



Mt. San Antonio College



Brand Platform And Marketing Strategies

July 2009

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Basis Of Brand Development

Introduction

Having recently celebrated its 60th Anniversary with one of the highest student enrollments in history, but facing large budget cuts in the near future, Mt. San Antonio College (Mt. SAC) stands at an exciting yet challenging point in its history. In Spring 2008, Mt. SAC began an engagement with CLARUS Corporation to complete a comprehensive, research-driven market assessment to provide sound data for institutional decision-making as the College charts its course for the next five to 10 years. In addition to highlighting myriad opportunities for improving Mt. SAC's programming and optimizing its marketing efforts, this comprehensive process also revealed several challenges that the institution will need to address in order to remain competitive as it moves into the next decade:

A state budget in crisis. Governor Arnold Schwarzenegger recently summed up the state of the California budget thusly: "Our wallet is empty, our bank is closed, and our credit is dried up." Despite the fact that nationwide economic woes have sent students flooding to community colleges in search of a more affordable education, Schwarzenegger's plan proposes \$850 million in cuts to community colleges that some predict will result in 250,000 students being denied admission. Faced with these critical budget challenges, in coming years the Mt. SAC marketing and enrollment team is going to have to seek ways to do more with less.

A wildly diverse student body and prospective-student pool. Like all community colleges, Mt. SAC's access-based mission means it opens its arms to any student seeking a college education. As it says on its web site, the age of students at Mt. SAC ranges from 10 to 97, and within each generation there are many different reasons for wanting to pursue a college education. The challenge for Mt. SAC, especially when faced with the state budget crisis, is how to get the most bang for its diminishing marketing buck. Currently, the institution has been running advertising and recruitment campaigns aimed mostly at general awareness of the College; those efforts have paid off in high enrollment numbers and better-than-average public awareness of the institution within its service area. Having achieved these successes, it is now time for the College to more analytically examine its opportunities with each market segment and start making the tough choices of which ones to focus its efforts on — and perhaps more difficult, which ones to cut back on — to achieve the highest yield.

Confusing marketing messages. While the enrollment and marketing team has done an excellent job of eliminating many of its standalone marketing campaigns within the past year, a variety of institutional taglines and slogans still compete in the marketplace. The College displays two slogans right on its home page: "Dream It. Be It." and "Pathways to Success." The phrase "College of Champions" appears on other pages of the web site and in several publications. And the tagline "Excellence with Distinction" can be found on many institutional marketing communications, including the College's annual report. As budget cuts force the College to compete more intensely with its closest competitors, it will be more important than ever to streamline the College brand and present a consistent, powerful message to the public and prospective students.

Through an analysis of existing and new research, a review of Mt. SAC's competitive arena, and a series of workshops with Mt. SAC's current and prospective students, CLARUS Corporation has developed a brand platform that the institution can use to guide future marketing efforts. This report includes discussion and analysis in the areas of:

- Branding Two-Year Colleges
- Competitive Overview
- State of the Institution Today
- Defining the Mt. San Antonio College Brand
- Institutional Tagline

- Integrating the Brand
- Key Markets And Marketing Strategies

Branding Two-Year Colleges

What is a college brand?

Branding is often a misunderstood term in higher education. Branding — the process of defining and influencing the set of associations made with an institution — is a sound business strategy that can impact an institution’s long-term health. A brand is a way of describing an institution as **precisely, authentically, and inspirationally** as possible. The “brand platform” — a positioning statement and set of key messages — represents the intersection of current audience perceptions, operational realities, and the traits and characteristics an institution aspires to be known for, but have yet to be embraced by the market. These messages derive from the institution’s mission, offering an interpretation of why the institution was founded within the context of contemporary market forces. Once defined and validated by research, the promises made by the brand must be **integrated** via communication and **delivered** operationally. The entire campus community bears the responsibility for “walking the talk” of the brand.

How is a college brand defined?

Affordability and convenience are the two traits owned by every community college in America. A well-crafted brand position digs deeper. A two-year college’s ultimate distinction lies in defining an institution’s outcomes after two years, within a regional context.

The process of defining and articulating a brand is both analytical and interactive. Through market research, common themes and attributes held by both external and internal audiences are identified. Participatory workshops involve smaller groups of internal and closely-associated audiences in the process of defining the strengths, myths, and operational realities that might influence messaging. A regional analysis uncovers the market positions held by associated and competing organizations, namely municipalities, industry and other educational institutions. These findings are presented in a “brand platform,” a strategic document that provides rationale for a specific and unique positioning strategy for an institution. This strategy often includes:

- A competitive advantage statement — what the institution does better and different within its market
- A set of institutional marketing messages — how the institution accomplishes its competitive advantage
- A tagline — how that competitive advantage is communicated externally in a promotional context
- Recommendations for integrating the brand into the institution’s overall marketing strategy

What are the strategic issues that affect branding at two-year colleges?

Economics work against two-year colleges. Government influence and oversight in two-year higher education is different in every state, with the city, county or state — and the taxpayers — responsible for approving a significant portion of a two-year college’s operating budget. In challenging economic times, that support decreases no matter the entity in charge. This shifts additional burden of the cost of college onto students themselves, which they increasingly cannot afford. (*The Community College Student Report: Challenges For Today’s Students and Their Colleges; www.ccsse.org*)

To combat decreases in state and local funding, private fundraising at two-year colleges has become a growing function out of necessity. Almost all community colleges have foundations whose primary responsibility is scholarships. The next logical step is to upgrade the scope and purpose of foundation boards

and staffs to build models of institutional development. Branding is one means to help generate additional resources from key audiences (businesses, alumni, government, and community) with a precise, inspiring message.

Two-year colleges serve the most complex set of markets in all of higher education. Two-year colleges are expected to address the educational and workforce needs of multiple markets in their community — high school students, working adults, Baby Boomers, retirees, business and industry, alumni, government/legislators, and taxpayers.

The individual student market alone is multigenerational, each segment with its own motivations, goals, and communication needs:

- Matures/ retirees: born 1912-1945; respond to authority, value and quality of products, and top-drawer service
- Boomers: born 1946-1965; respond to optimism/ idealism of their youth, meaningful experiences and opportunities for fulfillment and products and services that help them relax and de-stress (time-saving services especially)
- Generation X: born 1966-1981; respond to straightforward/ honest approach, innovative design, and irreverence and humor
- Generation Y (also known as 'Millennials'): born 1982-1994; respond to direct messages, messages that appear to skew slightly older, and ethnicity

Most two-year colleges view high school students as the primary market. This age group is driven by program mix. Colleges know when and how to reach them, making them the easiest to identify and communicate with. This segment, however, is also the most varied in terms of levels of academic preparedness, meaning the college must staff and deliver extensive support services related to remedial education and helping students succeed at college-level work. (*The Community College Student Report: Challenges For Today's Students and Their Colleges; www.ccsse.org*)

Tracking and connecting with alumni is also a growing priority for two-year colleges to support evolving fundraising efforts. This has proven to be a difficult audience to keep affiliated. Graduates tend to support the most recent school they attended, and for transfer students, that means the four-year institution.

Each two-year college has a unique set of jurisdictional and competitive issues to manage. State-by-state differences in terms of municipal oversight also mean differences in defined service areas. Some states mandate an "official service area," which is supported by a defined taxing entity. Changing demographics, including population shifts and traffic patterns, create new markets and opportunities for two-year colleges, although they can run into opposition from the local taxpayer base who are unwilling to fund the education of students from another service area or tax base.

Students under 21, however, are more willing to drive to the next closest college for the right program or other unmet need, putting the primary two-year college into direct competition with colleges adjacent to its service area. Students ages 24 and older are more focused on convenience factors as they relate to lifestyle, wanting their education not to interfere with work, family, and personal responsibilities. This notion of "life as competition" forces two-year colleges to put a greater emphasis on engagement with faculty as the primary means of retention and satisfaction for these busy, distracted students.

Two-year colleges reflect the needs and economies of the immediate region they serve. How the college's entire market area positions itself in terms of business and industry, lifestyle, and attitude should be reflected in the college's positioning. Workforce training, reflected in a college's program mix, remains a top priority for two-year colleges. Community engagement takes on a different agenda as well. The two-year college also

can be a center of community engagement, providing programming, events and facilities to support the intellectual, social, cultural, and recreational life of the community.

Mt. San Antonio College's Vision and Strategic Plan

The principles and themes found in a college's mission should form the foundation of the brand platform, as these represent the institution's core purpose and philosophy. Mt. San Antonio College articulates its institutional philosophy through its mission statement as follows:

The mission of Mt. San Antonio College is to welcome all students and to support them in achieving their personal, educational, and career goals in an environment of academic excellence.

The core of how an institution operates is found in its vision statement and core values. The vision statement for Mt. San Antonio College is:

Mt. SAC strives to be regarded as one of the premier community colleges in the nation. We will be viewed as a leader in community college teaching, programs, and services.

As a premier community college, we will provide access to quality, focusing on student success within a climate of integrity and respect. We will earn this reputation by consistently exceeding the expectations of our students, our staff, and our community.

Mt. San Antonio College emphasizes being a **premier** community college nationally, a **leader** in the nation among community colleges, while striving to **provide quality** and ensuring **student success**. It is important to understand whether these messages have been heard by the markets which the College serves. The core values on which the College operates provides a firm foundation for the brand plan for the College. The brand plan must be grounded in the core values of the College. Those core values for Mt. SAC include:

Integrity — *We treat each other honestly, ethically, and responsibly in an atmosphere of trust.*

Diversity — *We respect and welcome all differences, and we foster equal participation throughout the campus community.*

Community Building — *We work in responsible partnerships through open communication, caring, and a cooperative spirit.*

Student Focus — *We address the needs of students and the community in our planning and actions.*

Life-Long Learning — *We promote the continuing pursuit of high educational goals through equal access to excellence in both teaching and support services.*

Positive Spirit — *We work harmoniously, show compassion, and take pride in our work.*

For the development of the brand platform, CLARUS Corporation focused on connecting the major themes of the mission, vision, and core values with the needs and perceptions of the markets in the College's service area.

Competitive Overview

A crucial element in crafting a successful brand platform is to identify those qualities and offerings that an organization can claim are distinct from its competitors while tying those distinctions to the mission of the College. This represents a real challenge for community colleges, which are founded upon a philosophy of accessibility and inclusion. It is much easier for a selective institution to develop a brand platform based on a superlative — i.e., a claim that we are the best or the only institution in a certain geography, category, or academic discipline — than it is for a community college to do so.

Therefore, it is that much more important for Mt. SAC to understand the market positions claimed by its competitor institutions as it seeks to identify a market niche that it can “own.” Mt. SAC identified several main competitors, both two-year and four-year institutions, that draw students from its service area in the San Gabriel Valley.

As one of the primary search tools used by today’s potential students, a college web site should clearly convey the institution’s strengths and points of distinction. The web sites of Mt. SAC’s five main competitors were scanned for an obvious tagline, brand or institutional messages, claims of distinction/ strengths, and consistent language across first-level pages to reinforce key messages. The pages visited on each site to search for this information included:

- The home page
- An “about” or visitor’s page
- “Just the Facts” and/ or campus news pages
- President’s welcome/ message
- The college mission, vision and/ or history
- Admissions/ new students page

For comparison’s sake, an entry for Mt. San Antonio College is included.

Mt. San Antonio College — www.mtsac.edu	
Taglines:	“Excellence With Distinction;” “Pathways to Success;” “College of Champions;” “Dream It. Be It.”
Type of institution:	Two-year, public
Size/ Location:	Mt. SAC is among the largest of California’s 110 community colleges, serving close to 40,000 students on its 420-acre campus in Walnut, California. Mt. SAC is 25 miles east of downtown Los Angeles in California’s San Gabriel Valley.
Academic Programs:	More than 80 Associate in Science/ Art degrees and more than 140 vocational certificate programs. Honors program; study abroad opportunities in England, France, and Costa Rica.
Founded:	1946
Student-Faculty ratio:	Not available online
Average undergraduate class size:	Not available online
Undergraduate tuition:	\$520 (\$20/ unit)
Ethnic Profile:	43% Hispanic/ Latino, 21% Asian-Pacific Islander, 18% Caucasian/ White, 5.7% Black/ African-American
Mission Statement:	“The mission of Mt. San Antonio College is to welcome all students and to support them in achieving their personal, educational, and career goals in an environment of academic excellence.”
Vision:	“Mt. SAC strives to be regarded as one of the premier community colleges in the nation. We will be viewed as a leader in community college teaching, programs, and services. As a premier community college, we will provide access to quality, focusing on student success within a climate of integrity and respect. We will earn this reputation by consistently exceeding the expectations of our students, our staff, and our community.”
Superlatives/ Distinctions:	<ul style="list-style-type: none"> • Among the largest of California’s 110 community colleges. • Demanding courses taught by an exceptional faculty. • Support services that promote student success, including tutorial, counseling, and technological resources as well as a full-service library. • Student transfer rates that exceed the state average. Many Mt. SAC students transfer to prestigious institutions across the nation. • Affordability! Compare Mt. SAC’s \$20/ unit fee to the hundreds of dollars per unit charged by many universities for comparable undergraduate courses.

Mt. San Antonio College — www.mtsac.edu	
	<ul style="list-style-type: none"> • Millions in financial aid available to eligible students. • World-ranking performing arts and forensics programs. • Nation's top community-college aviation program. • National and state leader in athletics. • Home to the world-renowned Mt. SAC Relays.

Citrus College — www.citrus.edu	
Tagline:	None obvious
Type of institution:	Two-year, public
Size/ Location:	Serves more than 11,000 students on its 104-acre campus in Glendora, California, in the foothills of the San Gabriel Mountains. Approximately 25 miles northeast of Los Angeles. About 70% of Citrus College students enrolled in credit classes belong to the traditional age group, age 24 and younger.
Founded:	1915
Academic Programs:	Eight associate degrees in 48 subject areas, 44 certificate programs, and four online degree programs. Honors program and study-abroad opportunities in Austria, Costa Rica, England, Italy, and Spain.
Student-Faculty ratio:	Not available online
Average undergraduate class size:	Not available online
Undergraduate tuition:	\$520 (\$20/ unit)
Ethnic Profile:	43% Hispanic/ Latino, 10% Asian-Pacific Islander, 28.5% Caucasian/ White, 6% Black/ African-American
Mission Statement:	Citrus College delivers high-quality instruction that empowers students to compete globally and to contribute to the economic growth of today's society. We are dedicated to fostering a diverse educational community and cultural learning environment that supports student success in pursuit of academic excellence, economic opportunity, and personal achievement.
Superlatives/ Distinctions:	<ul style="list-style-type: none"> • Citrus College is the oldest community college in Los Angeles County and the fifth oldest in the state. • Recognized as an international leader in art, performance, and media education, Citrus College offers exceptional training and unprecedented access to industry professionals. • The "magnificent" 1,400-seat Haugh Performing Arts Center, which houses a flexible-seating black-box theatre, a recording arts studio complex, video studio, dance laboratory, piano laboratory, and editing suites, and a state-of-the-art sound system, and music and theatre classrooms. It hosts over 700 students daily and 200 performances annually.

Rio Hondo College — www.riohondo.edu	
Tagline:	"A Community College that Works!"
Type of institution:	Two-year, public
Size/ Location:	Located in Southeast Los Angeles County near the intersection of the 60 and 605 freeways; enrolls over 20,000 students each semester.
Academic Programs:	The college awards degrees in over 40 disciplines and certificates in close to 30 subjects.
Ethnic Profile:	68% Hispanic, 12% Asian, 10% White Non-Hispanic, 2% Black/ African-American
Student-Faculty ratio:	Not available online
Average undergraduate class size:	Not available online
Undergraduate tuition:	\$520 (\$20/ unit)
Mission Statement:	Rio Hondo College is a collaborative center of lifelong learning which provides innovative, challenging, and quality educational offerings for its diverse students and community.

Rio Hondo College — www.riohondo.edu	
Vision:	Rio Hondo College strives to be an exemplary California community college, meeting the learning needs of its changing and growing population and developing a state of the art campus to serve future generations.
Superlatives/ Distinctions:	<ul style="list-style-type: none"> • The college's Administration of Justice Program is the largest college-based program in the State of California and trains police officers for some 40 jurisdictions. • RHC's Fire Technology, Nursing, Environmental Technology, Emergency Medical Technician, Welding, Drafting, Geographic Information Systems (GIS), and Automotive Technology Programs, among other vocational offerings, are top programs in the region.

California State Polytechnic University at Pomona — www.csupomona.edu	
Tagline:	None obvious; annual report theme is "Inspired"
Type of institution:	Four-year, public (CSU)
Size/ Location:	The second-largest campus of the 23 California State universities, Cal Poly serves nearly 20,000 students on its 1,438-acre campus in Pomona, less than 30 miles east of downtown Los Angeles.
Academic Programs:	58 undergraduate degrees and 23 graduate degrees. 66 majors, 81 minors, nine credential programs, and five certificate programs. Honors program; study abroad programs in 10 countries, including Ghana, China, South Korea, Australia, and Morocco.
Founded:	1938
Student-Faculty ratio:	23:1
Average undergraduate class size:	26
Undergraduate tuition:	\$4,000
Ethnic Profile:	29% Hispanic/ Latino, 27% Asian-Pacific Islander, 25% Caucasian/ White, 3.8% Black/ African-American
Superlatives/ Distinctions:	<ul style="list-style-type: none"> • One of only nine polytechnic universities nationwide. • Integrates technology into a traditional liberal arts education. • "Hallmark" is its learn-by-doing philosophy. • Reputation of developing individuals who are among the most sought-after in today's marketplace. • "Cal Poly Pomona offers a high-quality education at a much lower cost than that of comparable institutions." • The only CSU and one of four universities in California to be designated as a National Center of Excellence in Information Assurance Education (2005-08) by the Department of Homeland Security and National Security Agency. • Has the oldest and largest hospitality management program in California. • Cal Poly Pomona's College of Engineering produces 1 out of 14 engineering graduates in California; the university has the largest student population in the U.S. for Civil Engineering and the second largest for Electrical Engineering. • The only four-year institution granting bachelor's and master's of science degrees in agriculture in Southern California.
Mission Statement:	"Cal Poly Pomona's mission is to advance learning and knowledge by linking theory and practice in all disciplines, and to prepare students for lifelong learning, leadership, and careers in a changing multicultural world."
Vision:	"California State Polytechnic University Pomona will be recognized as a national leader in polytechnic education, where hands-on learning is the foundation of a broad-based educational experience. Our graduates will be distinguished by their understanding of theory, the ability to think critically and the capacity to apply that knowledge in a real-world setting. Cal Poly Pomona will embrace change, through teaching, learning, and scholarship that continually addresses the needs of a diverse culture and a dynamic economy. Cal Poly Pomona will be a model of a learning-centered university in all aspects of campus life."

