



ANTELOPE VALLEY COLLEGE

Marketing Plan Summary

This marketing plan was developed with the intention of providing a vision and a direction for Antelope Valley College's growth.

To accomplish growth, Antelope Valley College needs to be positioned as a comprehensive community college – fulfilling its academic transfer, vocational education and community education mission – committed to meeting or exceeding the expectations of students desiring a user-friendly learning experience through a variety of educational delivery systems. Each of these delivery systems should be designed to meet the diverse needs of employers and students in the greater Antelope Valley.

The college has been given a broad mission in serving the community. Thus, for the sake of maintaining focus with limited resources, this plan is focused on those tasks that have great potential to help AVC grow or those things that represent the greatest need in terms of marketing.

The plan identifies 52 specific tasks. Some of the most important tasks are contained in the following areas:

Direct Mail Marketing (*pages 14-16*)

Direct mail is viewed as being one of the most effective means of reaching target audiences. Yet, due to its costs, AVC has rarely used direct mail aside from its Schedule of Classes that is mailed to district.

The importance of direct mail is magnified by the reality that traditional mass media does not have the pull of years past. Newspaper circulation is declining nationwide. Generation Y, those born since 1984, have turned from traditional media to the Internet, iPods and cell phones.

AVC needs a program of ongoing communication with every student in the 8th-12th grades. Every family with school children will receive 9-11 pieces of AVC mail over a five-year span.

Currently, students receive direct mail recruitment pieces from colleges and the military as early as 10th grade. AVC, in contrast, is a virtual unknown in direct mail. The program has the side benefit of reaching nearly one-fourth of the college district's homes, thus potentially drawing older returning students as well.

The campaign will: build a positive impression of AVC, encourage a college-going culture, and promote AVC as a quality education institution.

Current audience: 31,178 students (6,673 8th grade, 24,505 high school).

Total cost: \$40,524 annually (program will pay for itself with 14 new FTES)

Support for faculty outreach (pages 16-17)

A few AVC faculty members are actively engaged in community outreach to promote their programs. It is important to provide these faculty members with collateral materials to assist them in projecting a quality image of AVC and to aid in recruitment efforts. In addition, a Flex program has been proposed for next year to encourage faculty in community outreach. Recruiting just five full-time students a year will cover the cost. Total cost: \$13,999 in 2006-07.

Internet (page 18)

Recognizing the value of the Internet in the lives of Gen Y, AVC has no choice but to add significant resources to its Web site if it is to be successful in marketing. As evidence of the demographic shift, the recently concluded Olympics posted dismal ratings. However, it’s Web site traffic was double what it was from the 2002 Olympics with 338 million page views. In the next 10 months, we need to add a full-time e-marketing communications coordinator and contract with a vendor for a revamp of our site/content management. Total cost: In excess of \$68,000.

Latino Outreach (pages 17-18)

After Gen Y, Latinos are our second-most important demographic. They represent two unique challenges: they are less likely to go to college than most other ethnic groups and they will soon be the most prominent ethnic group in Southern California. We need to create more Spanish-language promotional materials and develop a college-going culture among the young people, in particular.

Express/Fast Track Classes (page 14)

AVC needs a comprehensive and extensive offering of short-term classes packaged under the Express or Fast Track label. Students perform better academically. They have higher retention rates. More than 50,000 AV commuters need alternatives to traditional scheduling.

Online Classes (page 14)

Commuters want them. Gen Y wants them. We need online. We need an extensive offering of online courses, packaged in such a way that students can get an associate degree in liberal studies through online offerings alone.

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Antelope Valley College Marketing Plan 2006

Introduction and Perspective

In order to grow, Antelope Valley College needs to look at all four aspects of its marketing mix:

- Product
- Place
- Price
- Promotion

Marketing is sometimes thought of only in terms of its promotion or advertising component. But the college can't very well promote itself without considering the other components of product (our education programs), place (including where we deliver our programs), and price.

What research is available to us has shown for many years the need to adjust our product component. After all, we cannot promote a product that we don't have or that is not of interest to our prospective students. Thus, this plan will address specific promotional opportunities, as well as other elements of the marketing mix.

Modern marketing is viewed as an integral and ongoing effort with client satisfaction as the main objective.

Modern marketers generally embrace a marketing concept philosophy, which calls for achieving organizational goals by determining the needs and wants of target markets and delivering the desired satisfactions more effectively and efficiently than competitors. In simple terms, today's savvy marketers determine people's perceived needs and work to satisfy those needs.

Marketing is more than just selling or advertising. Marketing in successful organizations is viewed as an integral and on-going effort with client satisfaction as the main objective. Organizations recognize that their ability to attract and retain clients is dependent on meeting client needs and exceeding client expectations.

Marketing Defined

The process involved in directing the flow of services from producers to consumers in order to satisfy customer needs. Quite simply, it is an exchange process where someone gives something in exchange for something else.

