



Integrated Marketing Plan

*Prepared by the Office of College
Development, Marketing & PR
and the
Office of Planning, Research and
Institutional Effectiveness
11/14/2007*

Table of Contents

Introduction.....	3
Goals and Strategies.....	4
Primary and Target Audiences	5
Enrollment Projections from the Education Master Plan.....	6
General Messages	7
Action Plan.....	9
Appendix A – Fresh Look Project: Crafting Skyline’s Reputation.....	17
Appendix B – Fresh Look Project: Creative Brief and Visual Identity Standards.....	43
Appendix C – Planning Assumptions from the Education Master Plan.....	57
Appendix D – Environmental Scan from the Education Master Plan.....	60
Appendix E – College Goals and Strategies.....	68

Introduction

The purpose of the Skyline College Integrated Marketing Plan is to increase the overall visibility and enhance the reputation of the college. The hallmarks of the college are academic excellence, responsive student services, advanced technology, community and industry partnerships, and workforce and economic development. Skyline's marketing efforts are meant to highlight the excellent education and dynamic services it provides to the community, and ensure the college's growth, prosperity and future.

Marketing should be recognized as a central, core operating principle of the college. According to the American Marketing Association (AMA), marketing is "an organizational function and a set of processes for creating, communicating, and delivering value to customers and for managing customer relationships in ways that benefit the organization and its stakeholders."

Within the above definition of marketing is an affirmation of an integrated approach to marketing which enhances the college's reputation. Integrated marketing means applying a variety of communication and marketing strategies and efforts from various groups and/or departments across the college. Marketing has the goal of managing lifetime relationships in ways that benefit the student/community member/donor and the institution.

The Board of Trustees has several goals for 07-08 which inform the college's goals.

- In order to improve enrollment, the District will implement strategies and actions that allow the District to be more responsive to student demand within the current registration cycle.
- Reexamine District and College marketing strategies and practices and develop an integrated and targeted marketing program that utilizes multiple media to reach prospective students, current students and opinion leaders in the County.
- Continue efforts to sustain and increase student enrollment.

The key to integrated marketing is shared goals across the college. All departments work to accomplish the College's goals that support the institutional vision. There should be a marketing dimension to all college plans, rather than marketing being solely one department's responsibility. The Office of Development, Marketing & Public Relations' role is to coordinate and support marketing resources and efforts. It is advised by the President's Cabinet and linked to the Outreach Committee. Decision-making regarding approaches to targeted marketing will be also made in consultation with the Instructional Leadership Team. A timeline for creating fall and spring promotional campaigns is under development.

When resources are coordinated and communication is effective, the college can best serve its students and community. This means everyone on campus is able to concisely articulate the college's vision, which serves as the "beacon" as we work together to develop, promote, and deliver Skyline's genuinely distinctive educational experience.

Through the Fresh Look Project and Fresh Look Advisory Group, which began in Fall 2005, the college is making progress toward an integrated marketing approach. Recommendations were derived from the Fresh Look Project's initial communications audit (including student focus groups). As a result, the college redesigned the college logo, developed Visual Identity Standards and a Comprehensive Style Guide, completed a primary publications review resulting in redesigned class schedules, gathered data from the Student Media Preferences Survey (2006) and

topical student communications survey (2007) to inform marketing activities, and is beginning a process to redesign the college's Web site.

The need for marketing exceeds the marketing resources currently available. Therefore, the primary reason for developing this integrated marketing plan is to maximize resources through improved coordination of efforts.

Goals and Strategies

The purpose of the Skyline College Integrated Marketing Plan is to increase visibility of the college through coordinated efforts and consistent messaging, thereby enhancing the college's reputation and helping to grow enrollment. These efforts also focus on recruiting new students, retaining current students, communicating within the college community, and forging relationships with donors, alumni and business partners.

Skyline's marketing goals and strategies are to:

Goal 1. Build the reputation of the college through broad messaging.

Strategy 1.1 Communicate effectively with the internal campus community (i.e. students, faculty, staff) to build awareness of events, activities, courses, programs and services. (*Linked to college-wide strategy 3.2*)

Strategy 1.2 Communicate effectively with the external community (i.e. businesses, donors, alumni, media, and prospective students and their parents) to build awareness of events, activities, courses, programs and services. (*Linked to college-wide strategy 3.2*)

Goal 2. Increase enrollment and improved access through targeted marketing and promotion.