California State University, Fullerton — www.fullerton.edu	
Tagline:	"...where learning is preeminent."
Type of institution:	Four-year, public (CSU)
Size/ Location:	Close to 40,000 students enrolled at the 236-acre main campus in Fullerton as well as three branch campuses in Irvine, Garden Grove, and Santa Anna.
Founded:	1957
Academic Programs:	55 undergraduate and 50 graduate degree programs, including a doctorate in education. Online courses.
Ethnic Profile:	32% Caucasian/ White, 28% Hispanic, 22% Asian-Pacific Islander, 3.5% Black/ African-American, 4% International
Student-Faculty ratio:	Not available online
Average undergraduate class size:	Not available online
Undergraduate tuition:	Free for California residents; Fees: \$3,658 for full-time study
Mission Statement:	<p>"Learning is preeminent at California State University, Fullerton. We aspire to combine the best qualities of teaching and research universities where actively engaged students, faculty, and staff work in close collaboration to expand knowledge.</p> <p>Our affordable undergraduate and graduate programs provide students the best of current practice, theory, and research and integrate professional studies with preparation in the arts and sciences. Through experiences in and out of the classroom, students develop the habit of intellectual inquiry, prepare for challenging professions, strengthen relationships to their communities and contribute productively to society.</p> <p>We are a comprehensive, regional university with a global outlook, located in Orange County, a technologically rich and culturally vibrant area of metropolitan Los Angeles. Our expertise and diversity serve as a distinctive resource and catalyst for partnerships with public and private organizations. We strive to be a center of activity essential to the intellectual, cultural, and economic development of our region."</p>
Superlatives/ Distinctions:	<ul style="list-style-type: none"> • <i>Diverse Issues in Higher Education</i> ranks CSUF sixth in the nation in terms of baccalaureate degrees awarded to minority students (June 2008). • <i>Hispanic Outlook in Higher Education</i> (May 2008) ranks Cal State Fullerton No.1 in California and fifth in the nation among top colleges and universities awarding bachelor's degrees to Hispanics, based on 2007 data from the U.S. Department of Education. • <i>The Steven G. Mihaylo College of Business and Economics</i>, the state's largest accredited business college, is included in the 2009 edition of Princeton Review's Best 296 Business Schools. • <i>The Templeton Guide: Colleges That Encourage Character Development</i>: lists CSUF's Student Leadership Institute among "Exemplary Programs" in the student leadership category. • <i>U.S. News & World Report</i> rankings: CSUF is ranked among "Top Public Universities," (No. 10 among Top Public Universities-Master's institutions in the West), and the university's master's degree program in nursing for nurse anesthetists is ranked No. 10 in the nation.

Institutional Perceptions

A first step in developing a brand platform is to understand how the institution's key audiences currently perceive Mt. San Antonio College and what motivates them to engage — and continue to engage — with the College. To gain these needed insights, CLARUS reviewed a variety of existing institutional research and also conducted a comprehensive suite of new, primary research. Information and materials analyzed include:

- Primary Research Conducted By CLARUS Corporation
 - Community Scan
 - Community College Market Scan

- Customer Response Scan
- High School Scan
- Non-Enrolling Applicant Scan
- Non-Returning Student Scan
- Student Scan
- Workforce Development Scan

After the research analysis was complete, the brand specialist from CLARUS Corporation spent two days on campus in May 2009 meeting with current students and visiting local high schools. During these meetings, participants were asked to generate words and phrases that best describe Mt. San Antonio College: what it is known for today, how they feel about the College, what misperceptions might exist, and which facts about the College were most appealing to them. In addition, the brand specialist from CLARUS Corporation reviewed the College's mission and vision as well as results of College focus groups conducted in Spring 2007 with students, faculty, and staff members to inform the development of the new campus logo.

From these three activities emerged an informative snapshot of the institution today — its strengths, its challenges, and its opportunities. When it comes to an institution's brand, perception is reality. There is no more powerful influence on a college's reputation than the associations made by its relevant audiences — associations that are then shared with others. More than any advertisement or piece of marketing collateral, this kind of word-of-mouth communication — whether accurate or not — drives public impressions of an institution and those associated with it. To systematically inform the brand platform, the information obtained was compiled and analyzed into one of the three categories described below with respect to the associations for the brand:

- **Maintain:** Good and accurate associations that Mt. San Antonio College would like to continue to be known for
- **Lose:** Outdated, negative, or incorrect assumptions that the College must purposefully work to dispel
- **Emphasize:** Current and potential *strengths and distinctions* that Mt. San Antonio College would like to be known for, but that are not yet embraced by the market

Associations To Maintain

Audiences make several consistently positive associations with Mt. SAC. These represent the institution's "birds in the hand" — while not necessarily distinctive, they are still good associations that the College wants to keep. There is one caveat, however: each of the following associations can also have negative implications, and therefore must be managed carefully.

Mt. SAC is affordable. People know that when it comes to higher education, a community college is about the lowest-cost option available. In the past, this has sometimes been a handicap for community colleges; during these stressed economic times, however, affordability has become much more attractive, if not a downright necessity, even for those for whom it wasn't before.

Mt. SAC is close to home. Geographic accessibility is a key factor for so many students, whether it's a recent high school graduate who isn't quite ready to live away from mom and dad or a 35-year-old working father who wants to complete an unfinished degree but doesn't want to spend too much time away from job and home. However, this is not a distinctive trait, especially among community colleges, and especially not for Mt. SAC. Mt. SAC is bigger and better than its closest community-college competitors, so it should market itself on so much more than a short commute.

Mt. SAC hosts the annual Mt. San Antonio College Relays. In the faculty/ staff focus groups conducted by the marketing office in 2007, participants were asked, “When you think of what Mt. SAC stands for, what comes to mind?” The Relays were one of several items consistently mentioned. The Relays were also mentioned several times by prospective high school students in terms of things they know about Mt. SAC. But when the message was tested in terms of whether it increased the high schoolers’ image of Mt. SAC, they almost always said that the Relays had no effect, either positively or negatively. The conclusion is that this is a well-known and well-liked tradition among both internal audiences and the general public, but that it is not something that would stand as a distinctive feature of the College for recruitment purposes.

Associations To Lose

During our phone surveys and campus workshops, participants shared some negative perceptions of Mt. SAC as well. These represent the biggest challenges for the institution and will require the most energy and resources to mitigate and eventually eliminate.

Mt. San Antonio College is too crowded. As mentioned previously, one of the first words that all audiences use to describe Mt. SAC is “big.” In many cases, “big” is used positively to mean a vibrant campus full of opportunities and interesting students and professors to meet and learn from. But “big” is also commonly followed by the words “crowded” and “you can’t get classes.” There is a common perception among area high school students that students get “stuck” at Mt. SAC; that is, they enroll to earn their associate degree and then transfer to a four-year institution, but then find they can’t get the classes they need and end up taking a couple of classes at a time and working. Before they know it, they’ve been at Mt. SAC for several more years than anticipated and find themselves continually delaying transferring.

This scenario is of particular threat to the College as it strives to attract the higher-achieving transfer-oriented population. It is unfortunately a criticism that has some basis, and the situation will only get worse as the state cuts funding to community colleges (some have already cancelled summer courses, traditionally a draw for students from four-year institutions looking to build up some credits while home for the summer). From a marketing standpoint, the institution must focus on the messages of successful transfer rates, flexible scheduling, and academic counseling as a way to show the possibility of on-time degree completion.

On the flip side, some first-generation students interpret “big” to mean a place where you get lost; these students look to smaller campuses like Citrus College and Rio Hondo College, where they perceive they can get more personal attention in everything from course selection to filling out financial aid forms. With this audience, the “large campus appeal with a small campus feel” message must be reinforced to overcome their fear of getting lost in the crowd.

Mt. SAC is for underachievers. There is a perception among some area high school students that Mt. SAC is a college for students who did not do well in high school, and current students hate when they hear the College described as “13th Grade.” Faculty and staff also said that a negative aspect of Mt. SAC is a feeling that the focus of the College is shifting to underprepared students rather than those interested in transfer to a four-year institution. While it is not uncommon for a community college to be perceived this way, Mt. San Antonio College in particular has a real opportunity to overcome the stigma through the many stories of its high-achieving students, quality academic programs, and successful alumni. The College has an unusually high percentage of prospective students and the general public who perceive the College as a place for smart, determined students, so it is crucial to (a) reinforce that message with these already-favorable audiences and (b) not undermine these good associations with too many messages about remedial or extra-support programs.

Mt. SAC is cheap. This is the potential downside of the “affordable” message. “Cheap” was sometimes used, and not in a flattering way, to describe Mt. SAC by prospective high school students. It goes without saying that “cheap” is not often used in the same sentence with “academic quality.” However, there is a huge potential for a high-value message, if the institution can very purposefully connect academic excellence and successful outcomes to the affordability message. If Mt. SAC can successfully make the quality claim, its message will stand out above other two-year institutions.

Associations To Emphasize

The issues which were considered distinctive and those which created a unique position for Mt. San Antonio College are the associations that Mt. San Antonio College should emphasize in their marketing.

Mt. SAC is a college for determined, ambitious students. Across the board, faculty, staff, current students, and high school students who are likely to attend Mt. SAC describe it as a school for smart students who know what they want to do and are working hard to get there. As one current student described it, “We’re trying to get things done.” This image of the bright, ambitious, and hard-working Mt. SAC student is one that the College should embrace and develop as much as possible, whether by having current students visit high schools or by showcasing student and alumni profiles and testimonials in recruitment materials and advertising campaigns.

Mt. SAC offers a great variety of high-quality academic programs. Internal and external audiences also consistently mentioned Mt. SAC’s diversity of academic programs as a strength of the College. This is an important message for all audiences. Among the high school students surveyed by CLARUS, the majority said they have a career interest in mind when they are applying to a college. In addition, the high school students who are likely to attend college are most likely to choose a college because it offers the program they are interested in, and 33 percent say they also base their decision on the variety of courses offered.

What is especially positive is that the College also has a reputation for quality. Some institutions with large program offerings suffer from “quantity over quality;” not so at Mt. SAC. The marketing challenge is to take the prospective student beyond the long list of program options to talk about specific areas of opportunity. This will move the institution away from being a commuter college where students drop in to take a class here and a class there to being a college of choice where students enroll to complete a specific program. This can happen through the marketing of the career clusters and by getting the word out about superlatives of specific programs; that is, not just saying we have excellent academics, but giving people specific examples of what “excellence” means at Mt. San Antonio College.

Mt. SAC is known for transfer success. Almost all current students interviewed felt very confident that their Mt. SAC education was preparing them to transfer to a four-year institution. In focus group exercises where students were asked to complete the phrase, “Mt. SAC makes me feel _____,” with as many words and phrases as came to mind, several students independently wrote, “I feel ready to transfer.” Others wrote that they felt “ready for the future,” “ambitious,” and “like I’m accomplishing something.” When asked to rate different facts about the College, high school students unanimously said that Mt. SAC’s successful transfer rate increased their interest in the College.

Mt. SAC feels like a family. Internal audiences frequently described their experience at Mt. SAC as “comfortable,” “friendly,” and “like a family.” For many four-year institutions, this would fall in the “maintain” category (i.e., nice, but not distinctive). However, it is a distinction for a community college, especially a large one. When a big campus can create and nurture a culture with personal connections, it is an accomplishment to be celebrated. Prospective students in the Mt. SAC service area have several other colleges to choose from, including two smaller community colleges. If the smaller size is the only thing attracting them to the competitors, the knowledge that they can have a personal experience at Mt. SAC would make the decision to attend Mt. SAC a no-brainer, given Mt.

SAC's much broader selection of courses. This message will also appeal to the transfer population, who often fear the "in and out" nature of a commuter campus.

Mt. SAC offers a vibrant student life experience. Faculty, staff, current students, and prospective students all mentioned Mt. SAC's winning sports teams when asked to describe the College's strengths. This is a distinction not frequently found at a community college, and it can serve as a very strong motivator for students who are looking for a more traditional college experience, either as a player or a fan. Because the Mt. SAC athletics program is so widely known, it provides the perfect opportunity for the College to also talk about its superb student life experience in general. This is what has enabled Mt. SAC to start competing with four-year institutions, and it is an area that has great opportunity for growth.



**Defining The
Mt. San Antonio
College Brand**

Defining a college brand is a complex process. It is an interpretation of the institution's mission and strategic goals, informed by external and internal research that identifies attributes, strengths, and perceptions that are meaningful to the college's key audiences. The brand is a combination of external perception, internal aspiration, and operational reality, expressed through strategic language: a competitive advantage or positioning statement, a set of institutional marketing messages and, often, a tagline.

The Positioning Statement

A good positioning statement provides a concise description of an institution's distinctive strengths and offerings, expressing clearly what the college promises to deliver to its constituents in terms of educational experience and desired outcome. It is the most precise expression of what the institution does better and differently than its competitors, and it voices that distinction in a way that is both authentic **and** aspirational. A sign of its success is when key audiences immediately associate the desired distinction with the institution whenever they hear its name.

Unlike a mission statement or tagline, the positioning statement is not intended to be shared with the public. Instead, it serves as the touchstone for internal strategy and marketing, providing a framework for how the College will shape its programming and then communicate that to its constituents. While the positioning statement is not meant to be communicated word for word, the **concepts** and **ideas** in the statement shape the marketing messages that are communicated externally.

The Mt. San Antonio College Positioning Statement

Mt. San Antonio College is one of the nation's premier two-year colleges, providing ambitious students with a high-quality education that prepares them to achieve professional aspirations including transfer, degree completion, and career advancement.

This position provides an overarching aspiration for the institution to work toward in its programming and marketing efforts for all student sectors. The wording is very intentional:

"Mt. San Antonio College is one of the nation's premier two-year colleges" is the institution's claim of superiority and a nod to its vision "to be regarded as one of the premier community colleges in the nation." This positioning evokes the pride of attending Mt. SAC and voices the feelings of the many Mt. SAC students who specifically and purposefully chose Mt. San Antonio College as the place to begin their college education. While this is one of the more aspirational phrases in the positioning, it can be supported by a number of facts, including:

- The number of Mt. SAC students named to the All-U.S.A. Academic First Team by Phi Theta Kappa, the international community college honor society
- Mt. SAC being one of the few colleges in the Western United States to offer a program in computer security, with a Cyber Defense team that advanced to the 2008 National Collegiate Cyber Defense Competition
- The Forensics Team ranking among the top five two-year colleges nationwide and being named "World Champion Community College Forensics Program" at the 2008 International Forensics Association tournament in London
- Mt. SAC's male vocal group, Fermata Nowhere, winning the International Championship of Collegiate A Cappella
- Mt. SAC's vocal jazz ensemble, Singcopation, having been named the nation's best collegiate vocal jazz group several times by Downbeat magazine

- Mt. SAC's instrumental Jazz Ensemble placing first in the two-year college band division at the prestigious Reno Jazz Festival, the largest jazz festival in the western United States
- The Mt. SAC aeronautic program earning second place among community colleges in the National Intercollegiate Flying Association annual competition
- Mt. SAC's turfgrass science program taking first-place honors at the 2009 annual conference of the National Sports Turf Managers Association
- Winning the 2008-09 National Alliance of Two-Year College Athletic Administrators (NATYCAA) Cup championship

A goal of the College marketing and public relations offices should be to create a running list of all of Mt. SAC's national awards and distinctions, and to not only use the information as appropriate in marketing communications but also feature the list prominently on the College's web site (within the first two layers, preferably accessible as one of the options on the pull-down menu under the tab "About Mt. SAC").

"... ambitious students ..." speaks to the kind of smart, determined student that is most successful at Mt. SAC and that the College wishes to attract more of. It embraces the College's mission of open access, implying that any student — traditional, vocational, or adult — is welcome so long as he or she demonstrates true motivation to work hard to achieve his or her goals.

"a high-quality education..." is a statement of quality that begins the conversation of Mt. SAC as a "university within a two-year college." This is a place where transfer-oriented students can begin their college education at a more affordable cost without giving up the kind of challenging academics and vibrant student-life experience that they usually associate only with four-year campuses. It also positions Mt. SAC to be a top choice among adult students looking to advance in their careers.

"... achieve professional aspirations including transfer, degree completion, and career advancement" conveys that Mt. SAC is a professionally-oriented college that will provide all the students a successful outcome in all aspects of their careers.

Institutional Marketing Messages

The positioning statement says "what we do better"; the institutional marketing messages explain "how we do it." These messages are the heart of the brand. They describe current truths about the institution as well as represent aspirational attributes that it is working aggressively to embody in the near future. These messages can be used to guide both the development and the execution of an institutional marketing plan. Every communication that goes out from the institution should relay these messages through evidence — be it specific programs, statistics, partnerships, awards, outcomes, etc. — that proves how the institution is delivering on these promises.

Because Mt. San Antonio College serves a wide range of students, some messages will resonate with all audiences, while others that may motivate one audience won't mean a thing to another. For that reason, for each of the marketing messages offered, we have included later in this report a discussion analyzing the institution's key audiences and how each of the following messages should be interpreted for each audience.

The College's Marketing Department and any member of the College community should test every external publication to be sure that the message in the publication is one of the following messages. By consistently saying the same thing to every audience, the brand consistency is ensured. If the message of an external publication, speech, presentation, etc. does not contain the following message or messages, the content needs to be examined for relevance to the brand.