Analysis

I. Relevant Facts

A. Strengths:

1. Antelope Valley College is an established community college, having served residents since 1929.
2. AVC is the only public community college within 30 minutes driving time of most residents in the 1,945-square-mile district.
3. AVC offers low cost higher education to anyone who can benefit from its programs.
4. The college's programs are accredited by the Western Association of Schools and Colleges.
5. The teaching/learning process is generally perceived as being of good overall quality.
6. Support for students through the Learning Center, which has an international certification for its tutors, is seen as being of good quality.
7. Support to students through employees of the Marauder Bookstore, Library and Veteran's Affairs is viewed as positive.
8. Availability of on-campus child care.
9. A low incidence of campus crime compared to other colleges and universities.
10. Morning, afternoon, evening and weekend classes to serve the varying needs of residents.
11. Many AVC alumni have gone on to notable careers in business, medicine, law, professional sports and other fields.
12. AVC has more Scholar Athlete Award winners than any community college in California.
13. Low faculty and employee turnover.
14. Most students would return to AVC if they had it to do over.
15. Cooperating with the California State University System to provide on-campus center and courses opening greater educational opportunities for AVC students, including dual enrollment with CSUB-Antelope Valley and CSU, Fresno's engineering program.
16. AVC has added a second temporary site at 1529 E. Palmdale Blvd., Palmdale to provide more accessible education opportunities to residents of the South Valley.
17. The Antelope Valley Union High School District has offered to rent AVC classroom facilities to expand offerings in outlying areas.
18. AVC has a talented and caring faculty.
19. Small class sizes and personal attention by qualified instructors characterize the AVC learning experience.
20. Students have the ability to leave AVC with employable and marketable job skills.
21. Partnerships with businesses and governmental entities, including the valley's extensive aerospace industry.
22. Available parking.
23. Prepare students for upper division university course work as well or better than some public universities, as evidenced statistically through transfer data.
24. Ability to serve the area's growing minority population, with the opportunity for grants and funding of special programs.
25. A Welcome Center provides a central point of contact for inquiries about the college.
26. The college has been commended by an accreditation review team for its student

yields from feeder high schools, Welcome Center and Information Technology Services.

27. The college district enjoyed overwhelming voter support of 69 percent -- one of the highest voter approval ratings in California at the time -- for a \$139 million bond issue in November 2004.
28. AVC has ready access to the names and address of the more than 31,000 8th-12th grade students in the college's feeder schools via the No Child Left Behind Act.

B. Weaknesses:

1. Significant performance gaps between student expectations and actual satisfaction levels as identified by a Student Satisfaction Inventory administered by USA Group Noel-Levitz.
2. AVC students are generally less satisfied with the college's programs and services than other community college students nationally.
3. AVC enjoys less community recognition of the value of the college than other Southern California community colleges. (PSI, 2002)
4. Failure to gather and maintain readily accessible information on AVC students and the community needed to develop appropriate responses to needs or perceived needs, including lack of student learning outcomes.
5. College participation rates below state average, particularly in some outlying communities.
6. Continued gaps between public revenue and campus needs.
7. Failure to meet current student need for classes, particularly in high-demand English courses, which are foundational for courses across all disciplines.
8. Failure to link data with strategic (long-range) planning and decision making.
9. Lack of community awareness concerning the college's programs, including lack of awareness of Palmdale site.
10. Outdated equipment in some vocational labs and absence of equipment in others areas, which impedes the teaching and learning process.
11. Lack of more technology utilization for recruiting, particularly the inability to have a stronger Web presence due to the lack of skilled professionals to develop and maintain Web content.
12. Lack of appropriate distance learning opportunities in response to modern lifestyles and large commuter population of Antelope Valley.
13. Need for comprehensive student recruitment strategy, including utilization of full-time faculty members in outreach and recruitment at feeder high schools and elsewhere.
14. Need to implement sustained and systematic communication with prospective student inquiries and applicants.
15. Failure to identify unique selling points to differentiate AVC from its competitors.
16. Lack of consistency, responsiveness and timely in dealings with external publics.
17. Inability or unwillingness of some stakeholders to appropriately assess their performance or to change.
18. Lack of Spanish language materials for outreach to a large Spanish-speaking segment.
19. Lack of accelerated/short-term academic and vocational programs for students.
20. Lower student retention and success rates among students in the college's predominant semester-long format.

21. Weak internal communication, including lack of purposeful dialogue for enhancing institutional quality/improvement.
22. Failure to prepare for and adapt to significant student demographic changes, including sharp increases in the number of students receiving financial aid, needing basic skills education and requiring ESL instruction, as well as growth of ethnic minority populations within the college's service area.
23. Inability to maintain adequate support staff levels in midst of growth.
24. Lack of staff with the responsibility for creating and maintaining content management of the college's Web site, which is an integral part of the college's marketing function.
25. There is a significant failure among men to complete degree and certificate programs at AVC, with only 33 percent completing associate degrees in a five-year span (1999-2004) compared to 71 percent of women. Only 45 percent of men received certificates, compared to 55 percent of women.
26. Lack of a reentry program to provide an important support network for older adult students.
27. Failure to reach out to larger segments of elementary-age children to develop a college-going culture and to create a pipeline for future AVC students. AVC's groundbreaking Summer Term Enrichment Program (STEP) from the late 1970s and 1980s and the subsequent summer arts program both provided opportunities for hundreds of young people to gain exposure to AVC while benefitting from its programs.