Strategy 2.1 Support college promotion of specific events, activities, courses, programs and services. (*Linked to college-wide strategy 1.2*)

Strategy 2.2 Support outreach efforts through development of materials and marketing expertise. (*Linked to college-wide strategy 1.3*)

Goal 3. Foster increased financial support to the college.

Strategy 3.1 Raise gifts and pledges through President's Council to support college innovations. (*Linked to college-wide strategy 1.3*)

Goal 4. Support marketing decisions with evidence from stakeholder groups.

Strategy 4.1 Conduct on-going research studies to support marketing and outreach decisions. (*Linked to college-wide strategy 2.1*)

Strategy 4.2 Conduct behavioral research studies that identify market segments for target marketing efforts. (*Linked to college-wide strategy 2.1*)

Primary and Target Audiences

Marketing is most effective when its message is tailored to the audience the college wants to reach and in the medium that is most appropriate. This method of honing in on specific groups with a message that is clear and useful to the recipients is called targeted marketing.

Determining these targeted audiences, what motivates them and the message that is needed to create desired behavior (i.e. registering for classes) is especially critical when a college has limited resources. As reinforced by the college's Educational Master Plan (2006)

“General publicity is helpful, but targeted marketing is critical.”

During the Fresh Look Project, information was collected through focus groups that determined general audiences for Skyline College.

General audiences are:

1. Students who live close to Skyline College, for whom Skyline is the most convenient choice
2. Students in the larger geographic area who seek a great education at an affordable price
3. Parents and family decision makers
4. Leaders in Education
5. Financial Donors and Partners
6. Community at large

Targeted audiences are more specifically identified in the College's Educational Master Plan (2006) and through goals determined by the Chancellor's Office.

Secondary School Students – This is a traditional market for Skyline that is typically reached through grassroots and outreach efforts that build relationships with high schools. However, according to the Educational Master Plan, this market is shrinking.

Subgroups are:

1. Middle School Students and their parents
2. High School/Concurrent Enrollment students and their parents

Diverse Student Populations- This market offers the most growth as outlined by the Educational Master Plan and require the most specific targeted marketing that is sensitive to cultural requirements. This audience is best reached in public places (churches, community centers) through grassroots and family connections with messaging including considerations for family and through ethnic publications.

Subgroups are:

3. Latino students ages 15-24
4. Other ethnic groups, such as Filipino or African-American students
5. Students seeking English for Speakers of Other Languages (ESOL) instruction

Non-Traditional Students- Since demographic information predicts there will be fewer high school students in the county for Skyline to recruit, non-traditional student groups will be important. These groups respond well to messages about convenience, flexibility and improving personal or work skills.

Subgroups are:

6. Online students
7. Students 25-34 years old
8. Students ages 34+

Enrollment Projections from the Education Master Plan

Skyline College engaged in an education master planning process in the spring 2006. Part of this process included an environmental scan and an analysis of enrollment. Following is a section of the Education Master Plan which describes the enrollments as a market share for Skyline College.

This report projects future fall enrollments using population projections for San Mateo County, San Francisco County, and other counties from which Skyline College draws students and the College's current market share within these jurisdictions by race/ethnicity and age. In addition to the baseline scenario this report depicts, three additional scenarios were developed to model the effect of deliberate institutional enrollment management strategies.

Table 24					
Enrollment Projections for Skyline College					
Four Scenarios					
	Scenario A	Scenario B	Scenario C	Scenario D	Cumulative Effect
2005	25,099	25,099	25,099	25,099	25,099
2010	24,717	25,966	27,382	26,878	29,543
2020	25,263	28,080	31,025	29,647	35,409
2030	24,633	27,632	30,216	29,324	34,906

Scenario A assumes that the current shares that Skyline College enrolls by race/ethnicity, age, and county of origin remain fixed at their Fall 2005 levels. That is, Scenario A models the effect of continuing current marketing and enrollment management strategies. As such, it is a "status quo" model that requires no new efforts on the part of the College but results in no enrollment growth through the projection period. This is the result of the general flattening of the current demographics served by Skyline College predicted for southern San Francisco County. Simulation B increases the shares of Hispanic students population ages 15-24 through 2020 by two percent. As previously noted, the Hispanic subgroup is the largest growing segment in the College's service area. Scenario C assumes that the College participation rate for all students of color will increase through 2020 by two percent. Scenario D provides for an increase in the share of all 25-34 year olds, a subgroup that is prone to attend community colleges to increase employment skills, by one percent. The total sum of these institutional actions is noted in the last column; it is the cumulative effect of all increases depicted by scenarios B through D.

