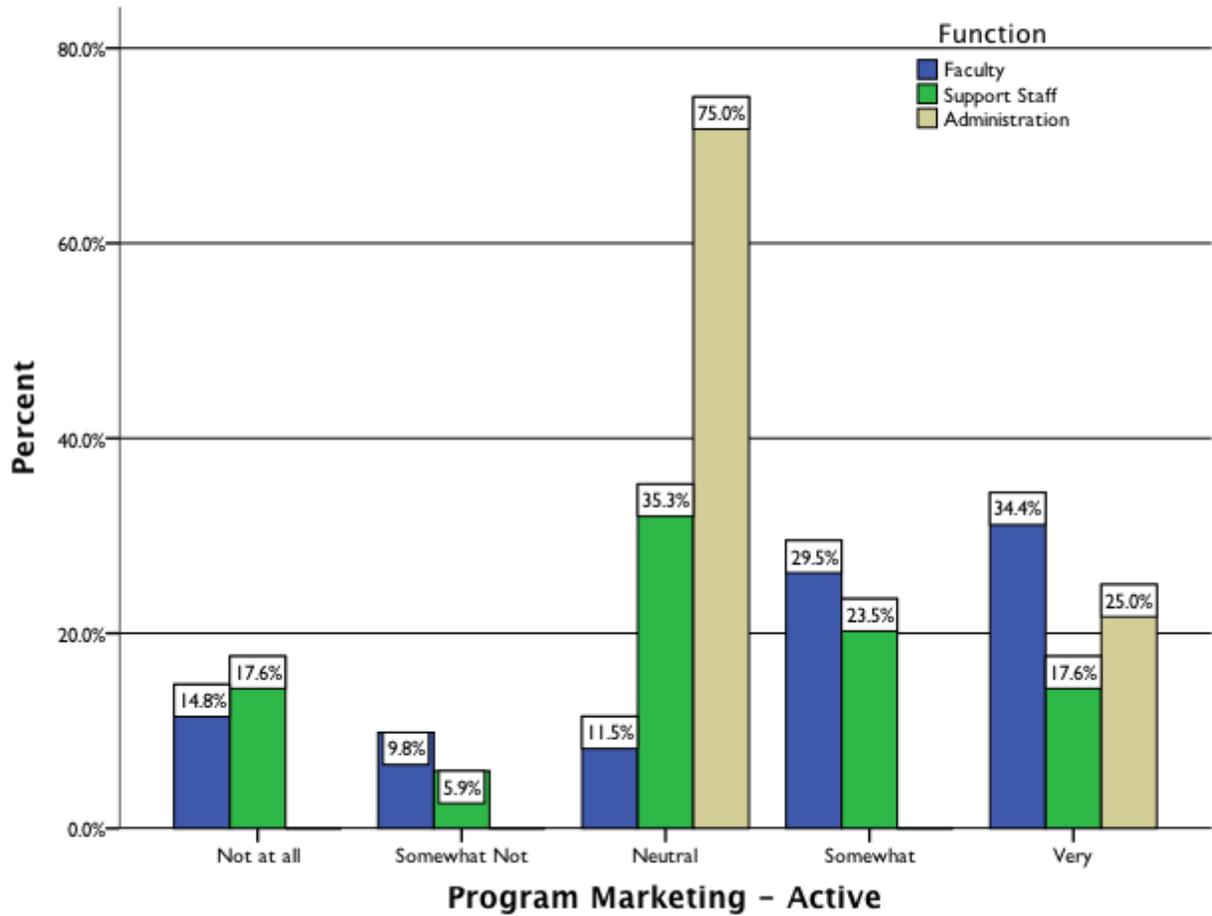
- 80% of Administration is very willing to take an active role in promoting the image of PCC in the community.
- Slightly less than 50% of faculty is very willing to take an active role in promoting the image of PCC in the community.
- 20% of support staff is very willing to take an active role in promoting the image of PCC in the community.

How interested are you in the marketing of your program to potential students?



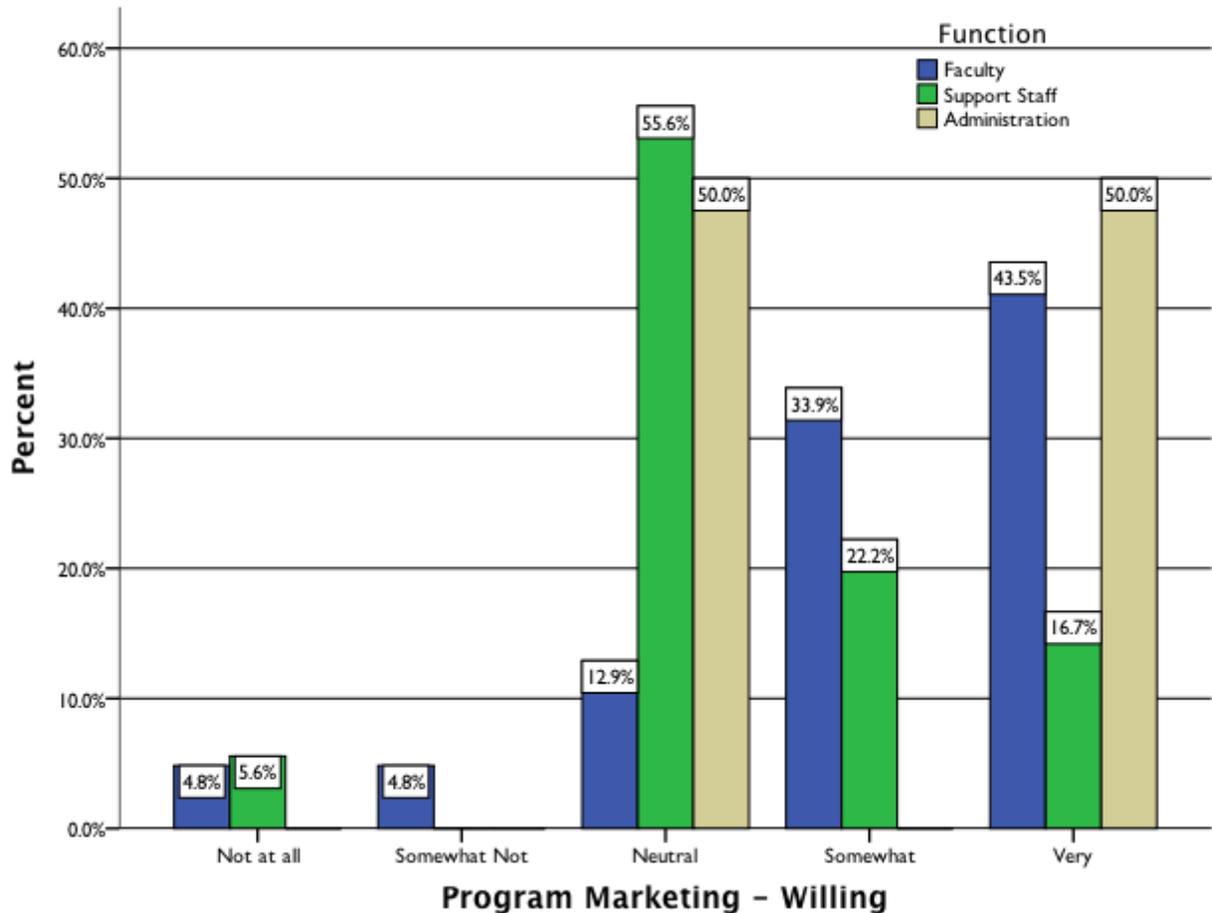
- 50% of Administration is interested in marketing programs to potential students.
- 58.1% of faculty is interested in marketing programs to potential students.
 - 3.2% of faculty is not at all interested in marketing programs.
- 29.4% of support staff is interested in marketing programs to potential students.
 - 5.9% of support staff is not at all interested in marketing programs.

How active are you in the marketing of your program to potential students?



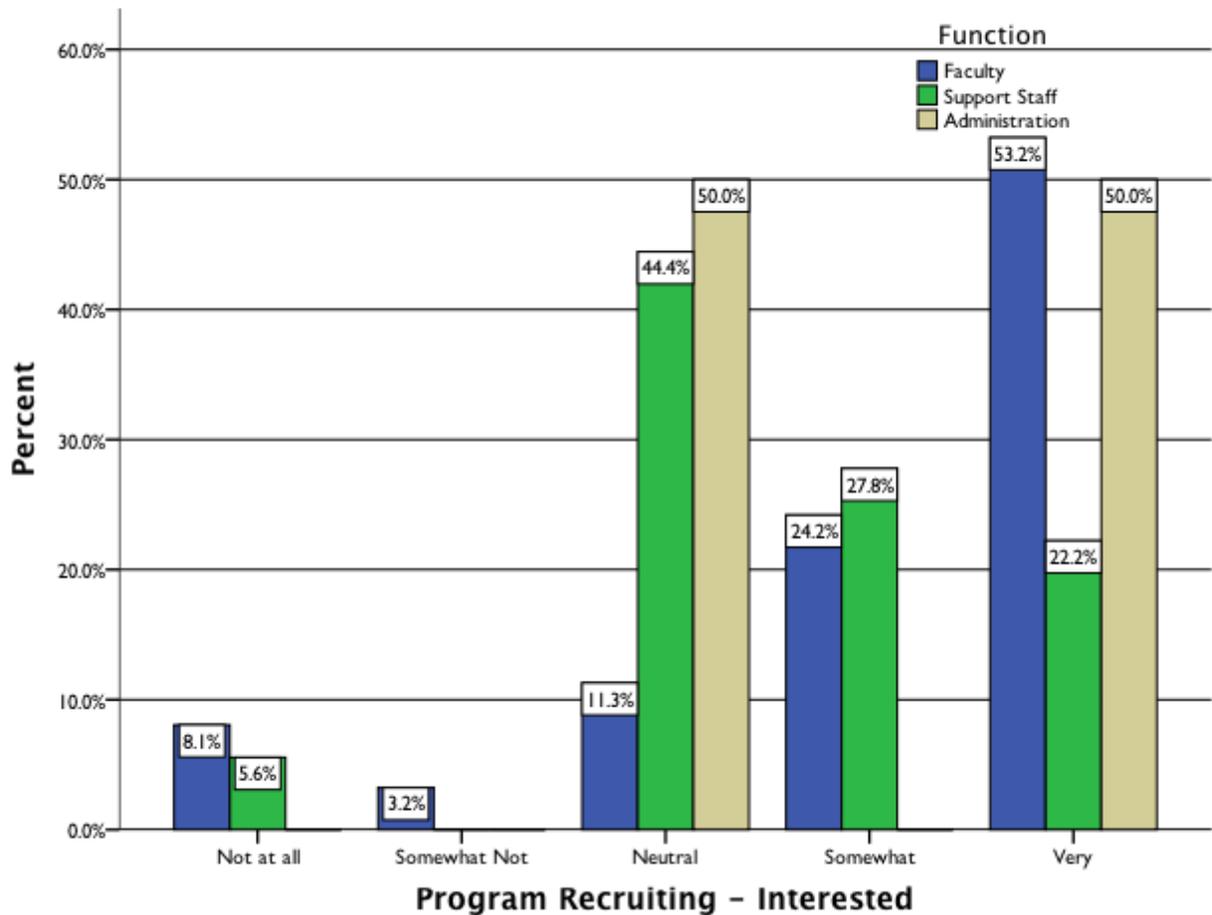
- 25% of Administration is very active in marketing programs to potential students.
- 34.4% of faculty is very active in marketing programs to potential students.
 - 14.8% of faculty is not at all active in marketing programs.
- 17.6% of support staff is active in marketing programs to potential students.
 - 17.6% of support staff is not at all active in marketing programs.