C. Opportunities:

1. The Antelope Valley, with its proximity to the Los Angeles basin, promises much population growth in the years ahead, with the populations of both Lancaster and Palmdale projected to reach 250,000 residents each by the year 2010.
2. The Antelope Valley has a large number of young families representing the "Tidal Wave II" generation; a ready pool of students for many years.
3. Developments in information/communication technology have created opportunities for distance learning, particularly in a large district such as AVC serves.
4. Rapid changes in the workplace mean that many of today's workers will require more training to perform jobs.
5. Changes in welfare laws mean more people will be looking to the college for job training and assistance.
6. The potential to capture state enrollment growth money, with the prospect for increased funding due to growth in successive years.
7. Renewed hiring within aerospace industry and the resulting demand for education and trained employees.
8. State and national demand for well-educated specialists such as registered nurses, airframe and powerplant mechanics, engineers, multimedia artists/designers and other technical positions.
9. An unknown number of high school students in need of further education are expected to fail the exit exam required for a diploma beginning in spring 2006.

D. Threats:

1. The nature of today's alternative family with both parents working and the area's

large commuter population (58,000) creates challenges for the college's traditional schedule and delivery systems.

2. Private vocational schools and universities — with sophisticated marketing practices, accelerated programs and user-friendly attitudes — are tapping the local market to an unknown extent.
3. A number of California community colleges, including neighboring Cerro Coso College and Victor Valley College, have developed extensive course offerings via the Internet. These Internet courses and other long distance learning options have the potential of siphoning students from AVC.
4. Other colleges and education institutions are more effective in adding new educational programs in response to changes in the marketplace.
5. Demographic changes reflecting a greater ethnic and cultural diversity means the college must look at new and different ways of reaching prospective students.
6. The rapid growth of California State University, Bakersfield - Antelope Valley and its potential of adding lower division courses in direct competition with AVC. (In the early stages of its establishment, university officials agreed to offer only upper division and graduate level courses.)
7. Community education programs operated by both the cities of Lancaster and Palmdale are tapping into a prime audience of young people that could be cultivated by AVC's community education program as "lifelong customers" eventually feeding into the college's credit programs.
8. An unknown number of high school students in need of further education are expected to fail the exit exam required for a diploma beginning in spring 2006, potentially straining AVC already limited resources to provide basic education programs.
9. Increase in the Latino population, which has consistently lower high school and college completion rates than other ethnic groups, according to the California Community Colleges System Strategic Plan.

E. Key Issues:

1. Do we want to commit time, energy and money to position AVC to better respond to the needs or perceived needs of students?
2. How do we want to position AVC in the marketplace? What is our branding?
3. Do we continue to push for high visibility college awareness efforts to attract students in spite of significant shortfalls with our ability to serve students in a satisfactory manner?
4. How do we effectively bring about a change in the college's culture, which would be required to accomplish a repositioning of the college to better serve students?

II. Decision Statement

How should Antelope Valley College respond to weak enrollment growth and students satisfaction ratings which place AVC below national norms in all general categories?

III. Alternatives

1. Continue with business as usual.
2. Commit the resources and energy needed to make changes in a limited portion of programs or services.

3. Commit the resources and energy needed to make changes campus-wide.

IV. Recommendation

Position Antelope Valley College as a comprehensive community college -- fulfilling the academic transfer, vocational education and community education missions -- committed to meeting or exceeding the expectations of students desiring a user-friendly learning experience through a variety of educational delivery systems designed to meet the diverse needs of employers and students in the greater Antelope Valley.

V. Market Segmentation/Implementation

By their nature, California community colleges serve anyone who can benefit from their programs and services. Thus, segmenting our market is really dividing the entire population into groups. For the purpose of this marketing plan, we have identified what we consider to be major market segments.

The four bases of segmenting markets are geographic, demographic, psychographic and behavior.

Geographic

Outside Antelope Valley CCD

- Edwards Air Force Base
- Neighboring districts
- Out-of-state
- International

Antelope Valley

- Acton
- Gorman
- Lancaster
- Littlerock
- Palmdale
- Quartz Hill
- Rosamond
- Other

Market segmentation defined: The process of identifying and dividing a market into groups that differ in their service needs or buying responses.