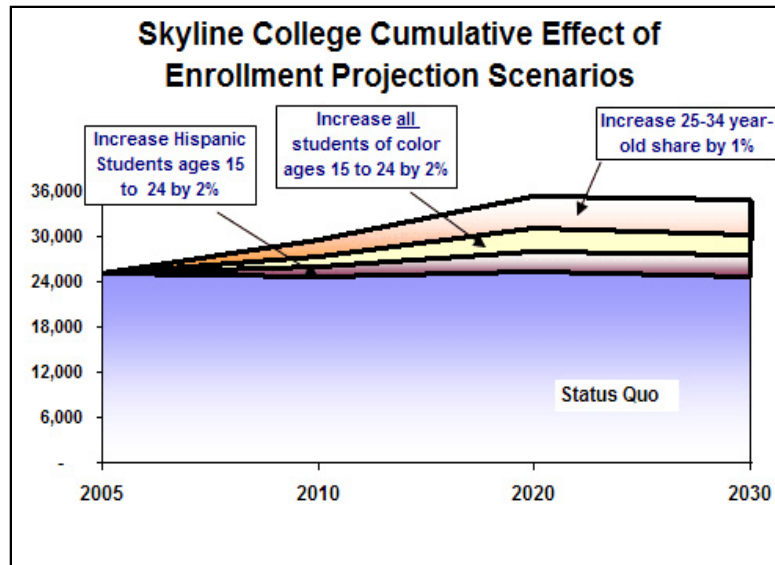


Figure 18 is a visual depiction of these enrollment choices. Additional information can be found in the Appendix D under Environmental Scan.

General Messages

In 2005, the Fresh Look Project took a close look at all of the ways Skyline College communicates with our students and the world—our signage; publications such as the catalog, class schedule, flyers and posters; our website and more. The purpose was two-fold; for the sake of the people who need and want our programs and services and for the sake of potential donors who want to help Skyline shine even more. Professional marketing assistance by Mission-Minded was engaged to assist with the Fresh Look Project.

The college chose a new logo as part of the project. These visual identity standards are outlined in the *Skyline College Guide to Visual Identity, Publications and Style*.

The college Web site will be redesigned and a review of the catalog and student planner will happen in 2007-08 and as part of this ongoing effort.

The goals and statements below are applied to the college's communications in an effort to establish a unified voice and visual identity for Skyline College.

Attributes

Through the work that was done in the Fresh Look Project in 2005/06, a set of attributes were established which represent the college's reputation. These attributes based on the emotional reasons that people have attending Skyline College. These attributes are used as a way to guide messaging and what is communicated through the marketing message.

- Achievement
- High Quality Education
- Convenience
- Welcoming
- Opportunity
- Encouragement

Value Statement:

Through the work of the Fresh Look Project a value statement was established. The purpose of a value statement is to gain clarity on what value is being offered in exchange for the price. In the case of Skyline the price is both the cost of tuition and the time invested in education relative to other pursuits such as employment or transferring to a university.

Skyline delivers a great education that is convenient and at a price students can afford.

Positioning Statement:

The positioning statement summarizes the reputation for which Skyline wishes to be known. It is an internal guide that should be used to guide marketing decisions.

Skyline College is a welcoming environment that supports my commitment to achieving a better life for myself; the college provides a convenient, great education at a price I can afford.

We refer to the synthesis of the above ideas for Skyline as a catchphrase called a mantra, which is: ***Excellent Education.***

Tag Line

The tag line embodies the attributes of the reputation and supports the positioning statement. It is an external statement that communicates value and builds the reputation of the college.

Skyline's tagline is ***Achieve***

Key Message

Skyline College offers a great education at a price students can afford.