How willing are you to take an active role in the marketing of your program to potential students?



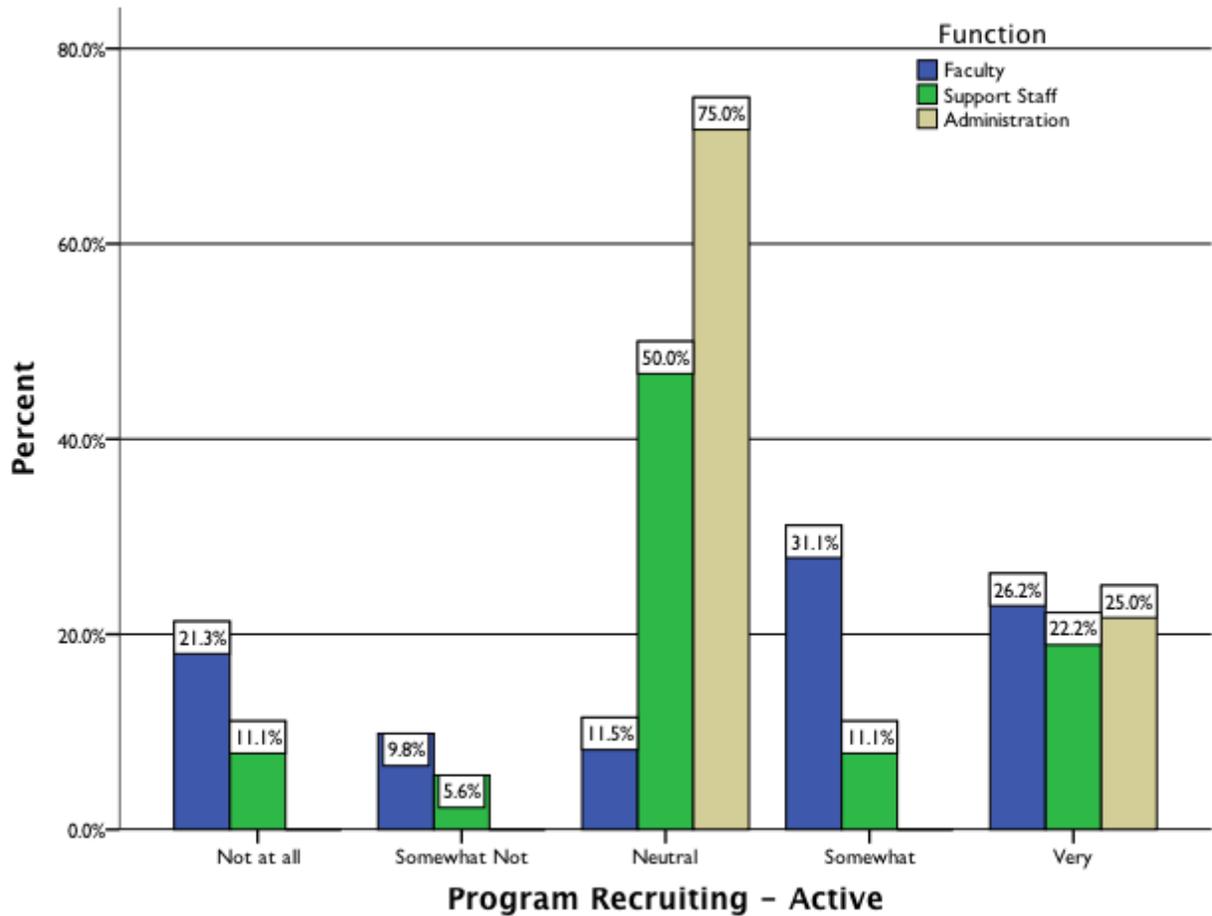
- 50% of Administration is willing to take an active role in marketing programs to potential students.
- 43.5% of faculty is willing to take an active role in marketing programs to potential students.
 - 4.8% of faculty is not at all willing to take an active role in marketing programs.
- 16.7% of support staff is willing to take an active role in marketing programs to potential students.
 - 5.6% of support staff is not at all willing to take an active role in marketing programs.

How interested are you in the recruitment of students into your program?



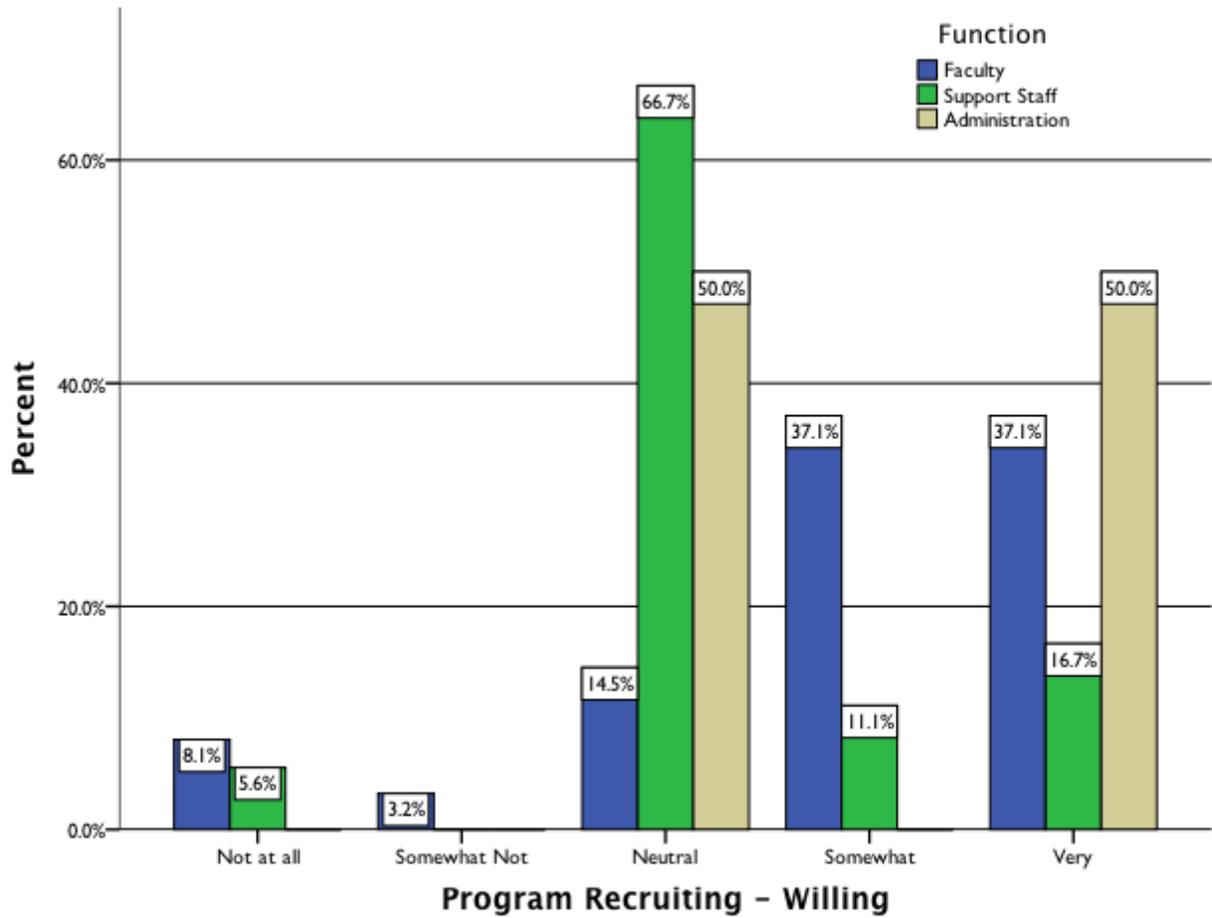
- 50% of Administration is very interested in recruiting students to programs.
- 53.2% of faculty is very interested in recruiting students to programs.
 - 8.1% of faculty is not at all interested in recruiting students to programs.
- 22.2% of support staff is very interested in recruiting students to programs.
 - 5.6% of support staff is not at all interested in recruiting students to programs.

How active are you in the recruitment of students into your program?



- 25% of Administration is very active in recruiting students to programs.
- 26.2% of faculty is very active in recruiting students to programs.
 - 21.3% of faculty is not at all active in recruiting students to programs.
- 22.2% of support staff is very active in recruiting students to programs.
 - 11.1% of support staff is not at all active in recruiting students to programs.

How willing are you to take an active role in recruitment?