Demographic

Age:

K-8th grade

High school

Post high school, under 18

18-24

25-29

30-34

35-39

40-49

50 and over

Sex:

Male
Female

Generation

Baby Boomers (born 1946-1964)
Generation X (born 1964-1984)
Generation Y (born 1984-2004)

Annual Income

Under \$10,000
\$10,000-\$14,999
\$15,000-\$19,999
\$20,000-\$29,999
\$30,000-\$49,999
\$50,000-\$99,999
\$100,000 and over

Education

Not a high school graduate
High school graduate
Some college
Associate degree
Bachelor's degree
Master's degree
Doctoral degree

Ethnicity:

African American
Asian Pacific
Caucasian
Latino
Native American
Other

Religion

Catholic
Protestant
Jewish
Muslim
Hindu
Other

Employment status:

Employed
- seeking improved job skills
- seeking personal improvement

Unemployed

- seeking improved job skills
- seeking personal improvement
- seeking career

Psychographic

Lifestyle

Older adults returning to college

- employed
- unemployed
- homemakers
- retirees

Parent/parents with children

- seeking education for children
- seeking education for themselves

Commuters

Behavioral

Attitudes

Enthusiastic

Positive

- Looking for “quality” education
- Looking for affordability in education
- Looking for convenience/flexibility in education

Indifferent

Negative

- Can’t afford college
- Can’t benefit from college/not smart enough

Hostile

Goals

Certificate

Associate degree

Bachelor’s degree

Job skills

V. Implementation

AVC is an excellent position to grow due to its large number of young families representing “Baby Boom II,” as well as older adults needing additional education to meet the rapid changes of the workplace.

Through an independent analysis conducted by USAGroup Noel-Levitz in February 1997, AVC is failing to do enough to influence the decisions of those who are undecided about attending the college -- a significant market segment. Instead, the college is attracting those students who would come in spite of what the college is doing or not doing.

Since exceeding customer expectations is a common gauge for retaining customers, the college should focus on exceeding the expectations of students attending the institution, recognizing the power that “word of mouth” can have in building a greater customer base in any organization.

Furthermore, the college needs to examine ways of reaching those interested in higher education who fail to enroll at AVC. Of particular note are the hundreds of prospective students being lost each semester from the time a registration appointment is requested through the first week of classes. For the recent fall 2005 semester, more than 1,000 such prospective students failed to register for classes. Not enough is known about this segment of the population to understand the reasons we are failing to capture these individuals as students.

Efforts to attract others who haven’t made up their minds concerning AVC need to be expanded.

AVC’s lack of responsiveness to these pressing needs could be seen as a shortfalling in the community college’s basic mission of providing access to a college education to anyone in our community who can benefit. As a publicly funded institution, we are accountable to the taxpayers in our community to provide relevant educational programs.

Positioning AVC to better serve our community (the taxpayers), therefore, is a compelling goal.

Target markets: Traditional-age college students (18-24), existing high school students, commuters, Latinos (an underserved population), reentry students (homemakers, workers updating job skills), welfare recipients, students from families where neither parent has attended college, and others. These markets can be further divided according to transfer and vocational/technical education.

Young adults - Generation Y

Given that traditional-age young adults make up the bulk of our full-time students (thus are responsible for a significant portion of our state funding), considerable efforts need to be made to reach these students while they are still enrolled in high school. The fact that Generation Y typically shuns traditional mass media in favor of Internet and cell phones, underscores the need for AVC to strengthen its Web presence and online course delivery. Quality of instruction, access to faculty, priority registration, support services and low costs are among other factors to be stressed.

Existing high school students

Some community colleges nationally attract one-fourth or more of their students through concurrent enrollment programs involving high school students. AVC currently has several hundred high school students enrolled, but it is not a market AVC actively targets.

Existing high school students represent a significant potential market for AVC.

For college-bound high school students seeking to escape the confines of the Antelope Valley after graduation, AVC presents an excellent opportunity for high school students to complete some of their core, lower division requirements prior to graduation. It also has the potential of exposing high school students to our quality programs and faculty, thus helping remove the stigma that AVC is somehow inferior. (We know from numerous anecdotal accounts that former

AVC students who have attended universities look back on their AVC experience quite favorably in comparison.)

For existing high school students interested in pursuing career or technical fields, AVC is a promising alternative to the limited vocational programs offered in area high schools. The emphasis of high schools on college preparatory education would seem to be out of step with modern realities, providing AVC a prime opportunity to open its many under-enrolled career and technical programs to teens.

Commuters

Commuters are a significant market (an estimated 14% of the population), but their needs are largely unknown due to lack of current external survey information.

One hypothesis is that due to the extensive hours commuters spend on the road/rail each week, non-traditional education delivery systems such as online, television, or audio cassettes would provide the convenience and flexibility desired by such students.

Indeed, a May 1998 survey conducted by Price Research for California State University, Bakersfield found that class schedule flexibility is a major factor for prospective students -- commuters and non-commuters alike -- in the Antelope Valley.

Price Research found 67.8% of survey respondents have an interest in enrolling in an interactive course via modern technology and the Internet. Slightly more than half of the respondents (56.8%) indicated an interest in enrolling in a video course.

As for class scheduling, Price Research found nearly two-thirds of respondents prefer courses on weekdays (73 percent), while only 21 percent noted a preference for classes on Friday, Saturday and Sunday. 44 percent of the respondents would consider taking a class after 6 p.m. on Fridays.

Furthermore, there were significant differences in time preferences between men and women. More than 60 percent of the men prefer classes after 5 p.m., while only 39 percent of the women prefer that time slot. Women prefer morning classes (42 percent) compared to only 23 percent of men who want morning classes.