M/PR Goal	Goal & Strategy	Action	Media	Frequency/Term	Additional Info	Audience	New in 07?	Cost	Budgeted?
Goal 1	Strategy 1.1	Publications	Student Planner	Summer		Current students	No	\$9,000	pd by Student Services
Goal 1	Strategy 1.1	Ask Me Buttons	buttons	Fall, Spring	For all Staff and Faculty to wear at the beginning of semesters. Approx 500.	Students	No	\$1,100	Yes
Goal 1	Strategy 1.1	Internet	All-Skyline staff emails	2-5 a week	Info on events, seminars, etc sent to all staff	All Skyline employees	No	\$0	Yes
Goal 1	Strategy 1.1 Strategy 1.2	Publications	Course Catalog	Summer		Current students	No	\$8,737	Yes
Goal 1	Strategy 1.1 Strategy 1.2	Publications	Event publications	Fall/Spring	Programs for commencement, Opening Day, Student Recognition, etc	Campus, Community	No	Pd by other dept	Yes
Goal 1	Strategy 1.1 Strategy 1.2	Initiatives	Fresh Look Project	Fall/Spring	Implemented recommendations	All	No		Yes
Goal 1	Strategy 1.1, 1.2	Publications	Specialty and Event Flyers	All- infrequent		ALL community	No	varies	varies
Goal 1	Strategy 1.2	Internet- search engine presence	Google AdWords	All: pay/click	AdWords is pay by click (\$150.mth min)	Gen Y, Gen X	yes, TBD	\$1,800	Yes

Skyline College Marketing Actions- Current 2007

M/PR Goal	Goal & Strategy	Action	Media	Frequency/Term	Additional Info	Audience	New in 07?	Cost	Budgeted?
Goal 1	Strategy 1.2	Community News	Chambers of Commerce, Retirees Newsletter, CIP Newsletter	Fall/Spring/ Summer		ALL	no	0	Yes
Goal 1	Strategy 1.2	GeoCache	Geocache at Skyline	Fall/Spring/ Summer	Create a geocache for those who participate with GPS devices. Brings people to campus	All	yes	\$30	Yes
Goal 1	Strategy 1.2	TV ad	Pen TV, KCSM, San Bruno Cable	Fall/Spring		Boomer, Traditionalists	no	\$50	Yes
Goal 1	Strategy 1.2	Print Ads	Chamber of Commerce Directories- SSF, SB, DCC, Brisbane,	Fall/Spring		Boomer, traditionalists	No	\$2,400	Yes
Goal 1	Strategy 1.2	Print Ads	HS Bookcovers- Oceana, Terra Nova, SSF, El Camino, Jefferson	Fall		Gen Y	yes	\$3,295	Yes

Skyline College Marketing Actions- Current 2007

M/PR Goal	Goal & Strategy	Action	Media	Frequency/Term	Additional Info	Audience	New in 07?	Cost	Budgeted?
Goal 1 & Goal 2	Strategy 1.1 Strategy 2.1	Direct mail	Reminder Postcard	Fall	92, 297 residents. (Postage: \$5,744)	ALL	no	\$5,401	Yes
Goal 1 & Goal 2	Strategy 1.1 & 1.2; Strategy 2.2	Program Brochures	Design and print	Ongoing	Have done ASTEP, Kababayan, HTP, Hermanos, WIT etc	Prospective students	No	\$6,000	Yes
Goal 1 & Goal 2	Strategy 1.1, 1.2, 2.1	Media Relations	Press releases, regular communication with reporters	Weekly		Reporters	No	\$0	Yes
Goal 1 & Goal 2	Strategy 1.1, 1.2, 2.1, 2.2	Internet	College Web Site	updated daily	To undergo redesign in 07-08	ALL	No	\$35,000	Yes
Goal 1 & Goal 2	Strategy 1.2 Strategy 2.1	Direct mail	Schedule of Classes printed and mailed	Fall/Spring/ Summer	Mailed to 90,000 residents and distributed in community. 120,000 total.(Postage: \$40,000)	ALL	No	\$109,097	Yes
Goal 1 & Goal 2	Strategy 1.2 & 2.1	Media relations	Press releases to media outlets	Fall/Spring/ Summer		ALL	no	0	Yes