- 50% of Administration is very willing to take an active role in recruiting students to programs.
- 37.1% of faculty is very willing to take an active role in recruiting students to programs.
 - 8.1% of faculty is not at all willing to take an active role in recruiting students to programs.
- 16.7% of support staff is very willing to take an active role in recruiting students to programs.
 - 5.6% of support staff is not at all willing to take an active role in recruiting students to programs.

QUALITATIVE

What are your concerns, if any, about PCC's messaging to the community?

| CONCERNS ABOUT MESSAGING | | |
|--------------------------|--|-----------|
| Rank | Comment | Frequency |
| 1 | Need more messaging | 13 |
| 2 | Need targeted messaging | 12 |
| 3 | Need to tell the truth | 7 |
| 4 | Efficacy | 6 |
| 5 (tie) | Need better delivery | 4 |
| 5 (tie) | Inconsistency | 4 |
| 5 (tie) | No concerns | 4 |
| 8 | Need clearer understanding of student responsibilities | 2 |

What do you feel is the biggest challenge facing PCC in communicating to the public?

| CHALLENGE IN COMMUNICATING TO THE PUBLIC | | |
|--|--|-----------|
| Rank | Comment | Frequency |
| 1 | Method of message delivery | 12 |
| 2 (tie) | Lack of resources and infrastructure | 7 |
| 2 (tie) | Negative community college image | 7 |
| 2 (tie) | Consistent messaging | 7 |
| 2 (tie) | Engagement of the community for events | 7 |
| 6 | Limited class seats | 6 |
| 7 | Need to tell the truth | 5 |
| 8 | Website issues | 4 |
| 9 | Accurate and timely information | 3 |

What concerns do you have, if any, about PCC's internal communications?

| CONCERNS ABOUT INTERNAL COMMUNICATIONS | | |
|--|---|-----------|
| Rank | Comment | Frequency |
| 1 | Lack of internal communications | 13 |
| 2 (tie) | Efficacy | 11 |
| 2 (tie) | Use of technology | 11 |
| 4 | Rumors, suspicions, agendas, exclusions | 10 |
| 5 | Pulse not effective | 9 |
| 6 | Information is late | 4 |
| 7 (tie) | Adjunct faculty excluded | 2 |
| 7 (tie) | No concerns | 2 |

What do you feel is the biggest challenge facing internal communications issues?

| INTERNAL COMMUNICATION CHALLENGE | | |
|----------------------------------|--------------------------------------|-----------|
| Rank | Comment | Frequency |
| 1 | Distrust of administration | 14 |
| 2 | Message delivery issues | 12 |
| 3 | People not communicating effectively | 9 |
| 4 | Technology issues | 8 |
| 5 | Pulse | 6 |
| 6 | Adjunct faculty exclusion | 3 |
| 7 | No concerns | 1 |

What do you feel is the biggest challenge facing PCC in communicating to potential students? What information is missing on the website for you?

| CONCERNS ABOUT MESSAGING | | |
|--------------------------|---|-----------|
| Rank | Comment | Frequency |
| 1 | Need to update technology | 14 |
| 2 | Website issues | 10 |
| 3 | Class seats not available | 7 |
| 4 (tie) | Student responsibilities and expectations | 6 |
| 4 (tie) | Uniformity of the message | 6 |
| 6 | Community college image | 5 |
| 7 (tie) | Communications out of district | 3 |
| 7 (tie) | Faculty disconnects | 3 |
| 9 | Honesty | 2 |

Do you or your department have any marketing needs that are currently being handled by PCC's Public Relations Office?

| NEEDS CURRENTLY BEING HANDLED | | |
|-------------------------------|--|-----------|
| Rank | Comment | Frequency |
| 1 | Yes; yes, for specific programs | 13 |
| 2 | Not sure | 10 |
| 3 | Occasional need only | 2 |
| 4 | Need to know what you can do for us first | 1 |
| 5 | Need help from understaffed public relations | 1 |
| 6 | Don't need any | 1 |

Do you (or your department) have any marketing needs that are currently not being handled by PCC's Public Relations department? If so, what is the service, and who is providing these services?

| NEEDS CURRENTLY NOT BEING HANDLED | | |
|-----------------------------------|--|-----------|
| Rank | Comment | Frequency |
| 1 | Faculty does their own marketing | 7 |
| 2 | No needs, don't know or ask someone else | 6 |
| 3 | Need more online marketing | 1 |
| 4 | Need more media coverage | 1 |
| 5 | Need more promotion of discount tickets | 1 |
| 6 | Need more on-campus publications | 1 |
| 7 | Yes (no specifics) | 1 |
| 8 | Not being handled at all | 1 |

Are there any marketing services that you currently do not have, but which would help you be more successful in your job/program?

| MARKETING SERVICES CURRENTLY MISSING | | |
|--------------------------------------|---------------------------------|-----------|
| Rank | Comment | Frequency |
| 1 | Specific miscellaneous requests | 15 |
| 2 | Yes, but no specifics | 7 |
| 3 | Better online presence | 4 |
| 4 | Don't know | 1 |
| 5 | Faculty already do referrals | 1 |
| 6 | Already done | 1 |

What is your biggest challenge in marketing your program?

| CHALLENGES IN MARKETING PROGRAMS | | |
|----------------------------------|--|-----------|
| Rank | Comment | Frequency |
| 1 | Reaching students; outreach | 9 |
| 2 (tie) | Coordination and accuracy of information | 5 |
| 2 (tie) | Not enough time | 5 |
| 4 | Course availability | 3 |
| 5 | Budget | 2 |

How are students currently recruited into your program?

| HOW STUDENTS ARE RECRUITED INTO PROGRAMS | | |
|--|---|-----------|
| Rank | Comment | Frequency |
| 1 | Word of mouth | 14 |
| 2 (tie) | Combination of online and printed materials | 4 |
| 2 (tie) | Unspecified outreach | 4 |
| 4 | Without a plan | 2 |
| 5 | Faculty does their own recruitment | 1 |

Who is responsible for recruiting students into your program?

| WHO RECRUITS STUDENTS INTO PROGRAMS | | |
|-------------------------------------|--|-----------|
| Rank | Comment | Frequency |
| 1 | Specific individuals in the department | 10 |
| 2 | A group of people in the department | 9 |
| 3 | No one; not sure | 5 |

What is the biggest challenge in student recruitment for your program?

| CHALLENGES IN RECRUITMENT FOR PROGRAMS | | |
|--|--|-----------|
| Rank | Comment | Frequency |
| 1 | Insufficient time and resources available | 7 |
| 2 | Specific department concerns | 5 |
| 3 | Availability of class seats and resources | 4 |
| 4 (tie) | No plan for recruitment | 1 |
| 4 (tie) | Reaching target audience | 1 |
| 4 (tie) | Student motivation | 1 |
| 4 (tie) | No challenge due to large number of applicants | 1 |

Are there any messaging concerns you would want to see addressed in the comprehensive marketing plan?

| MESSAGING CONCERNS TO BE ADDRESSED | | |
|------------------------------------|--|-----------|
| Rank | Comment | Frequency |
| 1 | Need a plan and resources to include all departments | 5 |
| 2 | Be real, honest and welcoming | 3 |
| 3 (tie) | Include us in the development of the plan | 2 |
| 3 (tie) | Emphasize quality, price and location | 2 |
| 5 (tie) | Unspecified | 1 |
| 5 (tie) | Not necessary | 1 |
| 5 (tie) | Don't know | 1 |

Are there any marketing concerns you would want to see addressed in the comprehensive marketing plan?

| MARKETING CONCERNS TO BE ADDRESSED | | |
|------------------------------------|---|-----------|
| Rank | Comment | Frequency |
| 1 | Need to upgrade technology and resources first | 3 |
| 2 | Need help for and recognition of faculty | 2 |
| 3 (tie) | Be more real and honest | 1 |
| 3 (tie) | Needs to be clear and engaging | 1 |
| 3 (tie) | Include police and safety as part of the campaign | 1 |

Are there any recruiting concerns you want to see addressed in the comprehensive marketing plan?

| RECRUITING CONCERNS TO BE ADDRESSED | | |
|-------------------------------------|--|-----------|
| Rank | Comment | Frequency |
| 1 | Increase outreach to target audiences | 4 |
| 2 | Increase coordination and information about outreach | 3 |
| 3 (tie) | Need more resources | 2 |
| 3 (tie) | Need better faculty involvement | 2 |
| 5 (tie) | Include all departments in outreach | 1 |
| 5 (tie) | Don't recruit too many students | 1 |

Please list any marketing materials, projects or assistance that you or your department currently use, which are not done by PCC's Marketing Communications department.

Materials Not Provided by PCC Marketing Communications

| Department | Name of Marketing Effort | What it is used for | When it is needed | Currently Being Done? (Yes, No) | Who does the work? | Who pays for it? |
|----------------------------------|--|---|---|---------------------------------|---------------------------------------|--|
| Social Science | Brochure | Students and community | All year | No | Faculty | Social Science |
| Counseling | Brochure /flyer | Disseminate to students on campus and community | During semester | Yes | Assistant | Project office |
| Counseling | Center's Brochure | To highlight our services | Through-out the year, heavy use in Spring | Yes | Coordinator | |
| Counseling | Cohort brochure | To explain & recruit for program | Spring | Yes | Coordinator | |
| Counseling | Program Video | Veterans helping Veterans | Spring | No | Work-study student?? | |
| Psychological Services | Department Brochure | Handout to students at fairs, and in office, etc. | Year round | Yes | | All internal to our department |
| Psychological Services | Bookmarks with Dept. Info | Our contact information for students | Year round | Yes | | " |
| Psychological Services | Pamphlets about disabilities | Information for students | Year round | No | We will not have more when we run out | Running out of \$ so we will not reprint |
| Psychological Services | Pamphlets about solutions like "How to manage test anxiety." | Information for students | Year round | No | " | " |
| Psychological Services | Department Brochure | Handout to interested students | All year | Yes | Department Secretary | |
| Business and Computer Technology | Department Brochure | Handout to interested students | Throughout the year | Yes | Department Faculty | Department |
| Business and Computer Technology | Advisory Committee Meeting | Outreach to potential Employers | Annually | Yes | Department Faculty | Department |
| Business and Computer | Certificate | Counsel students towards | 2 weeks before each | Yes | Department | Department |