Perhaps the strongest scheduling preference was for short-term courses of two to three days with 81 percent saying they would consider enrolling in such a course. The need for more short-term courses was underscored in the June 2005 AVC Student Equity Plan, showing a higher retention and success rates among students in short-term courses, as opposed to semester-long courses.

Latinos

While the percentage of Latino AVC students more closely resembles that of the overall population than it did a few years ago, there is still an under representation of Latinos on campus. Given the demographic shifts with a rapidly growing Latino presence in the Antelope Valley, this is a critical audience.

Focus groups conducted at AVC in spring 1998 indicated some Latinos, particularly men, bypass college in favor of jobs upon graduating from high school/reaching the age of majority. Some

comments from the focus groups indicated a segment of Latino men may have added pressures to contribute to the family's income while facing little support for continuing education beyond high school. Thus marketing efforts to this segment should address this concern.

Reentry students

Fear and anxiety over returning to school are frequently encountered concerns from this segment. AVC's New Directions Program was established to deal with reentry students, but it currently suffers from lack of resources. AVC is neglecting a significant target market by failing to have an active, appropriately funded reentry program.

Welfare recipients

The California Work Opportunity and Responsibility to Kids (CalWORKs) Program is having an impact on the Antelope Valley due to a significant percentage of the population on public assistance. There is an opportunity for AVC to integrate these individuals into its academic and technical training programs.

Transfer students

While survey results from 1997 and 2002 indicate AVC students are satisfied with the quality of instruction they receive, there appears to be significant perception problems involving prospective, traditional-age AVC students. It has reached a point in some situations where prospective students are reluctant to admit they are considering attending AVC.

This underscores a need to showcase the benefits of an education at AVC while building the image of the school through a consistent and ongoing campaign. The college's efforts at image building have been sporadic, due to budgetary constraints and lack of a clear vision.

Career and technical education

In the face of competition from private technical schools, there's a sense among some vocational faculty that AVC is failing to attract traditional students -- and others -- to career and technical programs. Lacking survey information, observers believe the intensive recruitment and advertising of the private schools combined with attractive scheduling options have resulted in AVC losing its competitive edge. More extensive efforts are needed to educate residents about the variety of career and technical programs at AVC and to promote these programs as viable alternatives to any offered in the private sector.

This marketing plan will attempt to deal with issues related to the overall student population, as well as to some of these specific target markets.

VI. Tasks

The following tasks have been identified as recommended priorities, including dealing with areas identified in the 2002 USA Group Noel-Levitz Student Satisfaction Survey that showed significant performance gaps.

- 1) Clarify AVC's desired enrollment state over a five-year period in terms of headcount, full-time equivalent students (FTES) and market segment, taking into account the full scope of the marketing mix in terms of classes (product and place), financial aid (price) and promotion.

Cost: None

Deadline: August 1, 2006

Person responsible: Chair, Enrollment Management Committee

Measurement tool: Completion of plan

Academic program format and delivery

2) Provide a comprehensive and extensive offering of short-term courses as part of a package promoted under the Express or Fast Track label prior to the start of each term, in response to Student Equity Report data and other research showing improved student success and improved student retention in such courses.

Cost: Unknown

Deadline: November 1, 2006

Person responsible: Vice president of academic affairs, in conjunction with director of public and governmental relations

Measurement tool: Student response to classes (enrollment) and Student Satisfaction Survey

3) Increase the number and variety of online courses, with a particular focus on serving the valley's large commuter population.

Cost: Unknown

Deadline: November 1, 2006

Person responsible: Vice president of academic affairs

Measurement tool: Student response to classes (enrollment) and Student Satisfaction Survey

4) Add more sections of "core" academic courses to accommodate student demand, as evidenced by enrollment trends in English, math, Spanish, science and other courses, with particular consideration to adding other locations to better serve residents.

Cost: Unknown

Deadline: May 1, 2006

Person responsible: Vice president of academic affairs

Measurement tool: Enrollment and Student Satisfaction Survey

Direct mail marketing

5) Prepare and mail a congratulatory graduation letter to an estimated 6,700 8th grade students from AVC president. Phase II.

Cost: \$3,602

Deadline: June 25, 2007

Person responsible: President, in conjunction with director of public and governmental relations

Measurement tool: Phone survey to determine receipt and response to message

6) Develop and mail a postcard to an estimated 6,700 parents of all 9th grade students touting the economic benefits of a college education (including technical and career education).