Skyline College Marketing Actions- Current 2007

M/PR Goal	Goal & Strategy	Action	Media	Frequency/Term	Additional Info	Audience	New in 07?	Cost	Budgeted?
Goal 1 & Goal 2	Strategy 1.2 & 2.1	Print ad	Pacifica Tribune	Fall/Spring	Local paper	Boomer, Traditionalists	no	\$1,400	Yes
Goal 1 & Goal 2	Strategy 1.2, 2.1, 2.2	College/Community Event	Skyline Day at Serramonte Shopping Center	Spring	In partnership with Serramonte	Residents and prospective students/parents	Yes	\$1,000	Yes
Goal 1 & Goal 2	Strategy 1.2 & 2.1	Print ad	El Mensajero (in Spanish)	Fall/Spring	Target market. Deliveries to homes in concentrated Spanish areas. 36352 from SM to SF	Boomer, Traditionalists, Latino	no	\$1,262.24	Yes
Goal 1, 2 & 3	Strategy 1.1, 1.2, 2.1, 3.1	College Events	Add value to campus events with planning, promotion; calendaring	Fall, Spring	Some events include: PIF projects, WOW, college milestones, ribbon cuttings	ALL	No	Varies	Yes
Goal 2	Strategy 2.1	Print Ads	Targeted ads in schedule of classes	Fall, Spring, Summer	Career tech, design costs per year	ALL	Yes	\$900	Yes
Goal 2	Strategy 2.1	Email blast	San Bruno Chamber of Commerce email blast	Fall/Spring		Boomer, Traditionalist, Gen X	yes	\$50	Yes
Goal 2	Strategy 2.1	Internet	Banner GWA email to students	varies		All students	Yes	\$0	Yes

Skyline College Marketing Actions- Current 2007

M/PR Goal	Goal & Strategy	Action	Media	Frequency/Term	Additional Info	Audience	New in 07?	Cost	Budgeted?
Goal 2	Strategy 2.1	Internet marketing	MySpace ads	Fall; Spring, 1-2.4 million ea.	Ages 17-34 in MySpace's 5th largest market. San Francisco, San Jose, Oakland, and all suburbs	Gen Y, Gen X	yes	\$10,000	Yes
Goal 2	Strategy 2.1	Internet marketing	Rotating ads on District's homepage for WEBSMART	Fall/Spring		Gen Y, Gen X	yes	\$0	Yes
Goal 2	Strategy 2.2	Direct Mail	Short course flyer inserted in Chambers of Commerce newsletters	Fall, Spring	200-600 flyers for insertion in chamber newsletters. Direct mail to members	Boomers, Traditionalists, Gen X	Yes	in house	Yes
Goal 3	Strategy 3.1	Initiatives	President's Breakfast	Spring fundraising event	Produce PIF promo video; Cultivate relationships with community leaders	Potential Donors/Community Leaders	No	\$0	Yes
Goal 4	Strategy 4.1	Feedback Sessions	Focus Groups, Surveys or Interviews	Once per year		Stakeholder groups	No		No
Goal 4	Strategy 4.1	Research	Enrollment Projections, Analysis of WSCH/FTES/ Headcount	Once per year				\$0	

Goal 4	Strategy 4.2	Segmentation Research	Predictive modeling: Conduct behavioral research studies that identify market segments for target marketing efforts.	Once per year	Analyze student behaviors and characteristics by programs and courses	Need to identify segments of interest	Yes	\$5,000	No
		Total of All						\$196,522	

Skyline College Marketing Actions- Not undertaken currently

M/PR Goal	Goal & Strategy	Action	Media	Frequency/Term	Additional Info	Audience	New in 07?	Cost	Budgeted?
Goal 1	Strategy 1.1 & 1.2	Media Interview Guide	Printed/online packet	Ongoing		Staff and Faculty	Yes	\$300	No
Goal 1	Strategy 1.1 & 1.2	Student email newsletter	Emailed	Monthly	Events and academic alerts important to students	Current students	Yes	minimal	
Goal 1	Strategy 1.2	Press Kit	Printed/online packet	Ongoing		Media	Yes	\$300	No
Goal 1 & Goal	Strategy 1.2, 2.1	Cinema ad	National Cinemedia-Daly City	Spring		ALL	Yes	\$4,500	No
Goal 1 & Goal 2	Strategy 1.2 & 2.1	Direct Mail	short courses: 8.5 by 11 sheet mailed to households describing short course opportunities	2 times (Fall, Spring		ALL	No	\$12,000	No