| | | | | | | |
|-----------------------------------|------------------------------------|---|------------------------------|------------|---------------------------|--------------------------------|
| Technology | Counseling | getting Cert. | semester | | Faculty | |
| Languages | Department Brochure | Handout to students | | No | Secretary & Professors | |
| Languages | Website for each department | Reach potential students | | No | Professors | |
| Performing and Communication Arts | Department materials | Online PDFs distributed to every student | As needed, constant | Yes | Me | |
| Performing and Communication Arts | Facebook | Information about program and the field | Constant | Yes | Me | |
| Performing and Communication Arts | Website | Information | Now --- needs to be updated | No/no time | Me, but no time | |
| E&T | Flyers | Recruitment/general information | Ongoing | Yes | Faculty/FT and Adjunct | Donations/Special Budget Funds |
| E&T | Postcards | Recruitment/general information | Ongoing | Yes | Faculty/FT and Adjunct | Donations/Special Budget Funds |
| E&T | Facebook posts | Recruitment/general information/specific events | Ongoing | Yes | Faculty/FT and Adjunct | Donated time |
| E&T | Visits to high schools | Recruitment/general information | Ongoing | Yes | Faculty/FT | College/Donated time |
| E&T | Visits to middle schools | Recruitment/general information | Ongoing | Yes | Faculty/FT | College/Donated time |
| E&T | Open houses and other public fairs | Recruitment/general information | Ongoing/as available | Yes | Faculty/FT and Adjunct | College/Donated time |
| Languages-Italian | Foreign Languages Brochures | Handout to students | 1 month before each semester | No | | |
| Languages-Italian | Study Abroad Flyers | Handout to students | 6 months before departure | Yes | Study Abroad Office | |
| Visual Arts & Media Studies | Gallery openings | | | | | |
| Visual Arts & Media Studies | Student newspaper | | | | | |
| Visual Arts & Media Studies | Leaflets, department brochures | Lectures | As needed | Yes | Individuals in Department | Department |
| Visual Arts & | Asian | Leaflets | As needed | Yes | Me, other | Social Sciences |

| | | | | | | |
|--------------------------|----------------------------------|---|--|-----|---------------|-------------------|
| Media Studies | activities | | | | faculty | |
| Theatre Arts | Mailers | Community outreach | Beginning of the academic year | No | | |
| Theatre Arts | Subscription series (Theatre) | Sell tix or combo of tix to all events | Beginning of the academic year | No | | |
| Theatre Arts | Subscription series (Music) | Sell tix or combo of tix to all events | Beginning of the academic year | No | | |
| Theatre Arts | Combo subscription series (TH&M) | Sell tix or combo of tix to all events | Beginning of the academic year | No | | |
| Theatre Arts | Website design - Theatre Dept. | Awareness of dept. & faculty | ASAP | No | | |
| Theatre Arts | Website design - Music Dept. | Awareness of dept. & faculty | ASAP | No | | |
| Theatre Arts | Local press reviews | Awareness of event | 1 week before event throughout year | No | | |
| Theatre Arts | Local press advertising | Awareness of event | 1 week before event throughout yr. | | | |
| Academic Senate | N/A | | | | | |
| Engr. and Tech. Division | No time to answer this | | | | | |
| EOPS | Outreach to Damien & St Lucy HS | I offer my services to talk with interested HS students | Usually in the Spring semester for Seniors | Yes | I do | Volunteer |
| Police and Safety | Recruiting for cadets | Booth and applications | All the time | Yes | Cadet Captain | Police and Safety |
| Police and Safety | Securing Bicycles | Notices | All the time | Yes | Sergeant | Police and Safety |
| Police and Safety | Smoking Policy & Information | Pamphlets and handouts | All the time | Yes | Sergeant | Police and Safety |
| Police and Safety | Parking Information | Pamphlets | All the time | Yes | All staff | Police and Safety |
| Police and Safety | Building | Pamphlets | All the time | Yes | All staff | Police and Safety |

| | | | | | | |
|------------------------------|---|---|---|-------|-------------------------------------|---------------------------|
| | Security | | | | | |
| Police and Safety | PCC maps | Handouts | All the time | Yes | All staff | Police and Safety |
| Library | Website | Blind Canvas | Always | No | Faculty | ? |
| Library | Concert/Event List | Notify events | 1 month before each semester | Yes | Norma A. | Department |
| Library | Concert Flyer | Notify events | 1 month before event | Yes | Faculty/Graphics office | Department |
| Teaching and learning center | Websites | Recruitment | Jan - Aug | Yes | TLC | Grant |
| Teaching and learning center | Online applications | Recruitment | Jan - Aug | Yes | TLC | Grant |
| Teaching and learning center | Contact cards | Recruitment | Jan - Aug | Yes | TLC | Grant |
| Teaching and learning center | PowerPoint | Recruitment | Jan - Aug | Yes | TLC | Grant |
| Teaching and learning center | Online videos | Recruitment | Jan - Aug | Yes | TLC | Grant |
| PCA | You have to be kidding. | I appreciate what you're trying to do. | But adjunct faculty are indirectly and directly discouraged | | From participating in anything that | Looks like policy making. |
| PCA | So I'm not going to spend my time | Making suggestions that people | Will tell me they don't want to hear. | | By the way, I do | Marketing for non-profits |
| PCA | Outside the college. But I'm not donating | My professional services, knowledge, or | Experience to people who don't want | Them. | | |

FINDINGS

- 100% of Administration, 92% of faculty, and 95% of support staff are interested in the image of PCC in the community.
- 100% of Administration, 80.3% of faculty, and 50% of support staff are willing to take an active roll in promoting the image of PCC in the community.
- 63.9% of faculty is active in marketing programs while 82.3% are interested and 77.4% are willing to take an active roll in marketing for programs.
- 57.3% of faculty is active in recruiting for programs while 77.4% are interested and 74.2% are willing to take an active roll in recruiting for programs.
- The wide variety of marketing activities and materials being produced without input or management from the Office of Public Relations is likely the tip of the iceberg. While faculty and staff taking responsibility is excellent, in most cases, the brand, message and narrative approach of the college's marketing efforts is not being reinforced.

RECOMMENDATIONS

- While there are issues to be solved, Faculty is generally receptive to being directly active in program recruitment.
 - Marketing Support for these activities is needed so that faculty are supported and the college message is reinforced.
 - Collateral, a messaging strategy, database services and training in their use would be helpful to Faculty and staff in their outreach efforts.
 - Integrating faculty efforts into the larger marketing plan would allow the college to reinforce faculty activities by timing complementary public relations and marketing activities.
- Coordinating and integrating all marketing activities throughout the college so they are part of a larger messaging campaign needs to be a priority.
 - This will help focus narratives for a consistent story of PCC told by all segments of the campus.
 - Economies of scale can be achieved by this coordination including a speedier shift to technology-based communications.
 - The Public Relations Office should take the lead role in developing digital communications and training staff in division, department and program implementation.
 - Coordination can save staff time on duplicate activities.

- The coordination needs to take place in the office of Public Relations, which would lead the planning and messaging process, providing support and training to the campus.
 - This coordination will necessitate additional staff within the PR office to support college-wide coordination and messaging.
 - This coordination may necessitate additional software for tracking activities and measuring their efficacy.

- A two-year marketing plan should be developed for the campus that takes into account all planned activities among all groups involved in outreach.
 - Activities should be placed in a comprehensive timeline looking for efficiencies in staffing and direct costs.
 - Activities should be reviewed looking for opportunities to reduce paper and introduce technology to the process across the campus.
 - Within the general plan, specific diverse communities would be targeted with specific tactics to reach them. This would be implemented across all campus outreach activities.
 - Contingency sub-plans should be developed for typical scenarios including general low enrollment, low program enrollment, college events and fundraising.

APPENDICES

APPENDIX A – RETREAT INVITEES

Confirmed

1. Sherine Adeli -- Videographer
2. Tameka Alexander – Outreach counselor
3. Melva Alvarez – MESA director, former TLC recruitment/outreach coordinator
4. Javier Carbajal-Ramos – Title V recruitment/outreach coordinator
5. Dina Chase – Interim Director of Admission and Records, Transfer and Outreach
6. Mon-Shane Chou – Associated Students, Public Relations
7. Alan de la Vera -- Outreach
8. David Douglass -- Dean of Natural Sciences
9. Simon Fraser – Associated Students
10. Juan Gutierrez –Public Relations Director
11. Michael Ihrig -- Title V tech lead (portal, website, and database)
12. Matt Jordan – Photography professor
13. Brock Klein – Teaching and Learning Center (TLC) director
14. Crystal Kollross – Interim Dean of Institutional Planning and Research
15. Steve Lam – Web Office
16. Steve Matchan -- Police
17. Kim Miles – Financial Aid Director
18. Robert Miller – VP of Ed Services
19. Manuel Perea – Basic Skills Coordinator
20. Cynthia Olivo – Dean of Counseling
21. Dale Pittman – MIS director
22. Laura Stasytyte – Web Office
23. David Steiman – Title V tech team (videographer)
24. Leslie Tirapelle – Interim Dean of Distance Ed
25. Armija Walker -- Outreach

Will Not Attend

1. Elaine Chapman – Director of Extended Learning
2. Salomon Davila – Engineering professor
3. Rachel Fermi – Digital Media professor
4. Matt Kiaman -- Computing Services
5. Jeff Laun -- MIS
6. Rhea S. Presiado – Geography professor, Title V portal development lead
7. Gilbert Rivera – Publications Supervisor
8. Frank Scialdone – Police Chief

Have Not Responded

1. Carmen Porreca – Telecommunications faculty
2. Alex Soto – Associated Students
3. Beverly Tate – Interim, Special Projects
4. Scott Thayer – Dean of Student Affairs
5. Chiara Hensley -- Counselor

APPENDIX B – RETREAT AGENDA

Communication-Technology-Outreach Retreat Agenda

Prepared and facilitated by Pamela Cox-Otto, Ph.D.