Message #1: Top-Quality Academics in the Programs Students Want

Mt. San Antonio College is a nationally recognized two-year college that offers more than 200 degree and certificate programs as well as an honors program and study abroad opportunities.

Message #2: Large Campus Appeal; Small Campus Feel

As the largest single-campus college in California's community college system, Mt. San Antonio College offers all the benefits of a big campus: more than 200 academic programs, superb facilities, and a vibrantly diverse student body. At the same time, the College's smaller class sizes, caring professors, and knowledgeable academic counselors allow students to forge the kind of personal connections that make their college experience enjoyable and successful.

Message #3: True Collegiate Experience

Students enjoy a university-like experience at Mt. San Antonio College. We offer a wide variety of award-winning extracurricular activities, an active student government, and one of the top community-college athletic programs in the country. Best of all, students can get involved right away.

Message #4: Best for Transfer

Mt. SAC is a leader among California community colleges for student transfers to four-year public and private colleges and universities.

Message #5: Programs with Career Relevance

Mt. SAC prides itself in offering academic programs that are designed with the needs of today's employers in mind. Mt. SAC students gain the skills and knowledge they need to advance in a current job, start a new career immediately after graduation, or be accepted into a four-year program at the institution of their choice.

Message #6: Flexibility and Convenience

At Mt. SAC, students can plan their schedules to match their lifestyles. We offer classes on weekdays, evenings, and weekends on our beautiful campus in Walnut as well as online courses.

The Institutional Tagline

As mentioned in the opening pages of this report, Mt. SAC currently has several taglines and marketing slogans in use in different areas of College communications. In the past, there were even more, especially those associated with short-term advertising campaigns; we were glad to see that the marketing office has already retired some of those themes and is open to the idea of streamlining the message. We would recommend paring down the field to just two elements: an institution-wide tagline and a recruitment theme.

A tagline is a creative, memorable expression of the institution's mission and brand. It translates the internally focused positioning statement into an external phrase or slogan that captures the essence of the brand. A tagline should be used sparingly yet consistently and generate an immediate, sometimes emotional, reaction.

Part of the power of a tagline lies in its longevity; i.e., the longer it is consistently used, the more that audiences will come to inherently associate it with the College and internalize the meaning. With that goal in mind, **we recommend that the College re-commit to the tagline "Excellence with Distinction" that has been used with varying degrees of consistency over the past several years.** It is a phrase that dovetails nicely with the College's mission of supporting students "in achieving their personal,

educational, and career goals in an environment of academic excellence” as well as with the vision and positioning of being one of the nation’s premier community colleges.

What’s more, “Excellence with Distinction” provides an excellent vehicle for communicating stories of the institution’s strengths, successes, and differentiators. Already, members of the campus community beyond the marketing office have utilized the tagline in the annual “Students of Distinction” and “Educators of Distinction” awards. You know that a tagline is working when people from all different sectors of the institution begin embracing it like this and using it in their own programming. With just a little jumpstart, we believe that “Excellence with Distinction” could become a robust tagline that inspires the entire campus community to reflect on the pride they have in working and studying at Mt. San Antonio College.

In terms of application, the tagline should be used in a consistent and subtle way, most often paired with the name of the institution and/ or the logo as a branding mark for the College. It should appear no more than once or twice on every communication from the institution — for example, on the bottom of campus letterhead; on the front or back cover of the annual report; or at the end of a radio spot immediately after the College name is spoken. If a tagline had a voice, it would not be shouted nor whispered, but spoken in a clear, confident, and conversational tone.

Recruitment Marketing Theme

CLARUS Corporation also recommends that Mt. SAC keep “Dream It. Be It.” as a shorter-term theme for institutional recruitment efforts. It is catchy, confident, and active, and it was received consistently well by the current and high school students with whom it was tested during branding workshops. One student’s reaction was typical of most groups: “It gives me the feeling of ‘you can do it!’ and shows that people can achieve whatever they want to here.” Another student noted, and others in the room agreed, that it is good because it emphasizes happiness and success over affordability (interestingly, the now-discontinued Ca\$h for College campaign was universally disliked as “too goofy”). The students’ only criticisms of the current “Dream It. Be It.” campaign were that it does not reflect enough of the variety of career options you can pursue at Mt. SAC (“Not everyone wants to be a lawyer or doctor”) and that they felt the graphics were a little too “cheesy” and not reflective of how seriously they approach their education.

“Dream It. Be It.” should be used across the board for all recruitment marketing efforts, from printed publications to e-mails to media campaigns. There should not be separate themes for even limited-time campaigns; everything should fall under the “Dream It. Be It.” umbrella. It is a helpful vehicle for allowing the College to convey its brand as a premier two-year college and for telling the stories of how professors, academic counselors, coaches, and student organization advisors are fully invested in helping each Mt. San Antonio College student achieve his or her dream.

Integrating The Brand

This Brand Plan is intended to provide a foundation for the institution’s overall integrated marketing efforts. Every ad campaign, recruitment brochure, and press release should support the institutional positioning and use consistent messaging in order to start building a strong and recognizable brand for Mt. San Antonio College.

Bringing the Mt. SAC brand to life will require a full institutional effort. It cannot be achieved through the work of the institution’s marketing staff alone. All members of the Mt. SAC community must work to support and further the Mt. SAC brand. In this way, that which is already true about the College will become even truer. At the same time, the Mt. SAC brand will continue to develop and become sharper from within.

To assist the College community in embracing the brand, CLARUS Corporation recommends that the marketing team implement a series of activities over the coming year:

I. Refresh and streamline the “Excellence with Distinction” and “Dream It. Be It.” visual identities

The look and feel of Mt. SAC’s marketing communications should be evocative of the positioning and brand messaging. We recommend that the institution re-visit the current graphic representation of both “Excellence with Distinction” and “Dream It. Be It.” to assess if they accurately convey the essence of the brand and if they will work across several mediums (print, online, outdoor advertising, etc). Testing and focus groups with key audiences are advised. Conflicting or confusing messages should be eliminated from all marketing communications, such as the line “Start fulfilling your dreams at Mt. SAC” from the cover of the viewbook; “Pathways to Success” on the Web site and some publications; and “College of Champions” from the web site, annual report, and other places (“College of Champions” sounds too much like “Breakfast of Champions,” is not consistently used, and the messages that it conveys would be better communicated under the umbrella of “Excellence with Distinction”).

II. Develop an arsenal of evidence to support the brand statements

The marketing office should not have to reinvent the wheel with every piece produced. Over the next year, the public relations director should initiate an all-out effort to collect as many statistics, stories, and testimonials as possible to demonstrate the excellence of Mt. San Antonio College. This is a critical exercise to not only keep materials fresh and relevant but also to fully live the College’s vision of being one of the premier community colleges in the nation.

The initial effort will be the most intensive, but once a broad and deep core list has been established, the task of keeping it updated will take less time and become second nature. In our experience, colleges across the nation approach this activity in countless ways. Most public relations officers make it part of their weekly routine to schedule “get to know you” visits and lunches with professors. One president asked every attendee at a recent staff luncheon to bring with him or her a story that demonstrated the campus tagline. The stories were collected and used in future marketing efforts. However it is accomplished, this “list of distinctions” will become one of the marketing team’s most valuable resources and will be critical for demonstrating the College’s claim of providing a high-quality education.

III. Throw a Launch Party

Once the visual identity program is complete, the College should generate excitement and pride around the new brand and educate all members of the campus community about their important role in communicating it. The core marketing team might plan a day-long celebration of the new brand that includes presentations or workshops — open to all members of the Mt. SAC community — outlining the branding process described in the report and unveiling the College’s new brand. Each person should leave with tools to get them started in implementing the new brand in their daily work. This could be as simple as a laminated card or short “flip book” that contains the new positioning statement, messages, tagline, and recruitment theme. The College could also give away a gift emblazoned with the new visual identity, such as a mug, banner, or other inexpensive item that faculty and staff could take back to their offices to display.

IV. Take the Show on the Road

The brand is only good as long as it resonates with the institution’s key audiences. As noted in the summary of marketing recommendations following in the sections by audience, the more that Mt. SAC marketing staff can get out into the high schools and community to stay in touch with its audiences, the better. One idea is to also establish advisory boards for each key audience to get regular feedback on messaging and graphics. Group membership would change every year, not only to keep the groups fresh and unbiased but also to create a perception of prestige of membership that high school students in particular would vie to be a part of. Not only does frequent outreach fulfill Mt. SAC’s mission of being a student-centered institution, but it also has a secondary benefit: value for

recruitment. Students we spoke to frequently said that the way they learned about Mt. SAC and were motivated to apply was when a campus representative visited their high school or when their school took a class trip to campus. Most students also said they need and want one-on-one help exploring programs, navigating financial aid and registration, and choosing the right classes.

V. Develop Centers of Excellence for Mt. SAC

While the diversity of its program offerings is a strength of the institution, it can also create a perception that the College does a lot of things well but nothing GREAT. What's more, prospective students, while they do have programs of interest in mind, are still far from making a final college major and career decision. In surveys and focus groups, they repeatedly expressed the desire and need to have people and resources available to help them explore academic directions and career options. If you are an undecided student, "more than 200 academic programs" can be both exciting and overwhelming.

As described in the CLARUS Corporation research report and validated by current students and high school students during the branding workshops, Mt. SAC is particularly known for its programs in several areas: nursing and health care, agriculture and livestock, performing arts, and aviation. Without needing to develop new programming right away, Mt. SAC could look to these areas in which it already has demonstrable success and public awareness and "package" degree courses, certificate programs, workforce training programs, community outreach, and more around one or more areas in which the institution could claim superiority. This would greatly help differentiate Mt. SAC from its competitors (imagine Mt. SAC being known as "the health care college" or "the performing arts college"). Far from overshadowing other good programming at the College, these Centers of Excellence would serve as "the rising tide that lifts all boats," to paraphrase President John F. Kennedy.

VI. Brand Growth and Maintenance

The College's positioning and core messaging will need a champion and protector. This is typically the Office of Marketing and Communications. This office should have the authority to enforce creative and branding standards campus-wide to ensure that the College's most significant marketing communications are on point with both the brand messaging and graphic identity. The key to this office's success is to not become the "brand police" but to instead serve as partners for campus communicators, offering them the advice, tools, and help that they need to easily use the brand in the intended manner.

The Marketing Office should develop a short list of institutional messages on a wallet card and provide one to every member of the College community. Each individual should refer to these marketing messages for every speech, presentation, article, and external communication to ensure brand consistency.

Institutional Marketing Strategies

Customer Response Scan

A key factor in whether a student actually enrolls at a college is the amount of information the student receives when inquiring about the college — whether by telephone or by the college's web site. Mt. San Antonio College was contacted (or shopped) by CLARUS Corporation personnel by telephone and via their web site to gain information as a prospective student.

National research has shown that adult students are still likely to call a college for information. CLARUS Corporation personnel called Mt. San Antonio College during day, evening and weekend hours and asked for specific information to assess their response to prospective students by telephone. The key issues examined included:

- How are the calls handled in terms of personnel friendliness and courtesy, wait times, availability of information and overall assistance? How many times is the caller transferred, put on hold, etc.?
- How quick is the turnaround on the information requested and what level of response is given? Are the materials received those that are supposed to be sent to prospective students?
- How easy is it for the caller to get information in the evenings and on weekends?

The purpose of these requests was to examine a prospective student's "first impression" of the College to examine how a prospective student is first handled when contacting any of the departments at Mt. San Antonio College for information.

Younger students are much more likely today to search a college's web site for information. Mt. San Antonio College was shopped via its web site. Requests were made on the web site for additional information on varying days and times of the day. The College and the responses were examined for speed and efficiency of reply and information provided.

Four of 23 attempts for information from Mt. San Antonio College resulted in obtaining information packets from the College, a 17 percent response rate. Twenty-three total requests for information were made by personnel at CLARUS Corporation, 19 by phone and four by web request. One-third of the calls (eight) to Mt. San Antonio College resulted in no opportunity to leave a message — the message system would play and the caller was told the call was being transferred and then it would disconnect, even if the caller pressed # as instructed. This necessitated numerous calls to the institution to attempt to get information for each request.

Fifteen requests for information to be sent to the individual were made by speaking to an individual (11 requests) or sending an e-mail (four requests). Packets of information were received as a response to four of the requests for information and predominantly those requests that filtered to an academic department were most likely to be responded to — one packet was received from Admissions, one from Nursing, one from Ag Science, and one from Accounting. Three of the requests for information resulted in a staff person refusing to send any information. In one refusal, the caller asked for a schedule to be sent and the response was "we cannot do that" — although the College sends out more than 400,000 to all households. Seven of the requests for information resulted in not receiving the information. For five of the unanswered requests for information, a person took the requestor's address to send the information but nothing was ever sent in response — after personnel promising it would go out the next day. Two of the unanswered requests for information were via the College's web site. Overall, the College responded to 17 percent of the requests for information — or less than one in five.

Six areas were examined for the information requests for Mt. San Antonio College — the image and branding, speed of response, content and follow-up, phone system and messaging, web inquiries, and Spanish language requests. Key issues that Mt. San Antonio College should address regarding their customer service response to inquiries include:

Image And Branding

- Develop a branded, large mailing envelope for the College to use to send information to inquiries and other mailings to students to support the brand for the College. First impressions are extremely important, especially as students are looking at attending Mt. San Antonio College.
- Explore the feasibility of an information center to be housed in Enrollment Management and staffed by personnel who know and understand the questions that will be asked from prospective students. Current staff are not as knowledgeable as they need to be about programs and information when responding to a potential inquiry for information.

Speed Of Response

- For the few packets that were sent in response to the information requested, Mt. San Antonio College did a very good job in getting the requested information out of the College and to the prospective students. The majority of the responses to the information requests were postmarked the very next day or even the same day. The response for one of the information requests was a little slow — it took a week for the response to be mailed out from the time of the request. Overall, those responses that were filled, were filled quickly.

Content And Follow-Up

- Conduct an inventory of all marketing materials for Mt. San Antonio College to determine if they are logo compliant with respect to the graphic standards manual. Priority materials would be all publications that would be considered external publications and those that would be included in an information packet. If not logo compliant, redo the materials. Work through all materials at the College to reinforce the brand.
- Create a template for the curriculum for the program areas which would contain the information found in the catalog about the courses needed for a program area. Design the template as a two-color, one-page 8½ by 11 sheet, in which the curriculum information can be printed for each program area. This sheet can then be saved as a pdf and posted on the web site for each program area. In addition, if printed copies are needed, design the back side of the sheet to provide information about Mt. San Antonio College and the “how to attend process” which would be pre-printed on the back of the sheets. Then the one-page curriculum sheets become relevant and a marketing piece. This format also allows for the curriculum sheets to change as needed and no one would have to search through the large catalog pdf for the information, eliminating poor Xerox copies of the curriculum.
- Develop a simple electronic form which can be utilized by all employees on their desktop that will allow for capture of the inquiry information and Admissions will fill the request for information.
- Create a series of initial inquiry letters, focusing on the high school inquiries, the adult inquiries and program inquiries, and revamp the initial information packet.
- A priority for enrollment management at Mt. San Antonio College, as well as an institutional priority, is to bring up the MIS system Prospect Module to allow for an automated, database-driven inquiry response system to collect and manage inquiries.
- Mt. San Antonio College needs to develop a systematic response system that will include a set of personalized materials and contacts to respond to the student and keep the student engaged in the process. New materials will need to be developed to support the Recruitment Office in fulfilling the requests for information. The response system should include e-mail and direct mail responses.

Phone System And Messaging

- Revamp the main message on the College’s phone system to be more welcoming — with more energy — and the message should always start with “Welcome to Mt. San Antonio College.” Develop a new phone tree system that quickly allows the caller to self-select the options to speed them to their destination. For prospective students, provide a selection that will speed them to the Information

Center or a location that will be able to answer their questions and gather their contact information — either in person or electronically through a messaging system.

- Create new trees on the phone message systems for the main departments at the College to make it more consistent for the potential students to gain information and to speed the potential new student through the current phone system.
- Develop an initial greeting protocol for all main departments at the College and have them record the standardized greetings. Also remind personnel of the correct telephone etiquette when responding to a phone call.
- Mt. San Antonio College should examine the current capabilities of their phone system and either utilize it to its full capacity, explore the feasibility of purchasing a new phone system to provide for after-hours messaging, expanded voicemail capabilities and “hunting features” to eliminate messaging during work hours or develop an online option for the students to request information and leave messages and have the recording direct them to the location on the web site.

Web Inquiries

- Mt. San Antonio College needs to develop an electronic “Request Information” form so that it will capture the inquiry in a database and provide a customized response to the inquiry. Prospective students can then be directed to the web site to gain information during after-hours messages.
- To streamline the many e-mail addresses, create a “Contact Us” form with a multiple choice subject line that will automatically direct the e-mail inquiry to the correct office — for example, Financial Aid, Admissions, Billing, etc. An automated response should be created immediately upon receipt of the e-mail thanking the inquiry for their question and telling them how soon they should have a response. In addition, a person in each critical area of the College should be designated to respond to the e-mails. Delete the majority of the personal e-mail addresses and check the validity of the e-mail addresses on the web site.

Spanish Language Inquiries

- Develop a Spanish option immediately on the phone tree, for example: *para español, oprima numero dos*. This will allow the Spanish language speaker to get a message in Spanish and then they can self-select what information they are looking for. It is imperative to have a Spanish speaker available if the College does this. Getting only English speakers would be a detriment, or by selecting an option and then getting the English message would simply defeat the caller and most likely make them frustrated.
- Mt. San Antonio College needs to develop a Spanish language response that will outline the information at the College about the programs and services available for Spanish language speakers. Another response should also be targeted for ESL interest in several of the native languages spoken in the area.

The institutional marketing strategies developed with respect to the results of the Customer Response Scan include:

STRATEGY: Institutional Marketing Strategies — Customer Response

Strategy 1: Create a streamlined inquiry communication response system to handle inquiries to the College.