Skyline College Marketing Actions- Not undertaken currently

M/PR Goal	Goal & Strategy	Action	Media	Frequency/Term	Additional Info	Audience	New in 07?	Cost	Budgeted?
Goal 1 & Goal 2	Strategy 1.2 & 2.2	Viewbook	Printed/online	Updated annually	In conjunction with Student Services	Prospective students	Yes	\$11,000	No
Goal 1 & Goal 2	Strategy 1.2, 2.1	Radio	106.1 KMEL	5.8 million; Fall	12 of 30 sec spots; 7 in the wkdy eve	Gen Y, Gen X	Yes	\$1,550	No
Goal 1 & Goal 2	Strategy 1.2, 2.1	Radio	96.5 KOIT	187,000/day x 5; Fall	More women, older demographic than WILD and KMEL. Top of the hour spots- AM	Gen X, Boomers, Traditionalists, Women	Yes	\$1,496	No
Goal 1 & Goal 2	Strategy 1.2, 2.1	Radio	La Raza 93	Fall	16 60-sec spots	Gen Y, Gen X, Latino	Yes	\$1,600	No
		Total of Items Not Undertaken						\$32,746	

Audience/ Generation Key

Gen Y	Ages 17-29	Safe and Manageable
Gen X	Ages 30-40	Getting What You Value
Boomers	Ages 41-60	Being Respected
Traditionalists	Ages 60+	Having Quality Time

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Appendix A
Fresh Look Project: Crafting Skyline's Reputation

NOVEMBER 2005



Crafting Skyline's Reputation

THE FRESH LOOK PROJECT

PRESENTED BY



JENNIE WINTON : ZACH HOCHSTADT : TINE PIETSCHMAN

MARKETING COMMUNICATION FOR
NONPROFITS AND OTHER DO-GOODERS



INTRODUCTION

Mission Minded has worked under the leadership of President Victoria P. Morrow and direction of Sandy Irber of the Development, Marketing and Public Relations department to conduct a thorough strategic analysis of the public reputation of Skyline College.

Through the course of our work, Mission Minded has:

- Evaluated the many ways Skyline's reputation is enhanced or diminished through ongoing communications such as the visual identity, web site, print communications and the actual campus experience.
- Considered the quality, appearance and user friendliness of all communications and services of the college in order to make recommendations on marketing priorities.
- Considered the results of surveys conducted among Skyline leaders and students.

This document summarizes our findings and recommends a reputation that Skyline should strive to achieve in order to create a more accurate and appealing public image, one that will help Skyline attract more students and enhance their experience while enrolled.

A later deliverable will include specific tactical marketing recommendations.

Strategic Analysis Process

1. Discovery
2. Internal Brand Assessment
3. External/Focus Group Research
4. Recommended Positioning
5. Audit Communications
6. Outline Marketing Plan;
Write Creative Brief
7. Develop Standards Manual

PROCESS

Discovery [Completed]

Mission Minded interviewed senior stakeholders at Skyline and reviewed existing communication materials and overall strategic objectives.

Internal Brand Assessment [Completed]

Mission Minded facilitated the Fresh Look Advisory Group in a work session to define priority “key descriptors” that reflect the qualities for which the group wishes Skyline to be known.

External/Focus Group Research [Completed]

Cathy Hasson, Skyline’s Director of Planning, Research and Institutional Effectiveness interviewed 62 students in seven groups that varied in age, ethnicity, education goal, enrollment status and interests.

Recommend Positioning

Based on internal and external research findings this document recommends the reputation Skyline should strive to achieve. The Fresh Look Advisory Group and others will consider recommendations and request refinement as necessary. Mission Minded will then submit a final document for wider distribution. Elements of this document include an analysis of key findings and recommended Core Attributes, Value Proposition, Brand Mantra, Positioning Statement and Tagline.