Cost: \$2,349

Deadline: March 2007

Person responsible: Directors of public relations/outreach

Measurement tool: Phone survey to determine receipt and response to message

- 7) Send a letter/mailer to incoming 11th grade students who have made the dean's list (est. 2,000), advising them of the option to take AVC courses while still in high school.
 Cost: \$975
 Deadline: July 15, 2006
 Person responsible: Director of outreach/Honors Program coordinator
 Measurement tool: Enrollment of targeted students within six months of letter

- 8) Prepare and mail a color postcard advising 6,200 11th grade students and all continuing school students of qualities they should look for in a college or technical school. What to look for in a college/technical school. 7,200 pieces.
 Cost: \$2,649
 Deadline: October 2006
 Person responsible: Directors of public relations/outreach
 Measurement tool: Phone survey to determine receipt and response to message

- 9) Send a color postcard to approximately 10,000 11th-12th graders reminding them of AVC's participation in College Night.
 Cost: \$3,219
 Deadline: September 2006
 Person responsible: Directors of public relations/outreach
 Measurement tool: Event survey to determine receipt and response to message

- 10) Send a color postcard to approximately 10,000 11th-12th graders reminding them of AVC's Cash for College event.
 Cost: \$3,219 covered through existing BFAP funds
 Deadline: January 2007
 Person responsible: Director of financial aid/public relations
 Measurement tool: Event survey to determine receipt and response to message

- 11) Send a postcard to the parents of 12th graders reminding them of the opportunity to participate in AVC orientation.
 Cost: \$2,121
 Deadline: February 2007
 Person responsible: Directors of public relations/outreach.
 Measurement tool: Event survey to determine receipt and response to message

- 12) Send a mailer to parents of 12th graders reminding them of the one-stop event and the benefit of an AVC education.
 Cost: \$3,077
 Deadline: Spring 2007
 Person responsible: Directors of public relations/outreach
 Measurement tool: Phone survey to determine receipt and response to message

- 13) Prepare and mail a congratulatory letter from the President to high school graduates.
 Cost: \$3,077
 Deadline: June 2007

Person responsible: President

Measurement tool: Phone survey to determine receipt and response to message

14) Create and mail an annual fall newsletter to all parents of children in 8th-12th grades (est. 31,500 pieces) celebrating AVC's successes, touting the advantages of an AVC education and promoting the ability of students to transfer in two years.

Cost: \$15,306

Deadline: October 31, 2006

Person responsible: Director of public and governmental relations

Measurement tool: Phone survey to determine receipt and response to message

Support for faculty outreach

15) Provide materials in support of the *Theatre for Young Audiences* program, which in spring 2006 is expected to reach 8,000 school children through performances. Materials for future performances will include color fliers for each child promoting AVC, along with educational packets for each teacher attending the program and theater T-shirts given out to select students. The T-shirts have the added benefit of serving as walking billboards for the college.

Cost: \$5,553

Deadline: January 15, 2007

Person responsible: Director of outreach, in conjunction with director public and governmental relations and theater director.

Measurement tool: Longitudinal study of AVC enrollment trends involving students from feeder schools

16) Provide presentation folders with existing materials and an advertising specialty (such as quality pen) to each of the more than 100 top high school math students that visit AVC each spring as part of *Math Field Day*.

Cost: \$1,921

Deadline: February 1, 2007

Person responsible: Director of outreach, in conjunction with director public and governmental relations and math department.

Measurement tool: Longitudinal study of AVC enrollment trends involving students from feeder schools

17) Provide AVC advertising specialties (7.5 inch sport fliers, similar to Frisbees) to participants in the annual winter *Math Science Odyssey* that attracts several hundred area 8th grade students to AVC each winter.

Cost: \$464

Deadline: January 2, 2007

Person responsible: Director of outreach, in conjunction with director public and governmental relations, Math/Science Division and NASA.

Measurement tool: Longitudinal study of AVC enrollment trends involving students from feeder schools

18) Provide AVC pocket screwdrivers for high school participants in the annual fall *Automotive Career Day* sponsored by the Automotive Technology Program.

Cost: \$425

Deadline: October 1, 2006

Person responsible: Director of outreach, in conjunction with director public and governmental relations and automotive tech instructors.

Measurement tool: Longitudinal study of AVC enrollment trends involving students from feeder schools

- 19) Provide AVC imprinted sports bottles and presentation folders to prospective student athletes from area high schools who are contacted by AVC coaches. Student athletes represent a significant amount of FTES since they are required to enroll full time.

Cost: \$3,146

Deadline: September 1, 2006

Person responsible: Director of outreach, in conjunction with director public and governmental relations and coaches

Measurement tool: Following school year enrollment of recruited high school athletes.

- 20) Provide prospective engineering students who visit AVC each spring with AVC imprinted pocket calculators.

Cost: \$515 (three-year supply)

Deadline: February 1, 2007

Person responsible: Director of outreach, in conjunction with director public and governmental relations and engineering instructor.

Measurement tool: Longitudinal study of AVC enrollment trends involving students from feeder schools

- 21) In support of general outreach activities, provide business card magnets with attached notepads as promotional pieces for such events as Poncitlan Square, Antelope Valley Fair and other such events

Cost: \$1,975 for 2,500 two-color magnet notepads (50 sheets)

Deadline: August 15, 2006

Person responsible: Director of outreach, in conjunction with director public and governmental relations.

Measurement tool: Inquiry (tracking) cards filled out at events

- 22) Provide advertising specialties to high school seniors attending the annual spring 4.0 dinner.

Cost: \$1,000

Deadline: March 15, 2007

Person responsible: Director of outreach, in conjunction with director public and governmental relations.