The following actions need to be completed:

- a. Bring up the MIS System Prospect Module and develop an automated, database-driven response system.
- b. Create an electronic form on the College’s web site to capture information from inquiries — basic contact information and specific program information. Also make the form accessible to the College’s employees by developing an icon on their desktop to capture information from inquiries via phone.
- c. Create a series of initial inquiry letters and e-mails for the high school audiences (see high school messages) and the adult audiences (see adult messages) using the messaging in the brand platform. There may be five to seven letters and e-mails developed that would focus on why attend Mt. SAC, financial assistance available, counseling options, etc.
- d. Load the series of letters and e-mails into the Prospect Module.
- e. Set a timing for e-mails and letters for an initial inquiry — for example, every week another letter or e-mail is sent to the inquiry until the inquiry applies.
- f. Develop new, more streamlined viewbooks for the high school audiences and the adult audiences and branded envelopes for responding to inquiry requests.

Target Market:	Inquiries to the College via web site and telephone in the service area
Message:	Top-Quality Academics in the Programs Students Want Large Campus Appeal; Small Campus Feel True Collegiate Experience Best for Transfer Programs with Career Relevance Flexibility and Convenience
Media:	E-mail messages, Direct mail
Benchmark:	Current number of inquiries about Mt. SAC Current number of applicants to Mt. SAC Conversion of applicants to enrollees
Measurement Method:	Track the number of inquiries monthly via the new web site information form Track the number of applicants and measure the conversion from inquiry to applicants under the new system Compare the number of applicants who enroll prior to the implementation of the new communication system
Time Frame:	Development of system Fall 2009 Pilot of system late Fall 2009 Implementation of system Spring 2010
Budget:	Marketing staff time for writing letters and e-mails Development of web response form: \$
Responsibility:	Marketing Department Enrollment Management Information Technology

STRATEGY: Institutional Marketing Strategies — Customer Response

Strategy 2: Update the College’s phone system’s messaging options for easier navigation. The steps to be included in this strategy include:

- a. Record new, friendly, upbeat messaging welcoming the students to Mt. SAC for the main greeting on the phone system.
- b. Redesign the main message phone tree to allow the caller to self-select the options and speed their way to the desired College functions.
- c. Write new department messages for all main departments at the College and have them record their new phone messages. Marketing office will write all message protocols. Offices will record the messages.
- d. Develop message protocols for all staff and personnel at the College. Staff will record their own messages using one of the protocols developed by the Marketing Department.
- e. Develop a Spanish language option on the main phone system and a message in Spanish for Spanish-speakers. Establish a message option that would allow Spanish-speakers to record a message and develop a follow-up system for following up on the message.

Target Market:	Inquiries to the College via telephone in the service area
Message:	Top-Quality Academics in the Programs Students Want Large Campus Appeal; Small Campus Feel True Collegiate Experience Best for Transfer Programs with Career Relevance Flexibility and Convenience
Media:	Phone system
Benchmark:	Wait times measured by the phone system Spanish messages left on the messaging system
Measurement Method:	Track the change in wait times on the phone Track the number of Spanish messages and conversion to enrollment
Time Frame:	Fall 2009
Budget:	Marketing staff time for development of written protocols and following up on messages being recorded
Responsibility:	Marketing Office for development of protocols and recording main message Administration for reprogramming phones for the new phone trees Personnel at the College for recording the new messages

STRATEGY: Institutional Marketing Strategies — Customer Response

Strategy 3: Update the web site to create a “Contact Us” inquiry form and streamline the online communications for the departments at the College.

- a. **Create an online web inquiry form — a “Request Information” form that will allow an inquiry to ask for information about programs, services and other information that will also collect the contact information for the inquiry. When the inquiry fills out the form, the information is downloaded into the MIS system’s Prospect Module and then the communication plan starts for the inquiry.**
- b. **To streamline the many e-mail addresses, create a “Contact Us” form with a multiple choice subject line that will automatically direct the e-mail inquiry to the correct office — for example, Financial Aid, Admissions, Billing, etc. An automated response should be created immediately upon receipt of the e-mail thanking the inquiry for their question and telling them how soon they should have a response. In addition, a person in each critical area of the College should be designated to respond to the e-mails. Delete the majority of the personal e-mail addresses and check the validity of the e-mail addresses on the web site.**

Target Market:	Inquiries to the College via web site
Message:	Top-Quality Academics in the Programs Students Want Large Campus Appeal; Small Campus Feel True Collegiate Experience Best for Transfer Programs with Career Relevance Flexibility and Convenience
Media:	Online
Benchmark:	Current number of inquiries about Mt. SAC Current number of applicants to Mt. SAC Conversion of applicants to enrollees
Measurement Method:	Track the number of inquiries monthly via the new web site request form Track the number of applicants and measure the conversion from inquiry to applicants under the new system Compare the number of applicants who enroll prior to the implementation of the new communication system
Time Frame:	Development of system Fall 2009 Pilot of system late Fall 2009 Implementation of system Spring 2010
Budget:	Development of web “Request Information” form: \$ Development of web “Contact Us” form: \$ Staff time to test forms
Responsibility:	Marketing Department Information Technology Enrollment Management

Non-Enrolling Applicant Scan

A major measure of marketing success is the number of inquiries a college receives. After the inquiry, the college initiates a process by which they persuade the inquiry to apply and finally to enroll. Conversion of inquiries into students at a college is another measure of success and when enrollments are in decline, one of the easiest ways to increase enrollments is to increase the conversion of applicants into enrollees. Examining the Fall 2006 semester for Mt. San Antonio College, there were 14,643 applicants and 8,595 students actually enrolled, resulting in a 59 percent conversion. In other words, 41 percent of those potential students who filled out an application did not follow through and enroll at Mt. San Antonio College and of those, 60 percent were 24 years of age and younger (Generation Y).

In order to better understand why those younger students were not following through and enrolling at Mt. San Antonio College, 80 focused in-depth interviews were conducted by telephone on December 4 and 5, 2007 with the non-enrolling applicants in the targeted age group that did not follow through and enroll. Based on the survey results, the key issues that Mt. San Antonio College should address to increase their conversion of applicants into students include:

- National research indicates that to move an inquiry to an applicant to an enrollee takes at least five to seven contacts. Today, Mt. San Antonio College has more than 14,000 applicants per year. To manually try to follow up with these inquiries is almost impossible. Mt. San Antonio College needs to implement a technology solution that will allow College personnel to more efficiently make regular contact with inquiries and applicants. This new system would include e-marketing and a comprehensive communications plans for inquiries, applicants, and enrollees.
- A majority of the applicants did not attend another college after applying to Mt. San Antonio College, they still live in the area, and would still consider attending Mt. San Antonio College. The College needs to develop an active marketing strategy to target those who applied and did not enroll in the last three years and invite them to enroll again. A fast track process could be used with these applicants to enhance their enrollment process.

The institutional marketing strategies developed with respect to the results of the Non-Enrolling Applicant Scan include:

STRATEGY: Institutional Marketing Strategies — Non-Enrolling Applicants

Strategy 4: Develop a proactive applicant communication system to move applicants to enrollees at the College.

The following actions need to be completed:

- a. Marketing Office should write a series of letters and e-mails using the brand messages developed for the College that encourages an applicant to follow through and enroll at the College.
- b. The current letters that request information from an applicant, for example those asking for a transcript or other pertinent information, should be examined by the Marketing Office for tone and message and re-written, if needed.
- c. Load the new letters and e-mails into the MIS System for follow-up.

Target Market:	Applicants to the College
Message:	Top-Quality Academics in the Programs Students Want Large Campus Appeal; Small Campus Feel True Collegiate Experience Best for Transfer Programs with Career Relevance Flexibility and Convenience
Media:	E-mail messages, Direct mail
Benchmark:	Current number of applicants to Mt. SAC Conversion of applicants to enrollees
Measurement Method:	Track the number of applicants and measure the conversion from inquiry to applicants under the new communication system Compare the number of applicants who enroll prior to the implementation of the new communication system
Time Frame:	Development of system Fall 2009 Pilot of system late Fall 2009 Implementation of system Spring 2010
Budget:	Marketing staff time for writing letters and e-mails
Responsibility:	Marketing Department Enrollment Management

STRATEGY: Institutional Marketing Strategies — Non-Enrolling Applicants

Strategy 5: Develop a direct mail campaign targeted to those applicants who have applied in the last three years and invite them to consider enrolling at Mt. San Antonio College. Conduct this campaign each semester.

The following actions need to be completed:

- a. Marketing Office designs two oversized postcards — one for those under 24 years of age and one for those 25 and over — using the marketing messages for the high school and adult markets and invites them to consider following through and enrolling at the College.
- b. Obtain a list containing name, address, and e-mail addresses of non-enrolling applicants for the past three semesters from Enrollment Management or IT in a database format — like Excel.
- c. Develop an RFP for a printer who can mail merge the names onto the postcards as they are printed, personalizing each card, and determine who will handle the mailing of the postcards.
- d. Follow up with an e-mail message after the mailing and provide a link to enrollment.

Target Market:	Applicants to the College
Message:	Top-Quality Academics in the Programs Students Want Large Campus Appeal; Small Campus Feel True Collegiate Experience Best for Transfer Programs with Career Relevance Flexibility and Convenience
Media:	E-mail messages, Direct mail
Benchmark:	Number of non-enrolling applicants each semester Conversion of non-enrolling applicants to enrollees
Measurement Method:	Track the number of non-enrolling applicants to which postcards are sent and then calculate the number who follow through and enroll for the upcoming semester Calculate the conversion by the number who enroll divided by the total number of non-enrolling applicants receiving a postcard
Time Frame:	Development of system early Fall 2009 Implementation of system in November 2009 with non-enrolling applicants from 2007 to 2009
Budget:	Marketing staff time for designing postcard Printing and mailing cost: \$ Staff time for development of list
Responsibility:	Marketing Department Enrollment Management

Non-Returning Student Segment

Persistence is an important measure of the success of an institution — in other words, how long can the College retain the students they recruit? For many educational institutions, it is much easier to retain a student for a length of time, especially if they have a degree as a goal, rather than always recruiting new students to boost enrollment. During the Fall 2006 semester at Mt. San Antonio College, 5,155 first-time students enrolled during the semester, but of those students, 2,512 students (49 percent) did not return to Mt. San Antonio College by Fall 2007. Examining the 49 percent who did not return, 1,637 (or 65 percent) only completed Fall 2006 and did not return and 875 students (35 percent) completed Fall 2006 and Spring 2007 and did not continue. A majority of the non-returning students were in Generation Y, with 46 percent 19 years of age and younger and 27 percent age 20 to 24.

In order to better understand why those students did not return to the College after a semester or two, a series of 80 focused, in-depth interviews were conducted by telephone on December 5 and 6, 2007 with the students in Generation Y that did not return to the College. Based on the survey results, the key issues that Mt. San Antonio College should address to increase retention of Generation Y include:

- Nationally, the last students to apply (late applicants) are typically more likely to be the first to not be retained at a college. Almost two-thirds of the first-time non-returning students at Mt. San Antonio College applied to the College two months or less prior to the start of classes — some only a few days prior to the start of the semester. Utilizing the Banner system, these students should be tracked to assess problems prior to the end of the semester in which they do not return. Potential early intervention with the students may assist in getting additional services to them that will retain them. In addition, to close the enrollment management loop at the College, a College-wide early warning system needs to be implemented at Mt. San Antonio College.
- Mt. San Antonio College's enrollment goal is a slow and steady growth — potentially two percent per year. Examining the number of students needed to maintain that growth and assuming that marketing will continue to be successful in recruiting new students, only 500 students per year are needed to sustain that level of growth. Simply retaining 20 percent of the first-time students each semester would assist in achieving that enrollment goal. About half of the students leave Mt. San Antonio College because of academic or financial reasons — and these are areas in which the College can typically assist students. More internal marketing to current students about academic support services and availability of financial assistance should reduce the number of non-returning students at the College.
- The students who leave Mt. San Antonio College and do not attend another College would consider attending Mt. San Antonio College in the future, and the majority of the students are still in the area. The College needs to be more aggressive in their communications with the students who leave after a semester or two. Direct mail campaigns and e-mail campaigns should be used to encourage the students to return to Mt. San Antonio College to complete their program area. In addition, the College should be more aggressive during a semester to ensure that the currently enrolled students who do not graduate re-enroll for the upcoming semester.

The institutional marketing strategies developed with respect to the results of the Non-Returning Student Scan include:

STRATEGY: Institutional Marketing Strategies — Non-Returning Students

Strategy 6: For those first-time students who apply less than two months prior to the start of classes, develop a communication program for these students to inform them of the programs and services offered at the College. The following actions need to be completed:

- a. Enrollment Management Office develops a list of first-time students in early Fall semester that apply to the College less than two months prior to the start date of the semester.
- b. Enrollment Management Office works with the counselors to set up appointments with these students within one month of the start of classes to meet with a counselor for an information session.
- c. In these sessions, the students are introduced to the services at the College, like tutoring, financial aid, etc.
- d. After the counseling sessions, the Enrollment Management Office tracks the grades of the students and intervenes with services.

Target Market:	First-time students who apply less than two months prior to start of Fall semester
Message:	Top-Quality Academics in the Programs Students Want Large Campus Appeal; Small Campus Feel True Collegiate Experience Best for Transfer Programs with Career Relevance Flexibility and Convenience
Media:	Direct mail, telephone, e-mail
Benchmark:	Number of first-time enrollees who do not return after one semester (Semester to Semester retention) Number of first-time enrollees who do not return after one year (Fall to Fall retention)
Measurement Method:	Track the number of first-time enrollees who return to school in the Spring after attending in the Fall and compare the retention rate after the intervention plan is implemented Track the number of first-time enrollees who return to school in the from Fall to Fall and compare the retention rate after the intervention plan is implemented
Time Frame:	Development of system Spring 2010 Implementation of system in September 2010
Budget:	Enrollment Management staff time to develop list and make appointments Counseling staff time for the interviews
Responsibility:	Enrollment Management Student Services

STRATEGY: Institutional Marketing Strategies — Non-Returning Students

Strategy 7: For those first-time students who leave the College in good standing after one semester or one year without graduating or completing, develop a direct mail campaign targeted to those non-returning students who have left the College in the last three years. Conduct this campaign each semester.

The following actions need to be completed:

- a. Marketing Office designs an oversized postcard using the institutional marketing messages and invites them to return to the College.
- b. Obtain a list containing name, address and e-mail addresses of non-returning students for the past three semesters from Enrollment Management or IT in a database format — like Excel.
- c. Develop an RFP for a printer who can mail merge the names onto the postcards as they are printed, personalizing each card, and determine who will handle the mailing of the postcards.
- d. Follow up with an e-mail message after the mailing and provide a link to enrollment.

Target Market:	First-time students in good standing who attended one semester or one year and did not graduate or complete
Message:	Top-Quality Academics in the Programs Students Want Large Campus Appeal; Small Campus Feel True Collegiate Experience Best for Transfer Programs with Career Relevance Flexibility and Convenience
Media:	Direct mail, E-mail messages
Benchmark:	Number of non-returning students each semester Conversion of non-returning students to re-enrollees
Measurement Method:	Track the number of non-returning students to which postcards are sent and then calculate the number who follow through and enroll for the upcoming semester Calculate the conversion by the number who enroll divided by the total number of non-returning students receiving a postcard
Time Frame:	Development of system Fall 2009 Implementation of system in October 2009 with non-returning students from Spring 2009 semester
Budget:	Marketing staff time for designing postcard Printing and mailing cost: \$ Staff time for development of list
Responsibility:	Marketing Department Enrollment Management

Segment Messages And Strategies

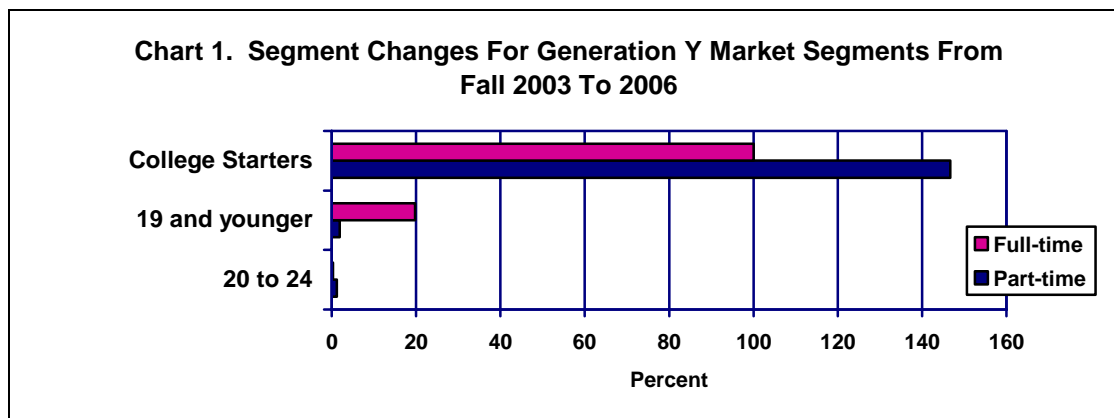
As noted at the beginning of this report, Mt. San Antonio College is a large institution that serves a wildly diverse range of students, all of whom have different reasons for enrolling at Mt. SAC and different factors that affect their satisfaction and success. One of the Marketing Office's biggest challenges is that an attribute that could be a major attraction to one audience could make no difference to another — or worse, be a turnoff. After analyzing the research results and meeting with a range of prospective and current students, **CLARUS Corporation has recommended key market segments upon which Mt. SAC should focus its marketing efforts — high school students, adult students, and employers.** These audiences represent the most opportunity for the institution to increase both the quantity and quality of its students. Each reflects a particular type of student who must be communicated with in specific and strategic ways. In each of the following sections for each audience, the following is outlined:

- Summary of research results pertinent to the target market
- Definition of audiences for the target market
- Messages for each of the audiences in the target market
- Recommendations for the target market
- Strategies developed for the target market

In each section following — high school, adult, and employer — complete marketing recommendations are made for each target market.