This is a retreat to help us identify the kinds and types of communications that we love, hate, need more of, need less of, which we had, hope we never see again, and envy in our competitors; all from the point of view of faculty, leadership, students and staff. The results of this retreat will become the set of benchmark around which a comprehensive communication plan and protocol will be established. The goal is to (forgive me) do more with less effort, respond more quickly to market changes, and speak with one voice to our critical publics.

Phase 1: Onsite research on board, leadership, division, department, and faculty needs and issues in public communication.

Phase 2: Integration of all input from Phase 1 to develop a comprehensive list of needed materials and a process and procedure that will integrate college messaging throughout the campus and its many voices.

Phase 3: Development of an Internal Communication Plan and Playbook that is up-dateable, flexible and clarifies college messaging and critical message points, year to year.

Homework:

1. Bring a sample your favorite outreach/recruiting messages/vehicles (paper/email etc.) from PCC
2. Bring an example of your favorite use of technology by PCC
3. Bring an example of the best marketing piece you ever saw from another college (in any format)

Morning – External Discovery

8:30 – 9:30

| | |
|---|-------------------|
| Presentation: Introduction to Communication Challenges facing PCC | 60 Minutes |
| Big Picture: Communication Focus at the Macro Level Dr. Mark Rocha <i>State Competition and College Vision for Communications</i> | 20 minutes |
| PCC Challenges: Resources and Limits: Juan Gutierrez & Brock Klein <i>Challenges, Opportunities and Vehicles</i> | 15 minutes |
| On the Ground Opportunity: Integrated Communications Dr. Pamela Cox-Otto | 25 minutes |
| <ol style="list-style-type: none"> 1) Audience Focus will change due to funding and leadership 2) Media will change as well what is effective 3) Colleges tend to trip themselves in communications 4) Largest Communication vehicle is ignored (Faculty and Staff) | |

9:30 – 11:00

External (Outreach and PR) Wish List Facilitated: Break into groups by (leadership, faculty, staff, students) and using the samples of favorite outreach materials make a prioritized list of communication vehicles

90 Minutes

- 1) You love
- 2) You hate
- 3) You think would work to reach the potential student population
- 4) Other Colleges Do Better than Well

11:00 – 12:15

Roles & Resources: Assess what Roles People have in the college Image

75 Minutes

- 1) What Roles do each group have in the public image?
 - o What should faculty do (Min/Max)
 - o What should managers do (Min/Max)
 - o What should leadership do (Min/Max)
 - o What should students do (Min/Max)

- 2) What roles work well right now
- 3) What needs to be improved?
- 4) What resources would make it work much better?

12:15 to 1:00 Lunch

Afternoon- Internal Discovery

1:00 – 2:30

Internal Wish List Facilitated: Break into groups by (leadership, faculty, staff, students) and using the samples of favorite outreach materials make a prioritized list of communication vehicles

90 Minutes

- 1) What do you Pay Attention to EVERY TIME.
- 2) What do you ignore
- 3) What do you hate
- 4) What do you love

2:30 - 3:30

What Information is Needed to Function Well: What do you feel you need and in what timeline in order to make wise decision and function well **60 Minutes**

- Type of Information you always Need
- Leadership Communications
- Student Communications Vehicles
- What is needed to make it better
- What needs to stop

3:30 – 4:30

Summary Exercise: Punch List of Potential Changes
Minutes

60

APPENDIX C – LOVE AND HATE INTERNAL COMMUNICATIONS

LDR – Leadership AA – Academics SER – Student Services ST – Student U - Undeclared

| Love IT PCC Communications | | |
|----------------------------|-------------------|--|
| Who | Grouping | Comment |
| AA | Email | Global Email |
| LDR | Email | Comm. Roundtable |
| LDR | Email | Late night Email with Dr. Olivo |
| SER | Email | Portal Meetings |
| SER | Email | Dept. happenings every semester via Email! |
| SER | Email | Updates procedures Students services (Email) |
| SER/A A | Email | Juan's Emails to us w/PCC Pulse highlights to lead us to the page |
| U | Email | Email |
| LDR | Formal Meetings | Good/productive staff Meetings |
| LDR | Formal Meetings | Mgmt. Meetings |
| LDR | Formal Meetings | SLS mgmt. mgs |
| SER | Formal Meetings | Direct division Communication |
| SER | Formal Meetings | Communication roundtable |
| SER | Formal Meetings | Title U Meetings |
| U | Formal Meetings | Productive staff meeting |
| U | Formal Meetings | Productive staff meeting |
| AA | Informal Meetings | Walking and talking in hallways as we race from meeting to meeting |
| LDR | Informal Meetings | F2F accessibility |
| LDR | Informal Meetings | Meeting colleagues at Starbucks |
| LDR | Informal Meetings | Coffee with Dr. Dave |
| LDR | Informal Meetings | Starbucks amigos |
| SER | Informal Meetings | Cocktail's happy hours |
| SER | Informal Meetings | Retreats kwest style |
| SER | Informal Meetings | Parking lot |

| | | |
|------------|----------------------------|---|
| SER | Informal Meetings | Starbucks |
| U | Informal Meetings | Starbucks coffee break |
| U | Informal Meetings | PCC faculty meet ups (bond, bounce off ideas, collaborate) |
| LDT | Open communication | Realization that discussion involve larger community |
| U | Open communication | Open Communication from my staff to supervisor to President |
| AA/SE R | President's weekly message | Virtual President's Report |
| SER | President's weekly message | President's weekly message |
| U | President's weekly message | Rocha's. Presidents report |
| AA | Pulse | Pulse |
| LDR | Pulse | PCC Pulse |
| LDR | Pulse | Pulse articles so you can dig further if interested |
| LDR | Pulse | Pulse |
| SER | Pulse | Love that the bulletin is deceased RIP |
| SER | Pulse | Pulse |
| SER | Pulse | Pulse newsletters |
| SER | Pulse | PCC Pulse |
| U | Pulse | Pulse |
| U | Pulse | Pulse pushes info |
| U | Pulse | Pulse PCC |
| U | Pulse | Pulse! |
| LDR | Pulse | Headline news through Pulse |
| SER | Pulse | Pulse |
| SER | Video Meetings | Leaving a legacy (retiree videos) |
| U | Video Meetings | Google + video chat collaboration |
| U | Video Meetings | Skype |
| U | Video Meetings | Video board mtg. |
| SER | Web-related | Ticketing system |
| AA/SE | Web-related | New Students enroll, here tool, button and pages |

| | | |
|------------|-------------|-----------------------------------|
| R | | |
| AA/SE R | Web-related | In the news info on the home page |
| ST | Pulse | Pulse |
| ST | Pulse | Pulse |
| ST | Pulse | Pulse-great jumping-off point |
| ST | Email | Emails |
| ST | Web-related | PCC people search directory |

LDR – Leadership AA – Academics SER – Student Services ST – Student U - Undeclared

| Hate IT PCC Communications | | |
|----------------------------|----------|--|
| Who | Grouping | Comment |
| ST | DOI | Too many venues of Communication--not streamlined |
| AA/SER | DOI | That is non-existent |
| SER | DOI | Not all staff and faculty know the registration process |
| SER | DOI | No direct means of Communication |
| LDR | DOI | Lack of Communication affecting other areas |
| LDR | DOI | No information on changes |
| U | DOI | Not being informed of changes, affect other people/departments, things don't work! |
| AA | DOI | Silos |
| AA | DOI | Informational silos |
| U | DOI | Unclear chain of command |
| LDR | DOI | Who do we go to for information? |
| SER | DOI | PCC directory is not helpful |
| AA/SER | DOI | There's no physical space on Campus for us to meet and communicate |
| AA/SER | DOI | That I cannot count on any specific method to ensure I communicate with any constituency group |
| U | DOI | That I never know anything till after it happens |
| LDR | DOI | Information from top administration |

| | | |
|--------|---------------------|---|
| SER | DOI | Roles of faculty or staff are blurred who does what? |
| U | DOI | Culture of 'not my job!' |
| ST | DOI | Consistent info on Website-it's out of date, neglected and to confusing |
| SER | Meetings | No Outreach Meetings |
| LDR | Meetings | Dean's Meetings |
| LDR | Meetings | Meetings |
| U | Meetings | Unproductive Meetings is a waste of times |
| LDR | Meetings | Long management meeting |
| U | Meetings | Lack of staff Meetings |
| LDR | Meetings | Divisions |
| AA/SER | Meetings | Attend regularly scheduled Meetings just because it's scheduled |
| AA | Meetings | Meetings |
| AA | Meetings | Meetings for info only |
| SER | Paper | Internal mail system (mail box) |
| LDR | Paper | Merlo |
| U | Paper | Glossy, colors, g-color brochures that no one reads |
| AA | Paper | Text-heavy flyers |
| LDR | Paper | Paper methods too slum |
| AA | Paper | Flyers in my mailbox |
| LDR | Paper | NCR forms |
| AA | Scheduling Meetings | Meeting scheduling uses outlook calendar people! |
| SER | Scheduling Meetings | Microsoft outlook (Emails) |
| ST | Random | PCC people-- lack of ability to see everyone at once |
| SER | Random | Lack of centralize calendar |
| SER | Random | We do not address how PCC can help our personal family |
| LDR | Random | Hallway chats |
| U | Random | Staff doesn't communicate with each other outside their classrooms |
| SER | Random | Need more social (informational) staff/faculty functions |

| | | |
|-----|-----------------------------|--|
| U | Communication with Students | Crier student info |
| ST | Communication with Students | Campus crier |
| ST | Communication with Students | ASPCC kept out of loop too often by rest of Campus community (staff/faculty/leaders) |
| ST | Communication with Students | Try to keep friendly attitude with Students frustrated |
| U | Communication with Students | Students inform our office of a changes and we are unaware of that change |
| ST | Communication with Students | Face-t-face with Students keeps office hours! |
| ST | Communication with Students | Accessibility to Students |
| U | Email | Massive amount of Emails (loose track of what's new) |
| ST | Email | Letters and Emails to students- too often Students have to come to college for info |
| ST | Email | Non existent student Email |
| LDR | Email | Long Emails Hate! |
| ST | Email | No student Email |
| SER | Email | Email |
| SER | Email | People who stop using 'reply all' on a group Email message |
| LDR | Email | Sent you an Email but you didn't respond, so I'll send you another' |
| U | Email | Reply all |
| ST | Voicemail | Phone tree confusing for students |
| U | Voicemail | Phone systems/ lack of thorough message |
| LDR | Voicemail | Voicemail hell |
| LDR | Voicemail | Inadequate Phone answering system |
| ST | Voicemail | Voicemail |