Measurement tool: Following school year enrollment of recruited high school 4.0 students

Latino outreach

- 23) Develop greater awareness of AVC among the Latino community, by producing Spanish language materials such as brochures, fliers and posters to encourage parents to direct their children to AVC to get a good career, with specific steps and outcomes shown.

Cost: \$4,200, first phase

Deadline: November 1, 2007

Person responsible: Director of public and governmental relations

Measurement tool: Longitudinal study of AVC enrollment trends involving students from target market

24) Study other means of reaching out to the Latino community in an effort to develop a stronger college-going culture, particularly among elementary age children. Particular attention should be given to outreach at community events, including church services, as in the model being followed currently by the California State University System.

Cost: TBD

Deadline: May 1, 2007 for study

Person responsible: Chair of marketing and chair of enrollment management

Measurement tool: Longitudinal study of AVC enrollment trends involving students from target market

Internet

25) Revamp AVC's Web site and provide for continued support to facilitate the site's use as a relevant recruiting and informational vehicle, particularly with Generation Y users.

Cost: \$60,000 for contract for revamp of site/content management

\$55,848 for new position, e-marketing communications coordinator

Deadline: August 1, 2006

Person responsible: Director of public and governmental relations

Measurement tool: Tracking of Web site hits

General promotion

26) Continue to work with the Antelope Valley Press on annual publication of the Higher Education tabloid, to assist with promotion of Cash for College and promote AVC's quality education program. Includes purchase of advertising space and outsourcing a portion of the writing.

Cost: \$3,460

Deadline: January 10, 2007

Person responsible: Director of public and governmental relations

Measurement tool: Phone survey of paid subscribers

27) Develop a flier that would target audiences at Best Buy, utilizing bag stuffing. Possible courses to target would include under-enrolled music appreciation, history of jazz, music performance, computer applications and computer graphics courses.

Cost: \$1,791

Deadline: November 14, 2006 for holiday shopping season

Person responsible: Director of public and governmental relations

Measurement tool: Classroom survey of promoted classes

28) Continue use of special event banners in prominent campus locations to draw public attention to special events.

Cost: \$200 per new vinyl banner

Deadline: Ongoing

Person responsible: Appropriate administrator

Measurement tool: Event survey

- 29) Reduce use of traditional mass media (radio, TV, newspaper and billboard), but maintain a focused presence at key periods to promote enrollment.
Cost: \$25,000 (existing funding)
Deadline: Ongoing
Person responsible: Director of public and governmental relations
Measurement tool: Overall enrollment and follow-up survey
- 30) Coordinate expenditure of categorical funds (i.e. BFAP) for promotion with overall college goals in order to maximize effectiveness.
Cost: None
Deadline: Ongoing
Person responsible: Vice presidents
Measurement tool: Better targeted messages to markets
- 31) Provide training and support for faculty members to engage in more community outreach activities involving target populations.
Cost: None for Phase I, Flex presentation
Deadline: January 2007
Person responsible: Director of public and governmental relations
Measurement tool: Survey of Flex participants
- 32) Continued support for the Welcome Center and evaluation of resources is needed to address student concerns of eliminating “the run around” and showing concerns for students as individuals. Well-trained and informed Student Ambassadors and staff members at the Welcome Center serve as a first point of contact for many prospective students.
Cost: TBD
Deadline: Ongoing
Person responsible: Director of outreach
Measurement tool: Student Satisfaction Survey
- 33) More thorough indoctrination of new employees and educating existing employees about the many support services and functions on the campus. Customer service training would enable employees to better serve students and perspective students by directing them to appropriate resources.
Cost: TBD
Deadline: Ongoing
Person responsible: Vice president of human resources and employee relations
Measurement tool: Student Satisfaction Survey
- 34) Recognize and reinforce positive employee behavior through a variety of means. Suggestions include a rally at the beginning of a semester, special parking spot, free lunch, and having feedback boxes around the campus to enable students and community members to recognize employee efforts.
Cost: Minimal
Deadline: June 30, 2007
Person responsible: President
Measurement tool: Student Satisfaction Survey

- 35) Enhance communication to students. Suggestions include better utilizing existing materials, such as registration postcards, to include important communications and improvements in electronic communication. Use of MyAVC is expected to greatly improve communication efforts.
Cost: No additional
Deadline: December 30, 2006
Person responsible: Director ITS
Measurement tool: Student Satisfaction Survey
- 36) Strengthen advising and counseling functions to students by A) studying the use of academic advisers and/or increasing the number of counselors; B) adding walk-in counseling during peak periods; C) redesigning and creating new user-friendly materials and Internet resources that will help students to better plan and follow their academic plan independently, and; D) creating an orientation video that shows students how to function in college.
Cost: Unknown
Deadline: June 30, 2007
Person responsible: Vice president of student services for A/B; coordinator of communications design for C; student services and public relations for D
Measurement tool: Student Satisfaction Survey
- 37) Ask the Academic Senate to provide suggestions for addressing student perception over faculty being fair and unbiased in their treatment of individual students. Suggestions include: A) creating greater awareness of what students can do to address concerns over grades or conduct; B) helping students to have a clear understanding of faculty expectations by addressing the amount of work to be done outside of class within the syllabus for each college course and during orientation; C) creating a brochure for students on how to succeed in college, and; D) cultural sensitivity training for employees (training started in spring 2005, but needs to be expanded).
Cost: Unknown
Deadline: June 30, 2007
Person responsible: Academic Senate president for A and B; student services and public relations for C, vice president of human resources for D
Measurement tool: Student Satisfaction Survey
- 38) Expand support service hours to better serve evening and weekend students.
Cost: Unknown
Deadline: August 21, 2006
Person responsible: Vice presidents of academic affairs, business services and student services
Measurement tool: Student Satisfaction Survey
- 39) Better promote academic support services for students through developing a new brochure on Learning Center services, et al, and a presentation on Learning Services at the fall back-to-school meeting August 2006.
Cost: \$1,200
Deadline: August 15, 2006 for brochure; August 2006 for presentation
Person responsible: Public relations in conjunction with student services, and vice president of student services
Measurement tool: Student Satisfaction Survey