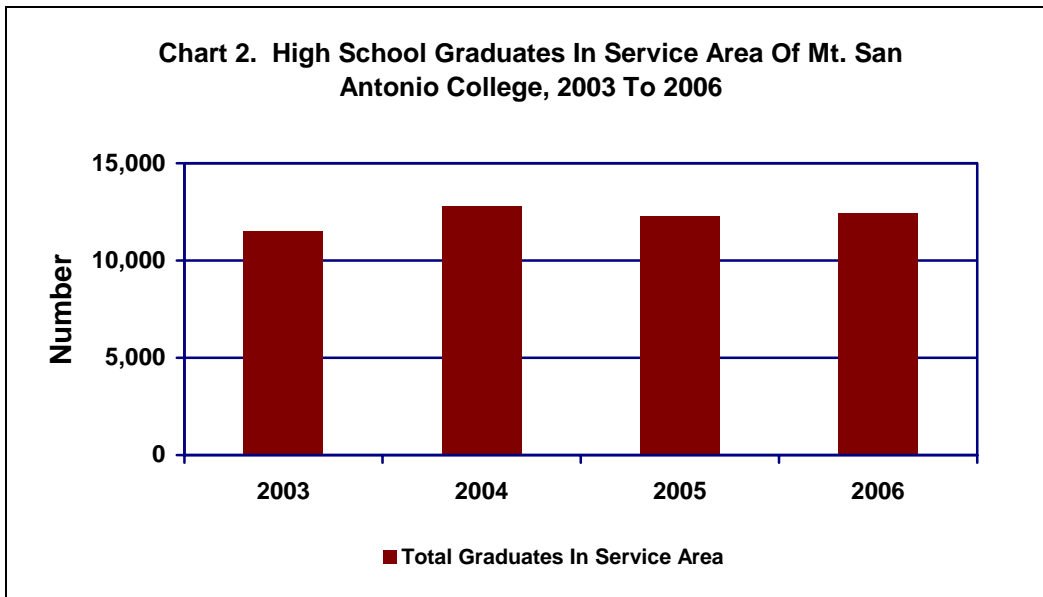
High School Market Segments

When evaluating the high school market, three distinct groups are examined — the College Starters (those attending high school and college simultaneously), high school graduates 19 years of age and younger, and those students 20 to 24 years of age. All of these age groups are within Generation Y. Generation Y represents the high school market of today and young adults that colleges are trying to attract to classes. The widespread use of personal computers and the Internet is an event shared by the majority of Generation Y. Most members of this generation spent at least part of their youth with a home computer and Internet access, and members of this generation use the Internet as a tool for socialization more so than previous generations.

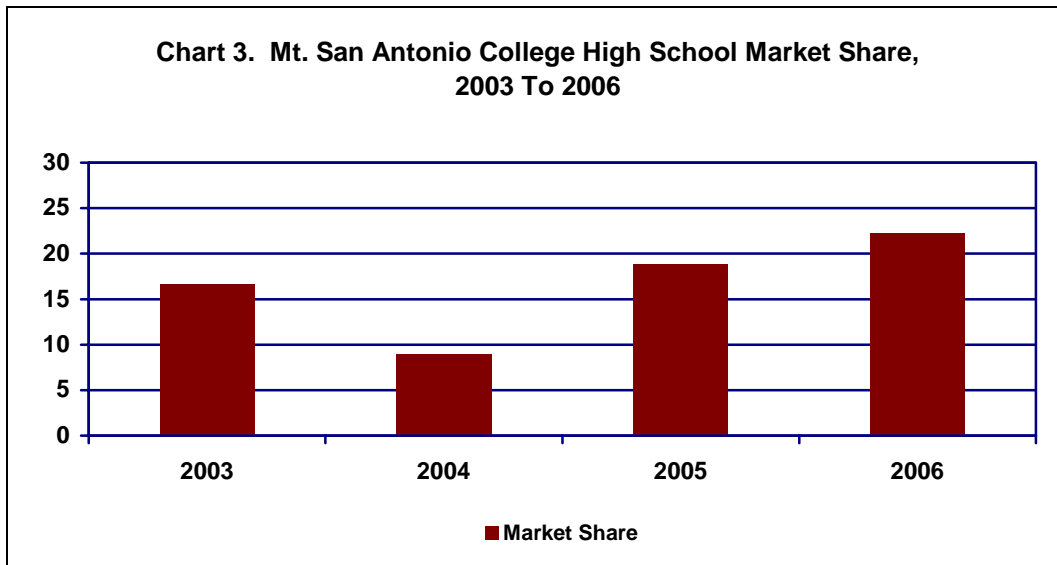


As seen in Chart 1 above, the greatest growth in enrollments at Mt. San Antonio College has been in the College Starter market and the 19 and younger full-time enrollees. Full-time College Starter enrollees increased 100 percent from Fall 2003 to 2006 and part-time College Starter enrollees increased 147 percent from 2003 to 2006; however, the segment only accounts for less than one percent of the total enrollees at the College. Although there were large gains in the College Starter segment, the overall numbers are small and may indicate an area of potential expansion for the College. The 19 and younger segment, which accounts for 28 percent of the total enrollment, had an increase in the full-time segment of 20 percent from 2003 to 2006, but the part-time segment only increased by two percent. The 20 to 24 age segment accounts for 40 percent of the enrollments at the College but growth in the full-time market was flat from Fall 2003 to Fall 2006 — only an increase of 0.3 percent — and the part-time segment only increased slightly more than one percent.

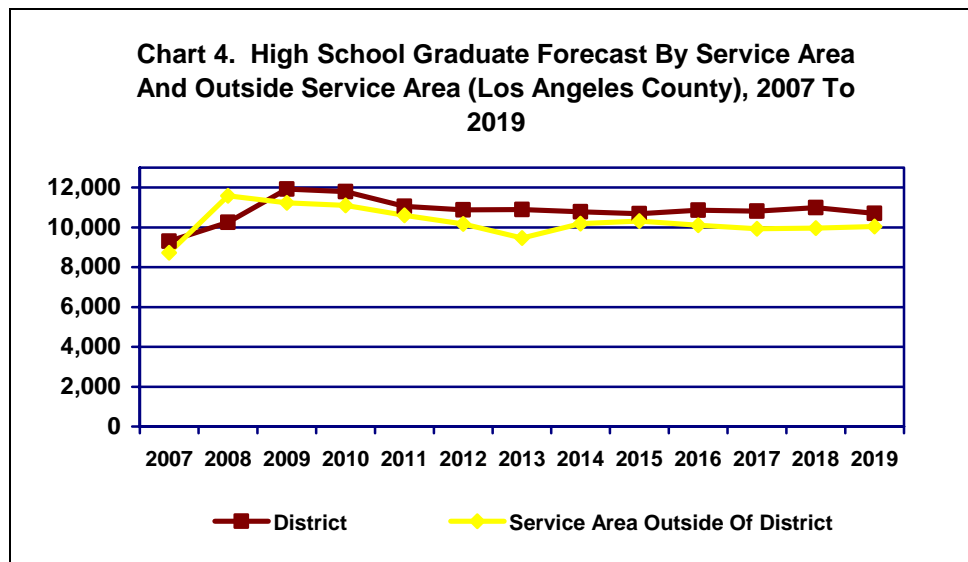
The key question for Mt. San Antonio College in the high school segment is whether or not there is additional room in the high school market for increased market share. The answer to this question is based on the current K-12 enrollments and the number of high school graduates in the service area. As seen in Chart 2 on the next page, the number of high school graduates in the College's primary service area has slightly increased from 2003 to 2006.



High school market share is determined by calculating the number of enrollees in the Fall semester at Mt. San Antonio College who graduated from high school the previous Spring. As seen in Chart 3 below, Mt. San Antonio College saw a dip in their market share in 2004 but have dramatically brought the high school market share up since then. In Fall 2003, the College’s high school market share was 16.6 percent — in other words, the College was enrolling 16.6 percent of the high school graduates in their service area. In 2004, the market share dipped to 8.9 percent and the College actively put more resources into high school recruitment, which has paid off. Mt. San Antonio College’s high school market share in 2005 had increased back to 18.8 percent and by 2006 it was 22.2 percent.



After the graduating classes of 2009 and 2010, Mt. San Antonio College may begin to see a slight decline in the number of high school graduates across the service area (see Chart 4 on the next page with high school forecasts). The question facing Mt. San Antonio College is how much additional market share is available in the service area for the College and what does the College need to do to increase high school market share.



In order to answer that question and understand the high school market, a survey was conducted by telephone of 350 high school students in specific zip codes within Los Angeles County comprising Mt. San Antonio College's service area, which resulted in a 95 percent reliability and a 5.2 percent margin of error. The sample was stratified by the zip codes in the service area and the data was collected from January 8 to February 14, 2008. Results were summarized by the high school student's likelihood of attending Mt. San Antonio College.

Based on the results of the High School Scan, the following is a summary of the main issues that need to be addressed to increase the population of high school students:

- Overall, the College does have additional room for increased market share based on the percent of high school students who would consider attending Mt. San Antonio College immediately after high school. Overall, 46 percent of the students in the Mt. San Antonio College service area would consider attending Mt. San Antonio College. The College's current market share is only 22 percent and the College should be able to increase high school market share to 30 percent. The major issue to consider is that the forecast for the high school market is expected to decline, so even maintaining share in a declining market will lead to reductions in the high school students attending.
- The recruitment and marketing efforts needed for the increase in high school market share will have to focus on electronic communications, direct mail, and media advertising. The current marketing and advertising budget for Mt. San Antonio College has focused on a multi-market to increase overall awareness and has primarily been registration driven. In addition, the majority of the marketing budget has been tied up in the publication and distribution of the class schedule — definitely not a marketing piece, although the marketing department has tried to move it to a marketing focus. In addition, the outreach activities focused on the high school market have been very traditional — high school counselors' luncheon, community/ college fairs, Seniors' Day, and high school presentations and visits. There has been very little recruitment and marketing directed to the high school market and very little communications with the high school students individually.
- Mt. San Antonio College must make a major initiative to upgrade their web site to focus on marketing to the high school students. More than 80 percent of the current students applied to the college online. Research indicates that students look to the web site first for information about a college, prefer direct mail and e-mail communications and expect to have an interactive relationship with the College via their web site. Students expect to fill out forms online — not a pdf to print out and fill in. To actively recruit students, turn them into applicants, have them enroll and retain students, a systematic e-communications process needs to be in place to communicate and track students. Currently, the first letter received by an inquiry is a "Dear Prospective Student" and not even

personalized. In today's market, prospective students expect personalized communications in an electronic age.

- Today's parents are important influencers about education for the high school market — the majority of parents are actively involved in the choice of a college for their child from initiating the conversation to actually getting information for the child to taking the child on college visits. Mt. San Antonio College should support a major marketing effort aimed at the parents of the current junior high and high school students, emphasizing the reasons that the College would be a good fit for their child — for transfer or career. Parents are being actively involved in the college decision process of their children and the College needs to utilize web communications to provide information for the parents. Parents are a market and Mt. San Antonio College needs to recognize this and communicate with this market.

High School Audiences

Mt. SAC's current high school market share is a respectable 22 percent. There is definitely potential to increase it, however, given three pieces of information: (1) 25 percent of high school students surveyed in the service area listed Mt. SAC first in an unaided recall of colleges and universities in the area, (2) 39 percent are familiar with the College, and (3) 46 percent would consider attending Mt. SAC. What's more, 13 percent of the high school students CLARUS Corporation surveyed said they were unsure of their preferred college and 35 percent were unsure of a second-choice college. This represents an opportunity for Mt. SAC to communicate with these undecided students about what is available at Mt. SAC and move the College to their top-choice lists.

Based on these statistics, and knowing that the institution's goal is to slowly and steadily increase enrollment by 500 students a year, CLARUS Corporation believes that the College can increase its high school market share to 30 percent in the next five years. Because the 19 and younger segment of this market represents the largest growing percentage of the College's total enrollment, we will focus on that age demographic for the purposes of this report. After examining the research on the total market of high school students and conducting focus groups with the high school students in the market area, three high school audiences are suggested for targeting the messaging for Mt. SAC: The Strivers, The Seekers, and The High Achievers. Each of these high school audiences will be defined, and marketing messages presented for each group that ties to the overall marketing message. Finally, the key high school strategies will be presented to market to the high school segments.

High School Audience #1: The Strivers

This audience represents the biggest area of opportunity for Mt. SAC in terms of reaching the type of ambitious student who is most motivated to take advantage of all that Mt. SAC has to offer. These are the B- and C-students who are working hard to go to a four-year institution but whose grades aren't quite good enough to get them into their top-choice university right out of high school. Their average grades reflect an evolving maturity that would likely benefit from the support offered by a two-year college to help them ease into college-level work and independent living. As one such new student explained, "I grew up in a sheltered home, but I'm open to any person or experience that can help me grow as a person." These students come from middle-class families that value a four-year degree but will struggle to pay for it, so they don't look down on options that can help make attaining that goal more affordable. As one transfer-oriented student pragmatically noted, "You're still going to get the four-year degree, so who cares if you started at a community college?"

With this audience, marketing efforts should focus on the College's great transfer rate and those attributes that contribute to it: top-quality academics, diversity of programs, passionate professors, and excellent academic counseling. Because these students are interested in having a four-year experience,

communications should also focus on how they don't have to give that up by starting at Mt. SAC. A key message for this group is that they can have a true collegiate experience right away at Mt. SAC, with its award-winning extracurricular activities and active and successful sports programs.

While the support message is helpful for this audience, it is secondary and should focus on academic and career counseling. Too many references to remedial and other assistance programs, such as the Summer Bridge Program, enhance the "community college stigma" that these ambitious students want to avoid.

Messaging For *The Strivers*:

Message #1: Top-Quality Academics in the Programs Students Want

With more than 200 challenging academic programs, a well-known Honors program, and numerous study abroad opportunities, Mt. San Antonio College gives you the education you need to transfer seamlessly into the four-year program of your choice.

Message #2: Large Campus Appeal; Small Campus Feel

Mt. SAC offers an engaging academic environment of small classes where you can make new friends and meet professors who will inspire and support your success. Academic counselors work with you individually to craft your personal academic plan to meet your career and transfer goals.

Message #3: True Collegiate Experience

Mt. SAC is a community college that feels like a residential university. You don't have to wait until you transfer to get involved in college-level sports, clubs, and academic organizations in which you'll not only make new friends but also gain experiences that will enhance your career and transfer goals.

Message #4: Best for Transfer

At Mt. SAC, you can feel confident that you're on the right path to obtaining your bachelor's degree. Our graduates are routinely accepted to campuses in the UC and Cal State systems as well as private universities such as USC, Stanford, and NYU.

Message #5: Programs with Career Relevance

Mt. SAC's academic programs are designed with the needs of today's employers in mind. Earning your associate degree from Mt. SAC puts you on the right path to career and transfer success.

Message #6: Flexibility and Convenience

With Mt. SAC's convenient location and flexible scheduling, you can get the classes you need and still have time for friends, family, work, and extracurricular activities.

High School Audience #2: The Seekers

This audience represents a large but somewhat more risky segment of Mt. SAC's high school market. There is a lot of potential here, but students in this audience will require more time, money, and effort to attract, retain, and graduate because they are more strongly in need of information and help.

A large percentage of these students will be the first in their families to attend college, and many come from homes where English is a second language. While some of them are struggling to make it through high school, many more are bright students who will shine when guided by involved professors and guidance counselors. These students, and their families, realize the value of a college education but are so unfamiliar with the process and the options that they easily miss deadlines or make poor course choices simply due to lack of information.

This group relies heavily on personal connections for gathering information and making decisions. Many of the high schoolers in this category who we spoke to had never seen — much less read — any marketing materials from Mt. SAC (in one high school, where our workshop took place in the guidance counselor's office, students said they were not familiar with the Mt. SAC viewbook, though the interviewer had noticed it placed prominently on a bookshelf in the room). Those who were interested in Mt. SAC said they had learned of the College either through a friend, through a trip to Mt. SAC arranged by their high school, or from a Mt. SAC representative who had visited their high school. This underscores the great need for the people of Mt. SAC to have a consistent physical presence in the high schools, whether admissions counselors, marketing representatives, students, alums, or faculty members — or preferably all of the above!

Because this audience — and their parents — are unfamiliar with and often intimidated by the college admissions process, to even consider a college they must first be reassured that there are people and resources in place to guide them every step of the way. In high school focus groups, when asked what they want to know about a college in order to be interested, students in this audience said things like, “That it has mentors, someone to help you explore what you want to do,” and “That it has someone to help you set up programs.” Therefore, marketing materials and recruiting events should focus on describing resources such as the Summer Bridge program, academic guidance (how to register for classes and which ones to take), skill-building programs, and academic support services (i.e., tutoring) for students at risk. They also need early and clear logistical information such as when and how to apply, what financial aid resources are available, and how to fill out the FAFSA.

Additionally, many of these students are from Hispanic families that place a lot of value on family, so anything about a college or program that would represent a threat to the family unit are a turnoff. One current student told us that she had dreamed since she was five years old of becoming a pastry chef and had wanted to apply to Cal Poly's culinary program, but her high school counselor told her that it was a non-family-friendly occupation, so she somewhat reluctantly decided to major in education at Mt. SAC. It is imperative that Mt. SAC admissions counselors and academic counselors are trained and knowledgeable about motivators within the Hispanic market so that they can appropriately guide students like this and bring to life the recruitment tagline “Dream It. Be It.” Testimonials that pair a student with a parent or sibling are powerful, to show how the College becomes a family experience and meets the needs of both students and their parents.

Academics is still an important message, as these students do have career interests in mind when they are looking into college. A prominent list of all programs is a necessity; communicating academic options through the career clusters is also a way to help this sometimes disadvantaged group think about career and program options that they may not have been previously aware of.

Messaging For The Seekers:

Message #1: Top-Quality Academics in the Programs Students Want

Mt. San Antonio College offers you more than 200 academic programs to choose from — including a variety of associate degree programs and more than 140 professional certificate programs — as well as knowledgeable academic counselors to help you explore your interests and plan your schedule.