APPENDIX D – NO/LOW RESPONSE MEDIA

LDR – Leadership AA – Academics SER – Student Services ST – Student U - Undeclared

| MEDIA TO WHICH STAFF NEVER RESPOND | |
|---|--|
| LDR | SPAM |
| LDR | Read junk mail |
| LDR | Twitter |
| LDR | Facebook |
| LDR | Voicemail |
| LDR | Twitter |
| LDR | Land line |
| LDR | Snail mail |
| LDR | Voicemails from vendors |
| SER | Answer Phone while talking to someone else |
| SER | Facebook chat |
| SER | Phone when people are around |
| SER | Voicemail |
| SER | Phone calls |
| SER | Text |
| SER/AA | Twitter |
| SER/AA | Chair e-mail |
| SER/AA | Snail mail |
| SER/AA | Facebook chat |
| SER/AA | Phone |
| U | Facebook |
| U | Facebook |
| U | Text |
| U | Chain mail |

| | |
|---|----------|
| U | Facebook |
| U | Twitter |

LDR – Leadership AA – Academics SER – Student Services ST – Student U - Undeclared

| MEDIA TO WHICH STUDENTS NEVER RESPOND | |
|--|--------------------|
| ST | PCC Email |
| ST | Voicemail |
| ST | Long Emails |
| ST | Phone |
| ST | Voicemail |
| ST | Snail mail |
| ST | Voicemail |
| ST | Facebook |
| ST | Mail |
| ST | Flyers and posters |

APPENDIX E – HIGH RESPONSE MEDIA

LDR – Leadership AA – Academics SER – Student Services ST – Student U - Undeclared

| MEDIA TO WHICH STAFF ALWAYS RESPOND | |
|--|-------------------------------|
| AA | Email |
| AA | Text |
| AA | Voicemail |
| AA | IM |
| LDR | Outlook requests for Meetings |
| LDR | Email from PCC address |
| LDR | F2F |
| LDR | Text |
| LDR | Phone |
| LDR | Email |
| LDR | Dean Meetings |
| LDR | Get coffee in the morning |
| SER | Text |
| SER | Text |
| SER | Email |
| SER | Facebook |
| SER | Facebook personal message |
| SER | Google+ |
| SER | Email |
| Seer | Skype |
| SER | Google+ hang out |
| SER | Email |
| SER | Cellphone |
| SER | Tweet me |
| SER/AA | Text |
| SER/AA | IM |

| | |
|--------|-----------------------|
| SER/AA | Always social outings |
| SER/AA | IM |
| SER/AA | Voice messages |
| SER/AA | Email |
| SER/AA | Email w/bullet points |
| SER/AA | Email |
| SER/AA | Phone |
| SER/AA | Phone |
| SER/AA | Phone |
| SER/AA | Voice messages |
| SER/AA | Email |

LDR – Leadership AA – Academics SER – Student Services ST – Student U - Undeclared

| MEDIA TO WHICH STUDENTS ALWAYS RESPOND | |
|---|--|
| ST | Facebook |
| ST | Facebook (short issues) |
| ST | Phone (that I am initiating or picking up) |
| ST | F2F |
| ST | Email (moderately for responding) |
| ST | Phone (compels issues that need attending) |
| ST | Text (for simple y/n) |
| ST | Email |
| ST | Text |
| ST | Text |
| ST | Phone call to mobile |
| ST | Email |
| ST | F2F |
| ST | Text |
| ST | Email |

| | |
|----|----------|
| ST | Facebook |
| ST | Text |
| ST | Text |
| ST | Text |

APPENDIX F – OTHER COLLEGE’S MEDIA

Please note that the summary groupings were identified and named by Participants.

LDR – Leadership AA – Academics SER – Student Services ST – Student U - Undeclared

| MEDIA OF OTHER COLLEGES YOU LIKE | | |
|----------------------------------|--------------------|---|
| Who | Summary | Comment |
| ST | Website | Cleaner more open Websites that don't clutter up screens with info ex// mtsac.edu |
| LDR | Website | Website!! |
| U | Website | GCC Webpage |
| SER | Website | Web envy! Every other school's Website |
| AA/SER | Website | Portal @ Cerritos |
| SER | Website | Website |
| LDR | Website | Mt SAC Website |
| LDR | Website | Coastline Website coastline.edu |
| LDR | Website | Website |
| AA | Website | Student videos on their site Valencia, folia |
| SER | Website | Even Glendale CC has a first-year Web section with an intuitive to use Website |
| ST | Website | Usc.edu |
| SER | Website | University of Chicago |
| SER | Website | Mt. SAC, Long Beach, South Orange County |
| LDR | Website | UC Berkeley's Website |
| LDR | Website | Mt. SAC annual report |
| SER | Website | Valencia college |
| AA/SER | Website | San Diego City College FYE Web page |
| AA/SER | Automated services | City College of San Francisco assessment services Web site matrix |
| LDR | Automated services | Automated services ex// electronic transcript |
| AA/SER | Automated services | Cal Poly SLD virtual view book |
| SER | Automated services | Any school that is providing free educational resources on iTunes U |

| | | |
|--------|----------------------|--|
| SER | Automated services | ifalcon (Cerritos) lifemap (Valencia) |
| LDR | automated services | Mt. SAC's student schedule data and auto refund |
| SER | Automated services | Packet admissions. Rutgers.edu customizable student packet |
| SER | Automated services | U of MN, along with an endless list of other colleges and U's, has a great fist year Web portal and new student area |
| ST | Automated services | Streamlined registration/enrollment |
| ST | Automated services | Degree works |
| AA/SER | Slogan | Humboldt stat ' a community of learning' |
| AA/SER | Slogan | CalPoly SLO 'learn by doing' |
| SER | Slogan | Valencia's new motto 'we say you can' |
| AA/SER | Slogan | Santa Monica 'go where the world goes' marketing campaign |
| LDR | Marketing strategies | Vehicles tastefully labeled (we rent) |
| SER | Marketing strategies | Mt. SAC has sweet visual images in there buildings |
| LDR | Marketing strategies | Nice stories in local Paper ex// Citrus in Claremont courier |
| ST | Marketing strategies | UC Berkeley or USC apparel |
| ST | Marketing strategies | Other colleges using KPCC |
| ST | Marketing strategies | Other colleges using KPCC |
| AA | Marketing strategies | Other colleges using KPCC |
| LDR | Promotional material | Signage outside their schools |
| ST | Promotional material | SMC advertising on buses going past PCC! |
| AA/SER | Promotional material | SUNY FAQ for applicants |
| U | Promotional material | More 'tuned into' what would appeal to youth |
| U | Promotional material | Publicity (Rio Hondo) |
| U | Promotional material | Publications (Rio Hondo, Citrus, Mt. SAC) |
| LDR | Promotional material | Promotional materials (Citrus, Mt. SAC, Rio Hondo College) |
| SER | Student services | Free bus rides (Santa Monica) |
| LDR | Student services | Nice science buildings |
| AA/SER | Student services | Even Glendale CC has a first-year Web section with an intuitive to use Website |
| ST | Student services | Even Glendale CC has a first-year Web section with an intuitive to |

| | | |
|-----|---------------|--|
| | | use Website |
| LDR | Staff/faculty | |
| LDR | Staff/faculty | Faculty/staff relationships @COC |
| AA | Staff/faculty | Mt. SAC handles recruitment for all special programs out of ONE office |
| SER | Staff/faculty | Their own IT staff |
| U | Staff/faculty | All communication to the, high schools come from one office 'admissions and Outreach' not multiple departments for example USC and CAL Poly Pomona |

APPENDIX G – PCC MEDIA YOU LOVE

Please note that the summary groupings were identified and named by Participants.

LDR – Leadership AA – Academics SER – Student Services ST – Student U - Undeclared

| MEDIA OF PCC YOU LOVE | | |
|-----------------------|---------|-----------------------------------|
| Who | Summary | Comment |
| SER | Online | Project 90 Website |
| ST | Online | PCC Facebook page |
| SER | Online | Flicks images |
| AA/SER | Online | Various program's Facebook pages |
| ST | Online | Online media |
| LDR | Online | Nat. sci. Facebook page |
| SER | Online | Project 90 accessible on homepage |
| SER | Online | New student portal |
| SER | Online | Financial aid portal |
| AA/SER | Online | Ask a librarian chat |
| LDR | Online | Social networking |
| AA/SER | Online | New student start here tool |
| SER | Online | PCC today |
| AA/SER | Online | Open/closed class list |
| LDR | Online | Online schedule (in theory) |
| AA | Video | XL video |
| SER | Video | Program pathway recruitment video |
| LDT | Video | Video |
| SER | Video | Financial aid TV |
| SER | Video | YouTube video's |
| SER | Video | YouTube videos |
| SER | Video | YouTube PCC lancer |
| SER | Video | YouTube PCC lancer |