Strategic Analysis Process

1. Discovery
2. Internal Brand Assessment
3. External/Focus Group Research
4. Recommended Positioning
5. Audit Communications
6. Outline Marketing Plan;
Write Creative Brief
7. Develop Standards Manual

PROCESS

Audit communications

Based on reputation goals defined in the positioning stage, Mission Minded will audit existing communication materials and the campus experience, evaluating them against the approved Core Attributes and Positioning Statement.

Outline Marketing Plan; Write Creative Brief

Based on audit findings Mission Minded will outline marketing priorities, including a tactical plan, and a creative brief that will drive the development of all new materials.

Develop Standards Manual

Mission Minded will apply the creative brief to recommend standards for such ongoing communications as email footers, campus signage, catalogue, schedule and website.

DISCOVERY FINDINGS



5

- Faculty and staff share a common view of the value and priorities of Skyline, primary among them that Skyline provides a high quality educational experience in a student-centered environment
- There is a pride among Skyline leaders about the quality of a Skyline education
- Faculty and staff assume that prospective students have negative feelings about Skyline including that it is “easy” as opposed to academically excellent
- In discussions about Skyline’s reputation and attributes, athletics were not mentioned by respondents
- Faculty and staff feel that, because it is a community college, Skyline suffers from a general lack of prestige
- Faculty and staff purport to offer students an experience that is welcoming supportive and warm, yet faculty and staff feel that the physical Skyline campus does not reflect these attributes
- Those interviewed felt that Skyline differentiated itself from City College by being a safe, gang-free, crime-free environment
- Those interviewed expressed the need for more communal / social space
- The campus does not have the feel of lively, vibrant community
- The cleanliness of the campus facilities is a concern to some
- The campus is difficult to navigate

DISCOVERY FINDINGS

- Limited parking is a perceived challenge for students
- The Skyline logo is not considered meaningful or reflective of the Skyline experience and values
- Faculty and staff feel that the Skyline website, although technically functional, requires an overhaul in regards to its appearance, navigation and organization
- There is a lack of visual and message consistency across communications from different departments
- There is a lack of visual and message consistency across communications from sanctioned groups, clubs and activities
- Those interviewed felt that the school lacks good printed communication materials that effectively communicate about the college
- Acronyms and unclear language are common in publications and signage

6

INTERNAL BRAND ASSESSMENT FINDINGS

Pages 7–11 directly report the opinions of the Fresh Look Working Group from September 12, 2005.

7



Top 6 Descriptors for how group wishes Skyline to be perceived:

- Excellent
- Welcoming
- Innovative
- Student-centered
- Opportunity
- Academically strong

Other Descriptors deemed important, but less critical:

- Capstone
- Cultural/community center
- Transformational
- Diverse
- Vibrant
- Safe
- Inclusive
- Success
- Investment

INTERNAL BRAND ASSESSMENT FINDINGS

Competitors

- Other schools with same majors
- Schools with football teams
- Schools with accelerated/on-line tracks
- Stigma of community college
- Heald College
- Straight to work
- San Francisco City College
- San Francisco State University
- California State University – East Bay
- Other cosmetology/auto programs
- Foothill College
- De Anza College
- Cañada College
- University of Phoenix
- Devry University

8

INTERNAL BRAND ASSESSMENT FINDINGS

Features of Skyline

9

“Features” and “Benefits” are terms that are often confused with one another. Features are how you do your work. Benefits are the results and outcomes of your work. For example “small size” is a feature, while the related benefit is that students may have more personal access to teachers as a result.

Positives

- Small size
- Customer service
- Comprehensive community college
- Affordable
- Caring and nurturing
- Convenient
- Web accessible
- Diversity
- Talented faculty and staff
- Responsive
- Flexible
- Cultural and educational center of northern San Mateo county
- Centralized location
- Athletics
- Ethics
- Safety
- Feels like small liberal arts college
- Affordable
- One-stop
- Transfer program
- Honors
- English as a Second Language program
- Fog/weather

INTERNAL BRAND ASSESSMENT FINDINGS

Features of Skyline

10

Negatives

- Fog/weather
- Scheduling difficult
- Physical entry points
- Accessibility
- Lack of gathering place
- Quality of bookstore
- Intimidating offices
- Dilapidated/older buildings in disarray

INTERNAL BRAND ASSESSMENT FINDINGS

Benefits Identified From Features List

- Don't feel lost
- Increased student success
- Increased positive feelings
- For everybody/whole community
- Society benefits
- Preserves democracy
- Community and personal economic sustainability
- Student feels valued/important
- Builds self-esteem
- Makes world a better place
- Make people proud (parents, community of supporters)
- Discover talents
- Master skills
- Learn new traits
- Keeps you in class
- Better pay
- Increased participation
- Self-agency
- Ability to go on
- More confident

11

EXTERNAL/FOCUS GROUPS FINDINGS

Pages 12–14 report Mission Minded's analysis of findings from Skyline student focus group interviews.