Message #2: Large Campus Appeal; Small Campus Feel

You won't get lost at Mt. San Antonio College. There's a support system of professors, counselors, and fellow students who will help you navigate everything from class scheduling to financial aid so that you can get the most out of your college experience.

Message #3: True Collegiate Experience

Mt. SAC offers an amazing number of social and academic clubs, sporting events, and academic support services so that you can start experiencing college life with people who share your interests and can help you achieve your goals.

Message #4: Best for Transfer

At Mt. SAC, you can feel confident that you're on the right path to achieving your career and transfer goals. Some of our graduates get a job right after graduating; many others go on to obtain their four-year degrees from campuses in the UC and Cal State systems as well as private universities such as USC, Stanford, and the Claremont colleges.

Message #5: Programs with Career Relevance

Mt. SAC's academic programs are designed with the needs of today's employers in mind. Earning your associate degree from Mt. SAC puts you on the right path to career and transfer success.

Message #6: Flexibility and Convenience

With our convenient location and flexible scheduling, you can be a student at Mt. SAC and still have time for friends, family, and work.

High School Audience #3: The High Achievers

With budget cuts looming, Mt. SAC will have to make some tough choices in terms of allocation of its marketing budget. Deciding to cut back on marketing efforts to certain audiences will be just as important as increasing efforts with other audiences. The high-achieving high school cohort is one from which the College is going to get the lowest yield, so efforts to grow it must be realistic and highly targeted.

This audience of "A" students has its sights set on top-tier four-year institutions, many of them out of state. It has the least interest in attending Mt. SAC and harbors the most negative associations with it. In high school focus groups, these students were the most likely to call Mt. SAC a "college of last resort;" as one such student elaborated, "If I had to go there, I would cry." Changing the minds of this group is not worth the time or effort. The key, therefore, is to get to them early, before they have a chance to form such strong opinions. The best place to do this is through Mt. SAC's College Starter program, in which high school students can attend Mt. SAC to take college preparatory courses.

From Fall 2003 to Fall 2006, full-time College Starter enrollees at Mt. SAC increased 100 percent and part-time College Starter enrollees increased 147 percent. Though this segment accounts for less than one percent of total enrollment at the College, it represents a potential area of expansion. In marketing terminology, this younger audience would be considered "early adopters," and as such can become some of Mt. SAC's biggest ambassadors. They are by nature ambitious, and reaching them early is not only an investment in increasing the College's high school market share but also an important way to increase the positive "word-of-mouth" marketing that is invaluable. With proper cultivation, this population can be converted into the higher-achieving full-time students who make Mt. SAC their college of choice.

Messaging for this audience is similar to that for the Strivers: great transfer rates, top-quality academics, the Honors program, study abroad opportunities, diversity of programs, passionate professors, and excellent academic counseling. Student-life messages aren't as important, however, since this group will still be primarily socializing with friends in their high schools. Marketing efforts should also reach out to high school principals, teachers, and guidance counselors, as they are the ones who must recommend and approve students for admittance into the College Starter program.

A secondary marketing effort could be made to the high-achieving cohort regarding summer classes. Even those high school students with the most negative attitudes toward Mt. SAC agreed that it is a good community college and that they would consider it as a place to earn credits during the summer that they could apply to their transcripts at their four-year institutions. Knowing this, Mt. SAC can focus marketing efforts on the older members of this group on communicating information about its summer courses. If the high achievers attend during the summer and have a good experience, they will be more inclined to speak more positively of the institution and perhaps slightly improve the College's reputation among the larger high-achieving audience. The former College Starters who immediately enroll at four-year institutions will be the most receptive audience for summer coursework.

Messaging For The High Achievers:

Message #1: Top-Quality Academics in the Programs Students Want

With more than 200 academic programs to choose from plus a well-known Honors program, Mt. San Antonio College lets you get a jump start on your college degree by taking classes before you finish high school.

Message #2: Large Campus Appeal; Small Campus Feel

You'll feel welcome right from the start at Mt. SAC. Our vibrant campus offers small classes with friendly students and professors who will encourage you to experience all that college life has to offer.

Message #3: True Collegiate Experience

Get a feel for college life at Mt. San Antonio College. As a College Starter at Mt. SAC, you can take college courses, participate in extracurricular activities, and attend exciting athletic games and arts performances.

Message #4: Best for Transfer

At Mt. SAC, you can feel confident that you're on the right path to obtaining your bachelor's degree. Our graduates are routinely accepted to campuses in the UC and Cal State systems as well as private universities such as USC, Stanford, and NYU.

Message #5: Programs with Career Relevance

Because Mt. SAC's academic programs are designed with the needs of today's employers in mind, it's a great place to explore how your academic interests can lead to a variety of in-demand careers.

Message #6: Flexibility and Convenience

With Mt. SAC's convenient location and flexible scheduling, it's easy to take college classes and still have time for friends and family.

High School Recommendations

After an in-depth look at the image and awareness of the high school markets and the profiles of the high school students who are considering attending college, and the current recruitment and marketing efforts at the College, the following recommendations were made for Mt. San Antonio College:

- Focus on career awareness days on campus at Mt. San Antonio College to reinforce the career clusters and increase awareness about the programming the College has to offer.
- Prepare a junior high presentation about career exploration and attending college or obtaining a career in the next decade and offer the presentations to junior highs and middle schools.

- Design a high school landing page on the College's current web site that will provide a location for high school students to log in and gain the information important to them without having to search the College's web site.
- Develop an online request information form that provides a personalized viewbook as a response to the inquiry.
- Reformat the initial packet to the inquiry and develop a system of responses rather than the current initial packet being sent to inquiries.
- A radio campaign should be developed to focus on the high school students during the semester that are image based and not registration driven.
- Focus on the high school market by developing a direct mail campaign aimed at the high school students in the service area grades 9 to 12.
- Prepare a series of e-mail communications to focus on the inquiries and non-enrolled applicants to move them to enrollment as a part of an e-communications plan.
- Create a presence on MySpace and re-assign the responsibilities of one of the College's recruiters to an e-recruiting position.
- Utilize viral marketing for the high school market. Rather than development of additional printed materials, the marketing department should create short video clips for marketing that can be posted on the College's web site as well as YouTube.
- Raise money for recruiting scholarships for new students and create an online scholarship application rather than a pdf.
- Budget for an e-communications specialist as an addition to the marketing team at Mt. San Antonio College.
- Functionally, the web site should report to marketing given that it is a major external communication and the vehicle to actually market electronically with information technology supporting the infrastructure.
- Establish a "Bring your sibling day" at Mt. San Antonio College.
- It is recommended that as soon as the *Academic Programs* tab is clicked on the web site's home page, an alphabetic list of programs appears in the web site window.
- Create a targeted marketing campaign for increasing Summer enrollments by developing a master schedule of classes to be sent to households in the market before Thanksgiving to hit the students attending a four-year college prior to their Spring enrollment at their four-year college.
- Create a targeted marketing campaign aimed at the parents of the high school students emphasizing the benefits of attending Mt. San Antonio College.

These recommendations were then scaled down into marketing strategies for Mt. San Antonio College.

High School Marketing Strategies

Marketing strategies have been solidified for the high school market for Mt. San Antonio College based on the information reviewed from the market research and the focus groups. Included in the plan are the specific market strategies for the youth segment which will include the following information for each strategy:

- Strategy — a description of the market strategy to be used to influence the market
- Description of the target market
- Message and suggested media for the target market
- Quantitative benchmarks for the strategy
- Method to measure the success of the strategy

- Time frames
- Budget impact
- Responsibility

The College should first evaluate the merit of the strategies recommended, prioritize the strategy and complete the time frame and budget components for implementation. Measurement methods will be devised for each of the strategies based on the internal data collection capabilities of the College so that they can continue to update the plan over the next few years and measure the success.

STRATEGY: High School Market

Strategy 1: Increase the outreach in the high school market by developing specialized events on campus to familiarize the high school students with the varied programming offered by Mt. San Antonio College.

- a. **Expand the current career awareness days offered by Mt. San Antonio College and develop career cluster days to expand the high school students’ knowledge of careers available in the market. Work with the Academic Affairs Office to create a schedule of the career days and market to the high school students through the Outreach Office. Marketing should reinforce the attendance at the career days by sending invitations to the high school students at their homes.**
- b. **Develop an interactive multi-media presentation for a junior high school market about career exploration and attending college or obtaining a career in the next decade and offer the presentations to junior highs and middle schools, as well as use at career fairs.**
- c. **Working with the leadership at the College and Student Services, plan a “Bring Your Sibling” Day for the College. Events can be held at the Student Union — displays, games, etc. — and allow the siblings to attend classes.**

Target Market:	Junior High and High School Students
Message:	Top-Quality Academics in the Programs Students Want True Collegiate Experience Best for Transfer Programs with Career Relevance
Media:	Multi-media presentation; direct mail
Benchmark:	High school market share of 22.2 percent
Measurement Method:	Measure the change in high school market share from year to year, especially focusing on the high schools which have students participating in the events on campus
Time Frame:	Planning Fall 2009 Implementation and events held Spring 2010
Budget:	Staff time for development and hosting of events Promotional funds for Bring A Sibling Day for giveaways: \$
Responsibility:	Marketing Office Student Services Academic Affairs

STRATEGY: High School Market

Strategy 2: Create a bi-annual parent newsletter to be mailed and e-mailed with information about what needs to be done in fall and spring for high school students interested in attending college for each year of high school. Focus on information specific for freshmen, sophomores, juniors, and seniors. Highlight pertinent dates and information needed for parents in each newsletter.

- a. **Develop content for the parent newsletter — utilize the distinctions that make Mt. San Antonio College unique and excellent**
- b. **Create the design for the newsletter that supports the “Excellence with Distinction” institutional theme for the College for both content and graphic design — create a design that will be used for the next several years for the newsletter**
- c. **Purchase a list of high school students in the service area from a list vendor**
- d. **Send an RFP to find a printer who can personalize the newsletters as they are printed and who will be responsible for mailing the newsletters twice a year**

Target Market:	Parents of high school students in service area
Message:	Top-Quality Academics in the Programs Students Want Large Campus Appeal; Small Campus Feel True Collegiate Experience Best for Transfer Programs with Career Relevance Flexibility and Convenience
Media:	Direct mail, e-mail
Benchmark:	High school market share of 22.2 percent
Measurement Method:	Measure the change in high school market share from year to year
Time Frame:	Content and design Fall 2009 — send out early Spring 2010; Content and design late Spring 2010 — send out early Fall 2010; Continue the twice a year cycle
Budget:	Staff time for development of content and design Printing and mailing services: \$
Responsibility:	Marketing Office

STRATEGY: High School Market

Strategy 3: Increase e-marketing activities for the high schools in the service area of Mt. San Antonio College.

- a. **Work with the webmaster to design a high school landing page.** Marketing will develop the theme and the content and the webmaster will create a design consistent with the Mt. San Antonio College web site design but also rely on the updated design for “Dream It. Be It.” recruitment campaign. The high school landing page must be set up prior to development of any of the campaigns for the high school students. The content should be the information that a high school student needs and not have to search through other pages to find.
- b. **Open a MySpace account for Mt. San Antonio College with the purpose of recruiting through the MySpace page.** Utilize the design for the “Dream It. Be It.” recruitment campaign for the MySpace page. Content should include information about the College. Invite current students to be friends who have Mt. San Antonio College in their profile. After the development of the MySpace page by Marketing, the Enrollment Management Office should assume responsibility for answering questions and checking content. Budget for an e-recruiter position in Enrollment Management.
- c. **Utilize viral marketing for additional exposure in the high school market.** Rather than development of additional printed materials for the high school market, the marketing department should begin to create short video clips for marketing that can be posted on the College’s web site and MySpace pages. The short video clips should focus on student recruitment and program information clips. The Marketing Office should begin to video all events on campus and present a video update via the College web site as well as posting the information on their MySpace page and on YouTube.
- d. **Budget for an e-communication specialist to continue using online communications.**

Target Market:	High school students in service area
Message:	Top-Quality Academics in the Programs Students Want Large Campus Appeal; Small Campus Feel True Collegiate Experience Best for Transfer Programs with Career Relevance Flexibility and Convenience
Media:	Online communications, web site, MySpace, YouTube
Benchmark:	High school market share of 22.2 percent
Measurement Method:	Measure the change in high school market share from year to year
Time Frame:	Develop the web site landing page early Fall 2009 Begin creating video clips start of Fall 2009 Create a MySpace page Fall 2009 Create a YouTube account Fall 2009 Budget for an e-recruiter for Summer 2010 Budget for an e-communication specialist for Summer 2010
Budget:	Budget for an e-recruiter: \$ Budget for an e-communication specialist: \$ Webmaster time to develop landing page Marketing staff time to develop content for landing page Marketing staff time for videotaping Videotape equipment and software for editing and uploading: \$
Responsibility:	Marketing Office Web Master

STRATEGY: High School Market

Strategy 4: Implement a multi-media campaign aimed at the high school students for promoting the benefits of attending Mt. San Antonio College after high school.

- a. Define the media to utilize for the campaign — recommended media include radio, bus ads, theatre ads, and direct mail.
- b. Utilize the recruitment theme of “Dream It. Be It.” for the content and theme. Synchronize the design of the bus ads and theatre ads with the content of the radio ads.
- c. Start the campaign with an oversized postcard mailer to the households with high school students in residence (purchased list). For a 12 week flight, run the radio ads on morning drive, and the theatre, and bus ads for the same time frame.
- d. Market the high school landing page for more information. Track the traffic to the page during the campaign.

Target Market:	High school students in service area Parents as a secondary market
Message:	Top-Quality Academics in the Programs Students Want Large Campus Appeal; Small Campus Feel True Collegiate Experience Best for Transfer Programs with Career Relevance Flexibility and Convenience
Media:	Direct mail, radio, theatre ads, bus ads, Online communications, web site, MySpace, YouTube
Benchmark:	High school market share of 22.2 percent
Measurement Method:	Measure the change in high school market share from year to year Track traffic to the high school landing page during the weeks of the campaign
Time Frame:	Create campaign in September 2009 Run campaign 12 weeks prior to start of Spring 2010 session
Budget:	Media costs: \$ Direct mail printing and mailing: \$ Staff time for campaign development
Responsibility:	Marketing Office Web Master

STRATEGY: High School Market

Strategy 5: Develop a direct mail campaign targeted to those high school students who are “High Achievers” to market summer classes at Mt. San Antonio College and those who are attending colleges in other areas who may return home for the summer.

The following actions need to be completed:

- a. Work with Academic Affairs to create a summer schedule of the classes to be offered (guaranteed) with no times and dates
- b. Design the schedule to be consistent with the “Dream It. Be It.” recruitment campaign and utilize the High Achiever messaging in the content
- c. Create a login on the high school landing page that the high school students and guest students can login, provide contact information, and ask for information to be sent to them regarding the development of the class schedule
- d. Print the Summer Class mailer and send to the households in the market the week prior to Thanksgiving
- e. Send e-mail communications to those who have logged in and requested information as dates and times become available and the Summer Schedule is posted on the College’s web site
- f. Follow up with an e-mail message as the enrollment period opens and provide a link to enrollment in the e-mail

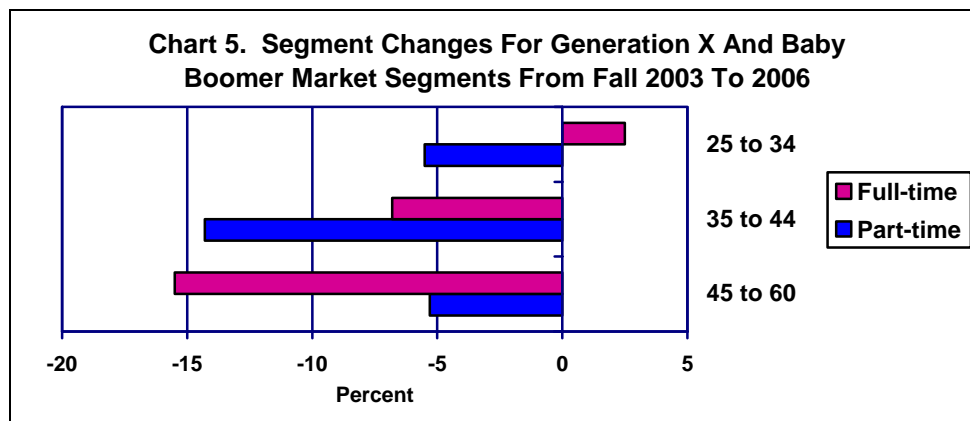
Target Market:	High school students in the service area and college students who will return home for the Summer
Message:	Top-Quality Academics in the Programs Students Want Large Campus Appeal; Small Campus Feel True Collegiate Experience Best for Transfer Programs with Career Relevance Flexibility and Convenience
Media:	Online, College Web Site, e-mail messages, direct mail
Benchmark:	Number attendees in previous Summer sessions
Measurement Method:	Track the number of attendees from previous Summer sessions with the current enrollments in the Summer session being promoted
Time Frame:	Summer schedule created early Fall 2009 Creation of login September 2009 Design of mailer October 2009 Printing and mailing — week prior to Thanksgiving 2009 E-mail follow-up December to May 2010
Budget:	Marketing staff time for designing postcard Printing and mailing cost: \$ Webmaster time for login development Academic Affairs staff time for development of schedule
Responsibility:	Marketing Department Webmaster Academic Affairs

Adult Market Segments

Four age groups represent the adult market segments for Mt. San Antonio College, which correlate to three adult generations — 25 to 34 years of age and 35 to 44 years of age (Generation X), 45 to 60 years of age (Baby Boomers), and 61 years of age and older (Matures). Generation X is typically the parents of Generation Yers. Generation X is the working adult market for colleges today. Generation X is generally marked by its lack of optimism for the future, cynicism and lack of beliefs and trust in traditional values. During the early 1990's, the media portrayed Generation X as a group of flannel-wearing, alienated, overeducated, underachieving slackers with body piercings, who drank franchise-store coffee and had to work at low-level jobs like McDonald's. The employment of Generation X is volatile. The Generation X'ers grew up in a rapidly de-industrializing Western World, experienced the economic recession of the early 1990's and 2000's, saw the traditional permanent job contracts disappearing and becoming unsecure short-term contracts. They experienced off-shoring and outsourcing and often experienced years of unemployment or working at jobs that they had in their youth. They no longer take any employment for granted, as their Baby Boomer parents did, nor do they consider unemployment a stigmatizing catastrophe. They have become excellent parents, preferring to spend time with family rather than work.