| | | |
|--------|---------------|--|
| SER | Video | Pathway video |
| SER | Video | Financial aid TV |
| LDR | Pulse | PCC Pulse |
| SER | Pulse | PCC Pulse |
| SER | Pulse | PCC Pulse |
| AA/SER | Pulse | PCC Pulse |
| SER | Campus events | Town Meetings |
| ST | Campus events | Study session of BOT in public areas of district |
| ST | Campus events | Community wide press releases |
| AA | Campus events | B of T community Meetings |
| ST | Campus events | Board of trustees study sessions |
| SER | Campus events | Campus tours community tours |
| SER | Campus events | Campus tours |
| SER | Campus events | Flea markets |
| SER | Campus events | African American student conferences |
| LDR | Campus events | Commencement activities |
| LDR | Campus events | Graduation |
| AA | Campus events | Welcome day |
| SER | Campus events | PCC swim for community |
| SER | Campus events | Theater opera |
| ST | Campus events | PCC robotics Day with 6-8th graders from in-district schools |
| AA/SER | Campus events | PCC faculty Saturdays |
| AA | Campus events | Band fest with high schools |
| LDR | Campus events | Welcome day |
| AA/SER | Campus events | Various events for middle and H.S. students |
| LDR | Campus events | Robotics day |
| SER | Campus events | Events on Campus like Daryl Hannah |
| AA | Campus events | Art night at PCC |
| SER | Campus events | Art gallery, community participate in all events |

| | | |
|-----|-----------------|--|
| AA | Campus events | Robot day |
| AA | Campus events | PCC hosted job fair |
| SER | Posters | Commencement booklet in star news |
| SER | Posters | Outreach posters (specific to community) |
| AA | Poster | Vans/shuttles |
| LDR | Poster | Giant dinosaur stickers on PCC trailer |
| ST | Posters | Marquis |
| SER | Posters | Wrapped buses |
| ST | Posters | PCC-branded free (and useful) goodies |
| LDR | Posters | Banners, posters, postcards |
| ST | Posters | Banners along Colorado Blvd |
| AA | Posters | Street banners |
| SER | Posters | Street lamp post banners |
| LDR | Radio | NPR |
| AA | Radio | Radio ads |
| LDR | Radio | KPCR |
| SER | Radio | KPCC |
| ST | Radio | KPCC |
| SER | Radio | NPR |
| SER | Radio | PCC radio |
| SER | St. publication | Spot light |
| SER | St. publication | PCC courier |
| SER | St. publication | Inscape |
| ST | St. publication | High school connection his summer bridge |
| AA | St. publication | PCC-PUSD collaborative in math and English |
| AA | St. publication | ESL PUSD/PCC instructor retreat |
| SER | Jumbo-tron | Corner display sign on hill |
| SER | Jumbo-tron | Colorado and hill message board |
| AA | Jumbo-tron | Electric sign |

| | | |
|-----|-------------------|--|
| LDR | Jumbo-tron | Electronic sign |
| SS | Jumbo-tron | Jumbo-tron @ commencement |
| LDR | Com. Meetings | Board mgs in community |
| SER | Com. Meetings | Community Outreach |
| SER | Com. Meetings | Community fairs |
| AA | Com. Meetings | Have President advisory Meetings at community venues |
| SER | Com. Meetings | Community Meetings |
| SER | Random | T-shirts |
| LDR | Random | Think college... think PCC |
| LDT | Random | Think transfer |
| LDR | Random | Local Paper's content of college's happenings, both activities and sports happenings |
| ST | Random | College-wide blast Emails |
| LDR | Random | Email and Phone blasts |
| SER | Random | Arts alive campaign |
| LDR | Random | Juan's PCC tattoo |
| U | Random | Steps to enroll handout |
| AA | Random | Student ambassador program |
| LDR | Random | SLS programs and services (variety) |
| SER | Random | Pasadena education foundation workshop |
| SER | Random | Cash for college workshop |
| LDR | Random | Word of mouth |
| LDR | Random | Faculty reputation |
| LDR | Random | Alumni |
| SER | Off Campus events | Stars program |
| SER | Off Campus events | Pathway presentations |
| AA | Off Campus events | Visits to h. schools to recruit for pathways |
| AA | Off Campus events | Physical appearance of Campus |
| U | Off Campus events | FAFSE workshops at high schools |

| | | |
|--------|-------------------|---|
| LDR | Off Campus events | Campus appearance |
| ST | Off Campus events | Transfer counselors at high schools helping Students register |
| AA | Off Campus events | Visit schools and talk directly to Students |
| SER | President | President's report to community |
| SER | President | Campus reports |
| LDR | President | Presidents better for community |
| ST | President | President's report |
| LDR | President | President's report view book |
| LDR | President | President's letter to community by mail |
| SER | President | Campus report |
| AA/SER | President | President's report |
| LDR | On Campus events | Changes in how Informal that is pushed is now organized in Pulse |
| SER | On Campus events | Lunch 'n learns |
| LDR | On Campus events | Work that is now happening to get people to pull information that is important to them; active learners |

APPENDIX H – PCC MEDIA YOU HATE

Please note that the summary groupings were identified and named by Participants.

LDR – Leadership AA – Academics SER – Student Services ST – Student U - Undeclared

| MEDIA OF PCC YOU HATE | | |
|-----------------------|----------|---|
| Who | Summary | Comment |
| LDR | Website | We don't accept electronic documents in HR |
| ST | Random | Parking lots on Campus for visitors playing KUSC thru speakers! |
| SER | Website | Online hook |
| SER | Website | Event calendar |
| LDR | Website | No master calendar |
| LDR | Website | Inconsistent Facebook sites |
| AA | Website | Nothing is fully online |
| ST | Websites | Pasadena.edu |
| SER | Website | PCC online representation |
| SER | Website | Monolingual |
| SER | Website | PCC's Website, especially the homepage, reflects the Web of 2003- outdated and Text heavy |
| AA | Website | Horrible Website |
| SER | Website | Lancer radio Website |
| SER | Website | Main Website |
| LDR | Website | Website |
| AA | Website | Website |
| ST | Website | Social networking and Website not cohesive |
| SER | Website | Not enough 'smart' Phone Outreach |
| AA | Website | Lack of coordination in Outreach |
| SER | Website | Website! |
| AA/SER | Website | Lancer link |
| LDR | Website | The tiny banner at the top of Website |

| | | |
|--------|---------------|---|
| ST | Website | Information not always easy to navigate |
| AA/SER | Website | Our Web page layout |
| LDR | Website | Display on Website |
| LDR | Website | Confusing Web page |
| ST | Website | Overall Website layout |
| AA | Website | Disjointed Web site not user friendly |
| LDR | Website | The vast scope of content that needs to be kept up to date on Web pages |
| AA | Website | No effective content management system |
| AA | Funding | Fend for ourselves (design and pay for marketing) |
| SER | Funding | We don't 'fight back' against for profit universities |
| LDR | Poor Outreach | No budget for marketing |
| AA | Poor Outreach | No support (people) for effective marketing |
| AA | Poor Outreach | Phone tree. Hello please helps me! |
| LDR | Poor Outreach | Stupid wrapped vans! |
| LDR | Poor Outreach | Panels w/PCC on it |
| AA/SER | Poor Outreach | Phone blasts |
| ST | Poor Outreach | Putting BoT Meetings on a TV station that I can't even find! |
| AA | Poor Outreach | Glossy color 6 panel brochures that no one reads |
| AA | Poor Outreach | BoT study sessions |
| LDR | Poor Outreach | Better use of KPCC |
| AA/SER | Poor Outreach | Requiring In person (student business) processes |
| SER | Poor Outreach | Any neon colored forms |
| SER | Poor Outreach | Paper anything |
| LDR | Poor Outreach | Marquee |
| LDR | Poor Outreach | CTE handbook |
| AA/SER | Poor Outreach | Anything Snail mail |
| LDR | Poor Outreach | CTE brochures |
| LDR | Poor Outreach | Essentially all of our tri-fond/brochures |

| | | |
|--------|-------------------------|--|
| U | Poor Outreach | Branding does not grab customer. People are not... |
| AA/SER | Poor Outreach | Paper forms |
| LDR | Poor Outreach | Limited tech-trails real world |
| AA | Poor Outreach | Text-heavy materials that no one reads |
| AA | Poor Outreach | Poor presentation materials (especially PowerPoint) that bore, confuse, misinform |
| SER | Poor Outreach | CTE 'neon' brochures |
| ST | Poor Outreach | Mailed extended learning catalog |
| SER | Poor Outreach | Literature |
| ST | Poor Outreach | Overload of flyers/Paper media |
| AA/SER | Paper | Paper handouts |
| AA/SER | Paper | Paper advertising |
| SER | Paper | Paper brochures |
| ST | Hate on Students | The over emphasis of incoming high school to exclusion of other potential students in community (adults, etc.) |
| LDR | Hate on Students | Communication to students from student services |
| AA/SER | Hate on Students | Refund policy/procedure is not student friendly |
| SER | Hate on Students | Campus jobs 'lancer job' buried in our Website Hard to find for anyone |
| LDR | Hate on Students | Inability to guarantee courses Students need/want |
| SER | Hate on Students | No first year student portal targeting 'prospective Students' |
| SER | Hate on Students | Welcome day too late in the summer |
| ST | Hate on Students | Feels too complicated to get in, might put a lot off |
| U | Hate on Students | Getting into PCC too complicated |
| AA | Hate on Students | Students do not have choice of 'channels' to receive info |
| SER | Branding | School colors, mascot, and nick name |
| SER | Branding | T-shirt design |
| AA | Branding | The message lacks a clean brand |
| ST | Lack of personalization | Lack of personal connection or draw |
| ST | Lack of personalization | Not personalized enough |

| | | |
|--------|-------------------------|---|
| SER | Lack of personalization | Trailblazer- don't follow know my PCC or my anything |
| LDR | Poor Communication | Need to involve just about everyone in Email thread, especially up the chain as far as you can go |
| U | Poor Communication | Integrated Outreach asks me mentality for all! |
| LDR | Poor Communication | Fragmentation of efforts; message targeting based on group putting it together |
| SER | Poor Communication | Recruitment information without financial aid 'stuff' |
| SER | Poor Communication | Negative messages about college in community |
| SER | Poor Communication | Branding does not grab customer people could be on Portland com. College Site and not realize! |
| U | Poor Communication | Wee keep doing the same thing... |
| AA/SER | Poor Communication | Students have to pay fees to add/drop classes |
| SER | Poor Communication | Welcome day planning |
| AA | Poor Communication | Blast Text Email blast (no html) |
| SER | Poor Communication | Not fully committed to forward progression |
| SER | Poor Communication | Too much information... it gets ignored |
| AA | Poor Communication | No standards |
| LDR | Poor Communication | "You didn't involve me in decision, so I'm not participating" (active or passive resistance) |
| ST | Poor Communication | Out of date message for events gone past |
| AA | Poor Communication | Poor internal Communication (we have gone insane!) |
| SER | Poor Communication | Calendar what calendar |
| LDR | Poor Communication | Not knowing what is going on |
| LDR | Poor Communication | Misinformation about the college |
| AA | Poor Communication | No common/standard tools |
| AA | Poor Communication | No coordination |
| AA | Poor Communication | External messages are not coordinated |
| SER | Poor Communication | Our attempt to please everyone. We wow no one! |
| ST | Poor Communication | Different groups with different message |
| SER | Poor Communication | No Campus wide calendar |
| SER | Poor Communication | People who feel we don't need Outreach |