- 40) Review key decision points for a prospective student's visit/contact with campus, including evaluating the need to add more 20-minute parking spaces near Student Services Building.
Cost: Minimal for concrete posts and painting
Deadline: March 1, 2006
Person responsible: Director of facilities
Measurement tool: Student Satisfaction Survey
- 41) Evaluate and reconsider the need for a signature AVC event to showcase the college to the community, recognizing that campus visits are a critical factor in college choice for prospective students.
Cost: \$15,000-\$25,000
Deadline: March 1, 2007 for evaluation
Person responsible: TBD
Measurement tool:
- 42) Investigate contracting for/purchasing of an automated phone tree system that would enable the college to more effectively communicate important information to students or prospective students.
Cost: TBD
Deadline: June 30, 2007
Person responsible: Director of outreach, in conjunction with ITS
Measurement tool: Student Satisfaction Survey
- 43) Complete the third and final phase of 12 new brochures for individual programs at AVC.
Cost: \$10,704 (existing funding)
Deadline: June 30, 2006
Person responsible: Director of public and governmental relations
Measurement tool: Student Satisfaction Survey
- 44) Re-establish a Speakers Bureau to showcase AVC's best in the community and build stronger linkages between the college and community.
Cost: \$3,560
Deadline: November 1, 2006
Person responsible: Director of public and governmental relations
Measurement tool: Utilization of speakers by organizations and follow-up surveys
- 45) Investigate ways of promoting interest in career and technical programs -- which have the greatest ability to accommodate more students.
Cost: TBD
Deadline: May 1, 2007
Person responsible: Vocational deans in cooperation with director of public and governmental relations
- 46) Revitalize AVC's reentry program, New Directions, in order to effectively serve older adults returning to school.
Cost: TBD
Deadline: May 1, 2007
Person responsible: Vice president of student services

47) Study creation of continuing education programs or a signature event aimed at elementary or middle-school children -- as in previous STEP and arts programs -- as a means to serve their needs, while grooming future students for AVC.

Cost: TBD

Deadline: TBD

Person responsible: TBD

Market research

48) Add a research technician position (under the institutional researcher) to assist in devising and evaluating marketing effectiveness measures, student tracking, competitor analysis and student satisfaction, as well as other areas to assist in the college's marketing and overall planning efforts.

Cost: \$51,732

Deadline: July 1, 2007

Person responsible: Director of institutional research

Measurement tool: Ability to make decisions based on sound research

49) Conduct a study on student preferences for courses and their delivery, including Palmdale and online offerings. (Could be part of educational master plan for Palmdale.)

Cost: TBD

Deadline: August 1, 2006

Person responsible: TBD

Measurement tool: Student Satisfaction Survey

50) Determine the reasons why in excess of 1,000 people enroll but fail to register for classes each semester.

Cost: TBD

Deadline: February 1, 2007

Person responsible: Director of institutional outreach

Measurement tool: External survey

51) Seek to involve more faculty and staff in external events by identifying interests of employees and willingness to participate, then linking them with like activities.

Cost: TBD

Deadline: March 1, 2007

Person responsible: Director of institutional outreach in conjunction with outreach director

Measurement tool: Level of participation by AVC employees

Event marketing

52) Evaluate and prioritize the scope of involvement in community events in light of limited resources, with special attention to prospect yield and target populations.

Cost: None

Deadline: March 1, 2007

Person responsible: Director of community outreach

Measurement tool: Self evaluation

VII. Measures of effectiveness

Effectiveness measures have been identified under each of the 50 tasks. Enrollment growth is one sign that the college's marketing efforts are moving in a positive direction. However, more specific data such as that provided by the Noel Levitz Student Satisfaction Inventory is needed to provide a more comprehensive understanding of the college's efforts to better respond to student needs.

It is recommended another measure of student satisfaction be conducted in spring 2007 to determine if any of AVC's efforts have been successful in closing performance gaps. AVC should make it a goal to have performance gaps no greater than .75. Many items on the prior SSIs showed performance gaps in excess of 1.0 -- considered an unacceptable level.