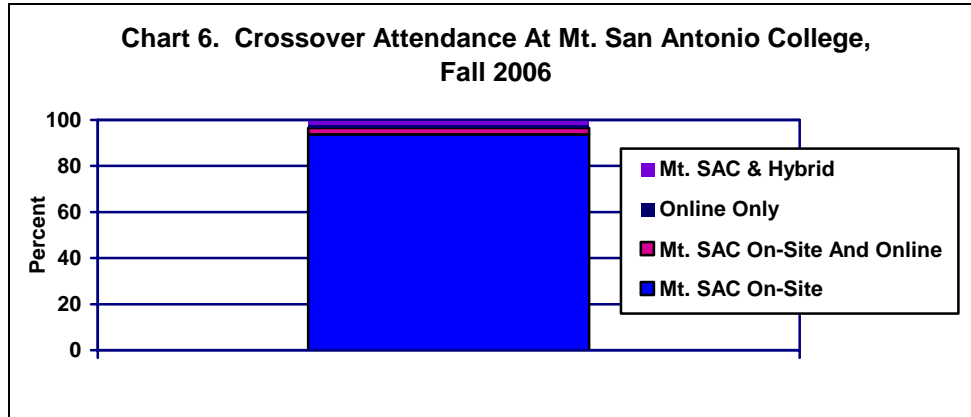
Baby Boomers, born after World War II between 1946 and 1965, are the parents of Generation X and are characterized by strong work ethics and high levels of interest in education. Baby Boomers believed that hard work led to greater economic gains and increasing levels of education was the way to get ahead. The Baby Boomers were the first group to be raised on television. The Baby Boomers found that their music was another expression of their generational identity. Rock and roll drove their parents crazy. Aging Boomers today strive to stay young — they are living longer and want to enjoy it. They believe in education and want products and services to keep them young and in touch.

Finally, the Matures, born before World War II, grew up as the suffocated children of war and depression. They came of age too late to be war heroes in World War I and remember the Depression as children and they remember food shortages. The Matures became the risk-averse, worked hard and were very conservative. They saved to assure themselves the shortages of the Depression would never happen to them again. The Matures expect respect for all they have accomplished and achieved. Typically, the Matures will look to education for entertainment.

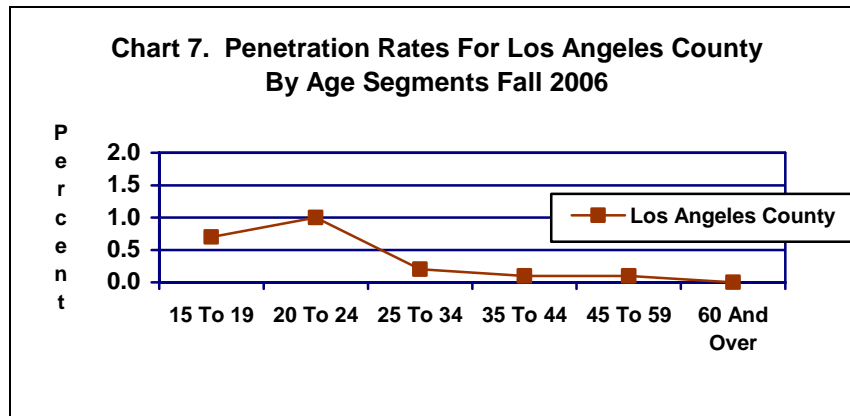


Overall, Mt. San Antonio College has not been reaching the working adult markets described as Generation X — age groups 25 to 34 and 35 to 44 — in large numbers, as seen in Chart 5. In Fall 2006, one-fourth of the credit student population were working adults in Generation X and only six percent of the credit student population were Baby Boomers. Mt. San Antonio College has seen a decline in the working adult market since 2003, typically a market interested in skill updates and career changes. The only group which Mt. San Antonio College has increased in Generation X has been the 25 to 34 full-time students — but they have only

increased two percent. The question is why aren't the working adults attending Mt. San Antonio College and what needs to happen to serve that market.

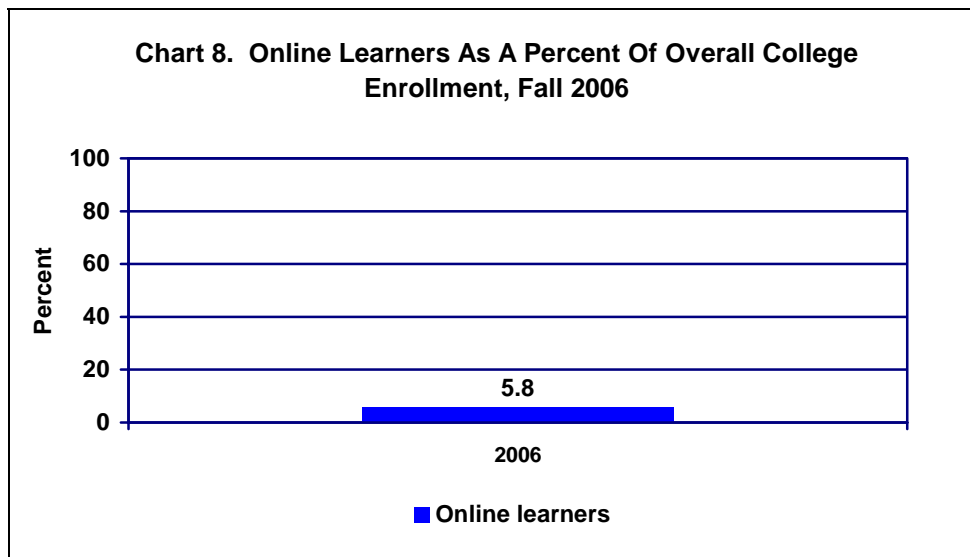


It is important to understand how students are currently attending classes at Mt. San Antonio College and to determine if there is crossover among other locations at the College. As seen in Chart 6, more than 93 percent of the students currently attending Mt. San Antonio College are attending the main campus at Walnut only. Only 1.4 percent of the current students are online attendees only and another 1.4 percent are attending the main campus and hybrid courses. Three percent of the current students are taking classes at the main campus and taking an online course as well. Typically, a college would expect at least 10 to 20 percent of their students taking classes online as well as on the campus.



The penetration in the 25 to 34 year old market segment (enrollees divided by population) is lower than one would anticipate — less than one percent — and is highest in the 20 to 24 and 15 to 19 populations, as one would expect. However, the enrollment of Mt. San Antonio College in the penetration chart above (Chart 7) is compared to the population of Los Angeles County and not only the zip codes in the service area.

Online learners have been a growth phenomenon at many community colleges in the last few years, but for many community colleges it has been an increase in load for many students and not new students from other locations outside of a college's service area as expected. Examining the number of online learners as a percent of the student population provides an overview of how well the College is penetrating online and those results are presented in Chart 8.



Mt. San Antonio College had 5.8 percent of their current students taking online classes in Fall 2006 (1,427 students of 24,653 total students). Examining the overall profile of online learners for Mt. San Antonio College, one finds that one-fourth of the online learners are taking 100 percent of their load online — or are true online learners. Twenty-six percent of the students enrolled in online courses are taking 30 percent of their load online and 16 percent are taking 40 percent of their load online. Only 11 percent are taking 60 percent of their load online and eight percent are taking half of their course load online. Mt. San Antonio College is reaching Generation X with 23 percent of their current online students ages 25 to 34. Only eight percent of the online students are 35 to 44 years of age and five percent are 45 to 60 years of age. More than half (51 percent) of the current online students at Mt. San Antonio College are Generation Y, specifically ages 20 to 24 and 13 percent are 19 years of age and younger.

In order to better understand the working adults, a community survey was conducted by telephone to assess the image of the College and the needs of the working adults in the market. Five hundred households in the service area were surveyed by telephone from February 18 to April 9, 2008, resulting in a 95 percent reliability and a 4.4 percent margin of error. The survey was stratified to represent the service area of Mt. San Antonio College, specifically those zip codes in Los Angeles County comprising the College's service area.

Based on the results of the Community Scan, the following is a summary of the main issues that need to be addressed to increase the population of working adults:

- Market awareness needs to be increased among the populations in the market area of Mt. San Antonio College. Only two in ten residents named Mt. San Antonio College first when listing colleges in the area and only four in ten residents named the College at all as an educational institution in the area. Community members must have top of the mind awareness of Mt. San Antonio College before their messages about programs and services offered at the College will be heard by the markets. While the members of the community can provide a rating as to what characteristics of a community college are important, more than 60 percent of the market does not know enough to rate Mt. San Antonio College on the characteristics. The good news is those who know the College, rate it highly. Changes need to occur in the College's marketing and advertising expenditures in the market to increase the overall awareness and familiarity of the College.
- Attracting the adult market to Mt. San Antonio College will become even more important as the College sees a potential decline in the number of high school students in the market over the next few years. However, Mt. San Antonio College has not seen major increases in the adult students over the last three years — declines have been seen in most adult segments. The adults, ages 25 and over, accounted for 31 percent of the student enrollment at Mt. San Antonio College in Fall 2006, down from 33 percent in 2003. Adults also rated Mt. San Antonio College low on providing continuing

education for adults who already have jobs. But, there is a market for the potential adult students for Mt. San Antonio College. Overall, 40 percent of the adults in the service area are interested in taking classes to upgrade job skills. But to meet this market demand, the College will have to offer flexible scheduling and new programming to meet the needs of the adults.

- The market around Mt. San Antonio College has a high percentage of Hispanic consumers in varying generations. The marketing for the College must take into account the values of the Hispanic market and explore new methods of communicating with the market. More than half of the potential adult learners in credit programming are of Hispanic/ Latino ethnicity.
- In order to make programming more accessible to the adult market, the College needs to examine providing programming at sites other than the main campus in Walnut. Forty-six percent of the respondents to the survey reported that they would be more likely to attend classes at Mt. San Antonio College if the College offered classes at a site other than the main campus in Walnut. By offering classes at off-sites, this may alleviate the perception among the market that classes are full and they cannot find a seat near registration time.
- Continuing education opportunities exist in the market for noncredit professional programming as well as personal interest programming, but the marketing methods used for the programming needs to be much more targeted and direct mail driven.

Adult Audiences

Mt. SAC has not been reaching Generation X — age groups 25 to 34 and 35 to 44 — as much as it should, given that the regional high school market faces a potential decline and Generation X is the working adult market for community colleges today. Though the 25 to 34 age group is the only adult market in which the College has increased enrollment in recent years, the increase was small: only two percent. This group of educated consumers represents an area of opportunity for Mt. SAC marketing and enrollment efforts.

The statistics show the need for raising awareness in this market segment — only two in 10 service-area residents surveyed named Mt. SAC first when listing colleges in the area; only four in 10 residents named it at all. The good news, however, is that if the College can increase awareness, the potential for attracting students is high: 40 percent of adults in the service area are interested in taking classes to upgrade job skills, and those residents surveyed who do know the College rate it highly.

Adult Audience #1: The Career Advancers

The Gen X audience comprises educated, working adults who are highly interested in skill updates and career changes — even more so now as workers nationwide experience layoffs and company downsizing. Because these potential students are juggling jobs and family, flexibility and convenience are key messages to reinforce in marketing messages. But value is most important of all. No matter how convenient, Gen X'ers will not waste their time taking college courses if there is not evidence of the quality and relevance of the institution's programs. Marketing messages should focus on industry relevance and direct application of degrees and certificate programs to specific careers. Immediate marketing efforts could utilize the current career clusters; future efforts could follow suggestions from the CLARUS research report including creating a Programs of Study book and developing industry skill-set program packages.

Because more than half of Mt. SAC's potential adult learners are Hispanic, messages must contain themes that resonate with this audience. As previously noted, family is very important to Hispanic households, so messages should speak to the power of a Mt. SAC degree to help students advance in their careers and therefore become more successful providers for their families. Hispanics are also group-oriented, so group recruitment and networking events might be attractive to this segment. In addition, women are often the decision-makers in Hispanic households, so the flexibility and convenience message becomes even more important as well as information about availability of child-care services. Alumni profiles can be a very

successful vehicle for speaking to the Hispanic market, by highlighting Hispanic alumni who have progressed in their careers as a result of receiving a Mt. SAC degree or certificate and who can also speak to the ease of attending classes and still having time for family.

Messaging For *The Career Advancers*:

Message #1: Top-Quality Academics in the Programs Students Want

With more than 200 degree and certificate programs to choose from, Mt. SAC will help you design the program you need to advance in your career.

Message #2: Large Campus Appeal; Small Campus Feel

Even if you only attend Mt. SAC classes once a week, you will be a part of an engaging academic community. You'll benefit from small classes with faculty who not only have experience and expertise in your industry but also take the time to understand your personal needs and career goals.

Message #3: True Collegiate Experience

As a Mt. SAC student, you can gain hands-on, resume-ready experience by participating in our many award-winning academic clubs and student organizations. And when work is done, you and your family can enjoy Mt. SAC's exciting athletic games and arts performances.

Message #4: Best for Transfer

Not applicable for this audience.

Message #5: Programs with Career Relevance

Because Mt. SAC's academic programs are designed with the needs of today's employers in mind, you will receive industry-relevant training that is not only immediately applicable to your job today but also positions you for fast-track advancement or quicker entry into a new career.

Message #6: Flexibility and Convenience

With our convenient location and flexible scheduling, you can be a student at Mt. SAC and still have time for work and family.

Adult Audience #2: The Degree Completers

This adult audience is very similar in need to the Career Advancers. The difference is that they want to focus on advancing in their careers by completing a bachelor's degree that they started soon after high school but then never completed due to starting a family or needing to go to work full-time.

Messaging For *The Degree Completers*:

Message #1: Top-Quality Academics in the Programs Students Want

With more than 200 degree programs to choose from, Mt. SAC offers the courses you need to transfer to a four-year institution where you can complete your bachelor's degree.

Message #2: Large Campus Appeal; Small Campus Feel

At Mt. SAC, you will be a part of a diverse academic community of learners of all ages and experiences. You'll benefit from small classes with faculty who not only have experience and expertise in your field but also take the time to understand your personal needs and career goals.

Message #3: True Collegiate Experience

As a Mt. SAC student, you can gain hands-on, resume-ready experience by participating in our many award-winning academic clubs and student organizations. And when work is done, you and your family can enjoy Mt. SAC's exciting athletic games and arts performances.

Message #4: Best for Transfer

At Mt. SAC, you can feel confident that you're on the right path to obtaining your bachelor's degree and achieving your career goals. Mt. SAC is a leader among California community colleges for student transfers to four-year public and private colleges and universities; our graduates are routinely accepted to campuses in the UC and Cal State systems as well as private universities such as USC, Stanford, and the Claremont colleges.

Message #5: Programs with Career Relevance

Because Mt. SAC's academic programs are designed with the needs of today's employers in mind, you will receive industry-relevant training that is not only immediately applicable to your job today but also prepares you for easy transfer to the four-year institution of your choice.

Message #6: Flexibility and Convenience

With our convenient location and flexible scheduling, you can be a student at Mt. SAC and still have time for work and family.

Adult Recommendations

After an in-depth look at the image and awareness of the adult markets, the profiles of the adults who are considering attending college and the current recruitment and marketing efforts at the College aimed at the adult markets, recommendations were made for Mt. San Antonio College for the adult market:

- Plan a phased withdrawal of the total market mailing of the class schedule and realign the marketing dollars to focus on promoting the College to the adult students in the market.
- Prior to the implementation of additional marketing and advertising in the market, an adult landing page should be created on the College's web site to track interest from the marketing. In addition, the College should create an adult viewbook that can be sent in response to an inquiry and that the recruiters can use to distribute at community events.
- Create a direct mail campaign aimed at the adults in the service area in place of the mass mailed schedule. The College needs to begin to shift its communication from the mass marketing of the schedule to regular focused communications via direct mail several times a year to the areas in the service area that are interested in education and training.
- Develop programming packages that can be marketed to the adult population interested in attending college in the service area of Mt. San Antonio College, such as expanded Weekend College, Industry Skill Set packages, Curriculum Programming, and Schedule On Your Time.
- Fund a mass marketing campaign aimed at the adults in the service area that would focus on the new programming options created by the College.
- Explore revamping the off-site at Pomona as a key off-site location for expansion of credit and noncredit programming in the service area and explore the feasibility of another location in the west side of the service area.
- Develop messaging and a media campaign for the potential Hispanic enrollees in the market to include adults and parents of high school students. From a message perspective, the College cannot simply translate an English ad into Spanish. Key messages for the Hispanic market include family and home, holding traditional values, and media friendly. Develop a media strategy aimed at the

Hispanic families in the market to reinforce how education will be a positive support for the family for adult Hispanic females and for the youth in the families.

- Multiple markets exist for expansion in community education at Mt. San Antonio College for personal interest and career skills development and the College needs to develop a systematized database for development of just in time marketing through variable data printing and direct mail to expand the market.
- Design a skill set catalog that includes the credit and noncredit programming for updating skill sets at Mt. San Antonio College.

These recommendations were then scaled down into marketing strategies for Mt. San Antonio College.

Adult Marketing Strategies

Marketing strategies have been solidified for the adult market for Mt. San Antonio College based on the information reviewed from the market research and the focus groups. Included in the plan are the specific market strategies for the adult segment which will include the following information for each strategy:

- Strategy — a description of the market strategy to be used to influence the market
- Description of the target market
- Message and suggested media for the target market
- Quantitative benchmarks for the strategy
- Method to measure the success of the strategy
- Time frames
- Budget impact
- Responsibility

The College should first evaluate the merit of the strategies recommended, prioritize the strategy, and complete the time frame and budget components for implementation. Measurement methods will be devised for each of the strategies based on the internal data collection capabilities of the College so that they can continue to update the plan over the next few years and measure the success.