| | | |
|-----|---------------|---|
| LDR | Poor Outreach | Outreach/PR resources |
| SER | Poor Outreach | Lack of buy-in from departments in Outreach efforts |
| SER | Poor Outreach | Outreach efforts seem disjointed and coming from different 'voices' |
| U | Poor Outreach | Sitting In HS Quads |
| U | Poor Outreach | Too many reps not communicating |
| ST | Poor Outreach | No utilization of faculty or not enough |
| AA | Poor Outreach | Competing Outreach Meetings with mixed messages |
| AA | Poor Outreach | Poorly coordinated Outreach |
| ST | Poor Outreach | Lancer radio could be used as Outreach tool but currently highly underused |
| U | Poor Outreach | Too many people doing Outreach, which creates confusion from high school staff! |
| SER | Poor Outreach | Small Outreach representations |
| SER | Poor Outreach | PCC counseling representation at POSD |
| AA | Poor Outreach | Recruiting for travel study programs |
| LDR | Poor Outreach | That we play KUSC in the parking structure - play lancer radio |

APPENDIX I – PCC MEDIA TO FIX

Please note that the summary groupings were identified and named by Participants.

LDR – Leadership AA – Academics SER – Student Services ST – Student U - Undeclared

| MEDIA OF PCC YOU WANT FIXED | | |
|-----------------------------|-------------------|--|
| Who | Summary | Comment |
| SER | Website | Website! |
| ST | Website | Pasadena.edu |
| AA/SER | Website | PCC Web page |
| ST | Website | lancerlink.pasadena.edu |
| AA/SER | Website | Create a VIP portal for prospective Students |
| AA/SER | Website | PCC lancer link |
| U | Website | Information on demand-online for students/ create own online brochure |
| ST | Website | Cohesiveness in online media |
| AA/SER | Website | Online schedule of classes info other than classes needs to be up and easier to access |
| AA/SER | Website | Admissions FAQ/chat service |
| LDR | Electronic forms | Electronic forms |
| AA/SER | Electronic forms | Fillable forms and online submissions |
| LDR | Electronic forms | E-forms apps |
| SER | Electronic forms | Paperless Campus |
| LDR | Electronic forms | No Paper |
| ST | Electronic forms | Going as Paperless as possible |
| U | Branding | We need a jingle |
| SER | Branding | Where is Larry Lancer? |
| SER | Branding | New motto |
| AA/SER | Social networking | Counselor chat service |
| ST | Social networking | Various reliable options given. Send messages through mail, Text, social network |

| | | |
|--------|--------------------|---|
| LDR | Social networking | Mass Communication service to Students blackboard connect? |
| SER | Social networking | Tech tech tech. |
| AA/SER | Social networking | Text messaging Students important Info |
| ST | Social networking | Utilizing smartphone/QR code capabilities |
| ST | Social network | iPhone and android apps |
| U | Social networking | Facebook. Sponsored ads that target based on user demographics |
| AA/SER | Social networking | IM |
| SER | Social networking | Convert Phone booths in C building to video chat booths |
| LDR | Social networking | Virtual community for all programs |
| SER | Community presence | Community gander, to being people together. Where good Ideas are born' |
| ST | Community presence | Student discounts with local businesses |
| SER | Community presence | Host a tent- pole like event on Campus annually to draw people from all over to Campus |
| SER | Community presence | Community day at PCC, where people fro comity are involved to participate at events |
| LDR | Outreach | Additional resources for Outreach... staff and budget |
| AA/SER | Outreach | Incorporate Alumni and faculty |
| AA | Outreach | Redefine Outreach to mean 'active' participation not talking heads boring 16 year olds to death |
| SER | Outreach | Incorporate clubs, alum, orgs |
| SER | Outreach | Take a business aggressive model towards Outreach and advertisement |
| SER | Outreach | Improve diversity in Outreach who are we addressing? |
| ST | Outreach | Outreach |
| AA/SER | Calendar | Events calendar on home page |
| LDR | Calendar | PCC master calendar |
| LDR | Calendar | Calendar app |
| LDR | Calendar | Everybody uses calendar systems |
| SER | Calendar | Easy to search, find, read calendars of events |
| SER | EBooks | Eliminate the book bag |

| | | |
|--------|---------------|--|
| LDR | EBooks | Eliminate bookstore, create 'apple' store |
| AA | EBooks | All Textbooks online and free |
| SER | EBooks | EBooks are the way to go |
| LDR | EBooks | Improve PR |
| LDR | EBooks | Improve publicity process |
| SER | Random | PCC radio |
| LDR | Random | Proud past global future what? |
| ST | Accessibility | Vibrant and inviting literature |
| AA | Accessibility | All technology (software, services) |
| SER | Accessibility | Single sign-on to all student and staff services |
| LDR | Accessibility | Scan in/out attendance |
| AA/SER | Accessibility | Web page available in various languages |
| LDR | Accessibility | Attend to community demographics (age, ethnicity, socio-econ, interest/need) |
| SER | Accessibility | Multi-lingual everything |
| LDR | Email | Accept Email resumes |
| SER | Email | The death of Emails to Students |
| LDR | Email | Email for life |
| SER | Email | Email responses for student services |
| SER | Email | Email accounts for Students |
| LDR | Support | An IT staff |
| SER | Support | My own IT staff |
| AA | Visual Comm. | Start using technology to communicate of the college community |
| LDR | Visual Comm. | Improve flow of Communication from top level to everyone |
| SER | Visual Comm. | Online Campus Web studio |
| SER | Visual Comm. | All staff and faculty should have the ability to video chat with each other and Students |
| SER | Visual Comm. | PCC welcome center |
| LDR | Visual Comm. | Begin/continue better sync in energy of efforts |
| LDR | Visual Comm. | Speaker and bureau |

| | | |
|-----|--------------------|---|
| AA | Distance education | Mega fully online/DE international program |
| LDR | Distance education | Robust online program with effective instruction |
| AA | Distance education | Fully online and hybrid pathways that are guaranteed! |
| LDR | Distance education | Campus collaborations with 4 years on Campus |
| LDR | Distance education | Offer the baccalaureate degree |

APPENDIX J – WEB SURVEY

PASADENA CITY COLLEGE

Communication Needs Study

Part 1 of 3:

This is the first of three sections. When you are done with this section, click the button on the bottom of the page. Please answer the survey questions in regard to the Pasadena City College Marketing.

Department

Function (Faculty, Support Staff, Administration)

Status (Full-time/Part-time)

Relationship to Marketing (Check all that apply: Client (Need market plan), Client (Need materials), Client (Other), Recruit for Program, Recruit for College, Approve Materials, No Relationship, No Marketing Needs)

Part 2 of 3:

This is the second of three sections. When you are done with this section, click the button on the bottom of the page.

COMMUNICATION

Please type your responses in the boxes below.

What are your concerns, if any, about PCC's messaging to the community?

What do you feel is the biggest challenge facing PCC in communicating to the public?

What concerns do you have, if any, about PCC's internal communications?

What do you feel is the biggest challenge facing internal communications issues?

What do you feel is the biggest challenge facing PCC in communicating to potential students? (Open Ended)

Do you or your department have any marketing needs that are currently being handled by PCC's Public Relations Office. (Please list all)

Do you (or your department) have any marketing needs that are currently not being handled by PCC's public relations department? If so, what is the service, and who is providing these services?

Are there any marketing services that you are currently do not have, but which would help you be more successful in your job/program?

PROGRAM COMMUNICATION

Please answer the following if you are responsible for marketing and recruiting for the college or programs.

- What is your biggest challenge in marketing your program?
- How are students currently recruited into your program?
- Who is responsible for recruiting students into your program?
- What is the biggest challenge in student recruitment for your program?

MESSAGING PARTICIPATION

Use the following scale to indicate your response to the questions below. (Likert Scale 1- 5)

| | | | | |
|------------|--------------|---------|----------|------|
| Not at All | Somewhat Not | Neutral | Somewhat | Very |
| 1 | 2 | 3 | 4 | 5 |

- How **interested** are you in the image of PCC in the community?
- How **active** are you in promoting the image of PCC in the community?
- How **willing** are you to take an active roll in the enhancement of PCC's image in the community?
- How **interested** are you in the marketing of your program to potential students?
- How **active** are you in the marketing of your program to potential students?
- How **willing** are you to take an active roll in the marketing of your program to potential students?
- How **interested** are you in the recruitment of students into your program?
- How **active** are you in the recruitment of students into your program?
- How **willing** are you to take an active roll in recruitment?

Part 3 of 3:

This is the third of three sections. Please type your responses into the text boxes provided. When you are done with this section, click the button on the bottom of the page.

Please list any marketing materials, projects or assistance you or your department currently use, which are not done by PCC's Marketing Communications department.

| | | | | | |
|--------------------------|---------------------|-------------------|---------------------------------|--------------------|------------------|
| Name of Marketing Effort | What it is used for | When it is needed | Currently Being Done? (Yes, No) | Who does the work? | Who pays for it? |
|--------------------------|---------------------|-------------------|---------------------------------|--------------------|------------------|

- Are there any **messaging** concerns you would want to see addressed in the comprehensive marketing plan?
- Are there any **marketing** concerns you would want to see addressed in the comprehensive marketing plan?
- Are there any **recruiting** concerns you want to see addressed in the comprehensive marketing plan?