STRATEGY: Adult Market

Strategy 1: Complete web updates for marketing to the adult market in the service area.

- a. **Develop a landing page for adults in the service area of Mt. San Antonio College. Work with the webmaster to design an adult landing page. Marketing will develop the theme and the content and the webmaster will create a design consistent with the Mt. San Antonio College web site design but also rely on the updated design for “Dream It. Be It.” recruitment campaign using the messages for the adult market. The adult landing page should be set up prior to development of any of the campaigns for the adult market. The content should be the information that an adult will need to make a decision about attending college.**
- b. **Update the program information on the College web site. Programs are a major reason the adult market chooses to attend a college. The current program list is difficult to read. Alphabetize the program list and work with the program areas to develop new content for each of the programs at the College — do videos about the programs, testimonials of graduates and current students, curriculum information, faculty information, and any other pertinent information about the program. Focus on areas of distinction about the program areas to follow the College’s Institutional Tagline.**
- c. **Create program information sheets in an 8½ by 11 format that markets the program as well as provides the curriculum for the programs. A sheet needs to be developed for all of the programs. The sheet will be downloadable in a pdf format.**

Target Market:	Adults in the service area
Message:	Top-Quality Academics in the Programs Students Want Large Campus Appeal; Small Campus Feel Best for Transfer Programs with Career Relevance Flexibility and Convenience
Media:	Web site
Benchmark:	Enrollment among the Generation X and Baby Boomer markets
Measurement Method:	Measure the change in enrollments in Generation X and the Baby Boomers from year to year
Time Frame:	Develop the web site landing page early Fall 2009 Update the program information by Fall 2010 Develop the program sheets by Summer 2010
Budget:	Webmaster time to develop landing page Webmaster time to develop program format for program pages Marketing staff time to develop content for landing page Marketing staff time to design program sheets and gather content
Responsibility:	Marketing Office Web Master

STRATEGY: Adult Market

Strategy 2: Refocus marketing from mass communications to targeted information about programs at Mt. San Antonio College.

- a. Plan a phased withdrawal of the total mass mailing of the class schedule. Begin by only mailing to the zip codes most interest in attending college for a semester or a year. Then withdraw the mailing to the past students and those who have attended in the last three years. Finally only make printed schedules available to the current students who will pick them up on campus.
- b. With the money saved by the withdrawal of the mass mailing of the class schedule, develop a direct mail campaign focused on marketing programs to the adult market. Develop oversized postcards for program clusters and in each cluster focus on the specific programs in the cluster. Again, use the adult marketing messages for the content and the “Dream It. Be It.” recruitment campaign as a focus. If possible, utilize successful graduates to emphasize the “Be It” component of the campaign. Assuming that at least eight clusters exist, develop eight postcards and mail over a 16 week period.
- c. Create “Program Minutes” for radio and cable television that emphasizes the information on the program cluster postcards. These spots would run flighted over the 16 weeks that the direct mail postcards would be in the market. Utilize this campaign as a recruitment campaign for the adult market.
- d. Adults will be directed to the adult landing page for more information.

Target Market:	Adults in the service area
Message:	Top-Quality Academics in the Programs Students Want Large Campus Appeal; Small Campus Feel Best for Transfer Programs with Career Relevance Flexibility and Convenience
Media:	Direct mail, radio and cable television
Benchmark:	Enrollment among the Generation X and Baby Boomer markets Web site hits on the adult landing page
Measurement Method:	Measure the change in enrollments in Generation X and the Baby Boomers from year to year Measure the web site hits on the adult landing page during the length of the campaign
Time Frame:	Planning Fall 2009 Implementation Spring 2010
Budget:	Staff time for development of direct mail postcards Staff time for development of radio spots and cable television spots Production of radio spots and cable television spots: \$ Printing and mailing of direct mail postcards: \$
Responsibility:	Marketing Office

STRATEGY: Adult Market

Strategy 3: Develop programming packages that can be marketed to the adult population interested in attending college in the service area of Mt. San Antonio College, such as expanded Weekend College, Industry Skill Set packages, Curriculum Programming, and Schedule On Your Time.

- a. **Work with Academic Affairs to develop new programming packages to market to the adult market**
- b. **After the programming options are developed by Academic Affairs, the Marketing Office needs to then focus the next series of postcards in the marketing campaign to the adults on the programming options**
- c. **Radio and cable television spots will be created focusing on the new programming packages**
- d. **The adults will be directed to the adult landing pages for more information**

Target Market:	Adults in the service area
Message:	Top-Quality Academics in the Programs Students Want Large Campus Appeal; Small Campus Feel Best for Transfer Programs with Career Relevance Flexibility and Convenience
Media:	Direct mail, radio and cable television
Benchmark:	Enrollment among the Generation X and Baby Boomer markets Web site hits on the adult landing page Enrollments in the new programming
Measurement Method:	Measure the change in enrollments in Generation X and the Baby Boomers from year to year Measure the hits on the adults landing page during the campaign
Time Frame:	Development of programming packages Fall 2009 to Spring 2010 Development of marketing materials — postcards, radio and cable television spots Summer 2010 Campaign implemented Fall 2010
Budget:	Academic affairs staff for development of programming Staff time for development of direct mail postcards Staff time for development of radio spots and cable television spots Production of radio spots and cable television spots: \$ Printing and mailing of direct mail postcards: \$
Responsibility:	Academic Affairs Marketing Office

STRATEGY: Adult Market

Strategy 4: Develop messaging and a media campaign for the potential Hispanic enrollees in the market to include adults and parents of high school students.

- a. **Conduct focus groups with Hispanic adults and Hispanic students to gain input into framing the message.**
- b. **Develop a media strategy aimed at the Hispanic families in the market to reinforce how education will be a positive support for the family for adult Hispanic females and for the youth in the families. National research on the U. S. Hispanic market indicates that a combination of television, radio, minority newspapers, and direct mail is the most effective media combination for reaching the market. Almost half of the U.S. Hispanics watch television during prime time hours, especially Spanish language programming. Spanish programming was listed as favorite television programming in the Community Scan. Radio is also an extremely effective means to reach the Hispanic market since a majority of the population often listens to the radio all day and the entire family may tune in as well. Minority newspapers are a key way to reach the local Hispanic community. Unlike the majority of the markets, the Hispanic consumers, especially the first generation, welcome direct mail as a way to become more informed. Overall, Hispanic households are 3.5 times more likely to respond to a direct mail solicitation than a non-Hispanic household, even if it is in English.**
- c. **From a message perspective, focus on the following: Family and Home: Hispanic households may span multiple generations and decisions are made collectively; Hold Traditional Values: Hispanics embrace multiple cultural traditions, including those of their country of origin (if they are fairly recent immigrants), their local community and those of the broader U.S. culture; they respect authority and for older Hispanics, conservative themes and family-oriented marketing are most effective; Be Media Friendly: Hispanics are more likely to trust the information in media, especially when it's entertaining — the more interesting the better.**
- d. **Create a direct mail piece — multiple page mailer that explains the benefits of attending Mt. San Antonio College that will lead the campaign to the Hispanic market.**
- e. **Radio and cable television spots will be created focusing on the Hispanic market as well as newspaper ads for local newspapers.**

Target Market:	Adults in the service area
Message:	Family And Home Traditional Values Top-Quality Academics in the Programs Students Want Programs with Career Relevance
Media:	Direct mail, radio and cable television, newspaper
Benchmark:	Enrollment among the Hispanic market
Measurement Method:	Measure the change in enrollments among Hispanic populations from year to year
Time Frame:	Focus groups conducted Fall 2009 Development of marketing materials — postcards, radio and cable television spots Spring 2010 Campaign implemented Fall 2010
Budget:	Staff time for development of direct mail mailer Staff time for development of radio spots and cable television spots Staff time for development of newspaper ads Production of radio spots and cable television spots: \$ Printing and mailing of direct mail postcards: \$ Newspaper ads: \$
Responsibility:	Marketing Office

Employer Market Segments

Employers in the service area of Mt. San Antonio College comprise a potential market segment for Mt. San Antonio College for credit and noncredit programming. In order to assess what the current needs of the employers in the service area are for training and educational opportunities for their employees, a combination of personal and telephone interviews were conducted with employers across the service area and were stratified by industry type. The interviews were conducted between March 18 and May 22, 2008 and the 400 interviews represent 144,917 full-time employees and 16,367 part-time employees. In the last year, 79 of the companies, that would share their budget, spent \$5 million on training to outside vendors or sending employees to training.

Employer Audiences

It will be important for Mt. SAC to reach out to their employers in the market since they are a key source of employee training and hiring of new employees. A majority of employers in the service area noted that they are having to provide skills training to new hires and that they do not feel that there is a qualified applicant pool to meet their employment needs over the next couple of years. Mt. SAC is an obvious place for them to not only recruit but also to consider for outsourcing training. The two key audiences in the employer market for Mt. San Antonio College are the employers interested in job training and the employers interested in hiring qualified employees.

Employer Audience #1: Employers Interested in Hiring

A majority of the employers in the Mt. SAC service area who were interviewed by CLARUS Corporation said that they do not feel there is a qualified applicant pool to meet their employment needs over the next couple of years. They said they are hiring employees with low skills and then having to provide training to bring them up to speed. Mt. SAC must reach out to area employees, demonstrating the College's success at preparing graduates who are ready to hit the ground running with the skill sets needed by employers today. Testimonials from satisfied employers of Mt. SAC graduates would be powerful influencers for this audience.

Messaging For The Employers Interested In Hiring:

Message #1: Top-Quality Academics in the Programs Students Want

With more than 200 degree and certificate programs to choose from, Mt. SAC provides the education students need to be prepared for today's most in-demand career fields.

Message #2: Large Campus Appeal; Small Campus Feel

Not applicable for this audience.

Message #3: True Collegiate Experience

Not applicable for this audience.

Message #4: Best for Transfer

Not applicable for this audience.

Message #5: Programs with Career Relevance

Because Mt. SAC academic programs are designed with the needs of today's employers in mind and taught by faculty who have experience and expertise in industry, our graduates have the skills you need to fill today's jobs.

Employer Audience #2: Employers Interested in Employee Training

In CLARUS's Workforce Development Scan, more than 90 percent of employers reported that they provided training last year for employees and will do so again next year — but many never think of Mt. SAC as a source for providing that training. This represents a sizable source of income for Mt. SAC: 79 of the companies interviewed that would share their budgets spent \$5 million on training.

Messaging For Employers Interested in Employee Training:

Message #1: Top-Quality Academics in the Programs Students Want

With more than 200 degree and certificate programs to choose from, Mt. SAC offers the courses you need to meet critical needs in your employee training program.

Message #2: Large Campus Appeal; Small Campus Feel

At Mt. SAC, you'll find faculty who not only have experience and expertise in your industry but also take the time to customize courses that meet your business's needs and goals.

Message #3: True Collegiate Experience

Not applicable for this audience.

Message #4: Best for Transfer

Not applicable for this audience.

Message #5: Programs with Career Relevance

Investment in employee training at Mt. SAC pays off. Our academic programs are designed with the needs of today's employers in mind and staffed with faculty members who have experience and expertise in your industry. You can be confident that employees you train through Mt. SAC will gain knowledge and skills that are immediately applicable to their jobs.

Employer Recommendations

The major opportunities and issues to be addressed with the employers include:

- Mt. San Antonio College should explore the development of a Leadership Training Institute and offer certifications in leadership, management, computers, and human resources.
- Explore the feasibility of a revenue share for the programming offered by contract through the Leadership Institute and the departments for the faculty who develop and deliver programming.
- Google searches have become an effective way for businesses to search for providers of education and training. The College needs to invest in an online Google search sponsorship for any education and training searches for the zip codes in the Los Angeles County service area so that the College is always predominant in any searches for business and industry training.
- Working through the Career Placement Office at Mt. San Antonio College, expand the number of internships into both the AA and AS programming and create more meaningful part-time job opportunities for the students.
- Mt. San Antonio College should inventory all of the certifications required by the state for their service area and then target a list for development of continuing education for the industry.

- Designate Centers of Excellence at Mt. San Antonio College for those program areas that can provide the true lifelong learning needed to attain credentials and degrees and then continue to update the program areas. Rather than a massive push for business and industry training at Mt. San Antonio College, the College should target additional contract training on an industry basis in which they have been seen as an excellent provider and performer.
- After examining the current programming offered at Mt. San Antonio College and the demand for new programs in the forecasts of occupations expected to grow in California and the Los Angeles market over the next decade, the following program areas should be considered by the College for new program development:
 - Health Care to include medical assistants, diagnostic medical sonographers, occupation therapy assistants and aides, and dental hygienists and dental assistants
 - Logistics
 - Industrial maintenance
 - Construction trades in industry as well as remodeling and renovation for homes
 - Automotive to include diesel mechanics and RV (recreational vehicle) service technicians
- Reorganize the College catalog by program topic area and do not separate certificates from associate degrees, but make it alphabetical by program areas — transfer areas and technical areas.
- Develop a Programs of Study Book for mass distribution rather than the College Catalog.
- Update the program information on the College web site.
- The College should develop a targeted push-pull campaign for those employees who have tuition reimbursement available to them.
- AutoCAD and lean manufacturing may be program areas of interest to focus on using tuition reimbursement for employees to increase their skill sets.

Employer Marketing Strategies

Marketing strategies have been solidified for the employer market for Mt. San Antonio College based on the information reviewed from the market research and the focus groups. Included in the plan are the specific market strategies for the employer segment which will include the following information for each strategy:

- Strategy — a description of the market strategy to be used to influence the market
- Description of the target market
- Message and suggested media for the target market
- Quantitative benchmarks for the strategy
- Method to measure the success of the strategy
- Time frames
- Budget impact
- Responsibility

The College should first evaluate the merit of the strategies recommended, prioritize the strategy, and complete the time frame and budget components for implementation. Measurement methods will be devised for each of the strategies based on the internal data collection capabilities of the College so that they can continue to update the plan over the next few years and measure the success.

STRATEGY: Employer Market

Strategy 1: Increase online presence for programming at Mt. San Antonio College.

- a. **Google searches have become an effective way for businesses to search for providers of education and training. The College needs to invest in an online Google search sponsorship for any education and training searches for the zip codes in the Los Angeles County service area so that the College is always predominant in any searches for business and industry training. Marketing should purchase the keywords for the College for programming for the Google searches.**
- b. **Partner with local chambers of commerce on their web sites — purchase ads on the chambers’ web sites to focus on education and training — and coordinate links to the College’s programming for employers searching for education and training. Purchase sponsorships, if needed, for education pages on chambers of commerce web sites.**
- c. **Purchase banner ads in the online versions of the local newspapers in the employment opportunities section. Message would be check out College as an option for new employment opportunities.**

Target Market:	Employers in the service area
Message:	Top-Quality Academics in the Programs Students Want Programs with Career Relevance Large Campus Appeal; Small Campus Feel
Media:	Online advertising
Benchmark:	Enrollments in programs at college Training contracts with employers Hits on the online ads
Measurement Method:	Measure the change in enrollments in programs at the College Measure the change in \$ from training contracts at the College Measure the hits on the online ads
Time Frame:	Development of banner ads Summer 2010 Campaign implemented Fall 2010
Budget:	Staff time for development of banner ads Staff time for investigation of online ad purchases Google Advertising: \$
Responsibility:	Marketing Office

STRATEGY: Employer Market

Strategy 2: Create new program marketing materials for use in the Adult and Employer markets.

- a. **Develop a “Programs of Study” booklet to replace the catalog at the College. Move the catalog completely online and create a “Programs of Study” booklet to utilize for promoting programs at the College — booklet will include the curriculum and the description of courses.**
- b. **Develop a “Catalog of Programming” offered at Mt. San Antonio College. The Catalog of Programming would be targeted to employers and would include by subject area, all the credit and noncredit programming offered at the College. This piece is meant as a keeper and reference for the employers receiving the information.**
- c. **Both of these new marketing pieces would use the “Excellence With Distinction” institutional tagline. Design would be upscale and clean for this market — emphasizing excellence.**

Target Market:	Employers in the service area and their employees
Message:	Top-Quality Academics in the Programs Students Want Programs with Career Relevance Large Campus Appeal; Small Campus Feel
Media:	Not applicable
Benchmark:	Enrollments in programs at college Training contracts with employers Third-party payers at the College
Measurement Method:	Measure the change in enrollments in programs at the College Measure the change in \$ from training contracts at the College Measure the change in \$ from third-party payers
Time Frame:	Development of booklets Spring 2010
Budget:	Staff time for development of marketing booklets
Responsibility:	Marketing Office

STRATEGY: Employer Market

Strategy 3: Create a push-pull marketing strategy for encouraging employees to use their tuition reimbursement offered by their employers after the employment market begins to stabilize.

- a. Working with Continuing Education and Academic Affairs, develop a targeted list of employers who provide tuition reimbursement to their employees — obtain contact information for the employers
- b. Work with Continuing Education to contact the employers about providing information to their employees about the programs offered at the College and classes that can be taken and paid for by the tuition reimbursement
- c. Develop e-mail messages for employers to share with employees about the programming at the College
- d. Develop an information packet for the employees who have an interest in taking classes from the College — include a Programs of Study booklet, an information sheet, and an application

Target Market:	Employers in the service area and their employees
Message:	Top-Quality Academics in the Programs Students Want Programs with Career Relevance Large Campus Appeal; Small Campus Feel
Media:	E-mail, publications
Benchmark:	Enrollments in programs at college from employers Third-party payers at the College
Measurement Method:	Measure the change in enrollments in programs at the College Measure the change in \$ from third-party payers
Time Frame:	When market changes
Budget:	Staff time for development of e-mail messages
Responsibility:	Marketing Office Continuing Education Academic Affairs