12

Primary Reasons for Attending College

- Pathway to success
- Build self esteem
- Commitment to family/community, self or both

Primary Reason for Choosing Skyline

- Convenience
(Convenience can mean proximity to home or work, time of class and/or available classes.)

What Students Want From College

- Good teachers
- Accredited classes
- An environment that matches their social and academic goals
- A conducive learning environment
- Convenience
- Personalized guidance in selecting curriculum and setting goals
- Community

EXTERNAL/FOCUS GROUPS FINDINGS

13

New students have low expectations of Skyline before attending. They assume it will meet their basic expectations of a college, but do not expect or appreciate the quality of education and services at Skyline until they have completed at least one semester. They choose Skyline because it is convenient to their home, work or both.

Some students expressed a willingness to drive further (experience less convenience) in exchange for:

- A preferred social situation (to be with or avoid classmates from high school)
- Having access to specific curriculum (classes or a certificate program)
- A convenient time at which class is offered

The details about the innovative projects and curriculum offered at Skyline are not what students search for initially; these are features, along with the quality of teaching and support, that contribute to students' favorable impressions of Skyline over time and the benefits they ultimately feel they receive from their Skyline education.

The diversity of race, ethnicity, age and academic interests is perceived as highly valuable by Skyline students. This was most often expressed, not as a benefit of feeling comfortable as in "people like me," but as an opportunity for students to experience and learn from people not like themselves. Again, not a feature actively sought by applicants, but one they are happy to experience once enrolled.

EXTERNAL/FOCUS GROUPS FINDINGS

Emotional Reasons for Seeking Community College Education

Students are emotionally driven to attend college because it increases their self-esteem through a combination of factors, including:

- Earning the respect of parents and/or community
- Achieving success in the face of academic challenge
- Earning respect by fulfilling the expectations of others that s/he should attend college
- Increasing self-esteem by reducing self/family's financial risks through increased earning potential

14

CONCLUSIONS

Target Audience

Due to limited marketing resources Skyline should focus its messages on those people most likely to be receptive to those messages, namely those people already considering attending community college. Messages should focus on raising the expectations of prospective students in such a way as to position Skyline as superior to other community college options.

Doing so will make Skyline the clear choice for two primary prospective groups of students:

1. Students who live nearby enough to consider Skyline the most convenient campus choice
2. Students in and beyond the immediate geographic area who are seeking the type of superior education and environment offered by Skyline

While the audiences of potential funders and the community-at-large are important to Skyline's success and standing, there is no need to devise distinct marketing strategies for these groups (other than fundraising communications). By focusing on student value and positioning Skyline as a superior community college, the message about Skyline's quality and excellence will be clear and understood by all.

15



CONCLUSIONS

The Skyline Reputation

Drawing from the emotional reasons that people have for attending community college, along with the features and benefits most appealing to Skyline's target audience, Skyline can build a reputation that will help it achieve its goal of attracting more students, donors and community support.

To reach its goals Skyline must raise awareness about what is most appealing about Skyline from the point of view of current students.

We recommend that Skyline actively work to associate itself with the following attributes:

Achievement	High Quality Education	Convenience	Welcoming	Opportunity	Encouragement
Accomplishment Success Brighter future Student centered Transformational	Credible Unique programs Innovation Student centered Vibrant Engaged High transfer rates Scholar awards Certificates that lead to jobs	Visible Local Accessible Student-centered Affordable	Diverse (ethnic, age and beyond) Openness Community-minded Transformative Safe Inclusive Small Student-focused	Student centered Innovation Brighter future On-campus options After degree options Find yourself Experiment	Student centered Assistance Faculty commitment The Learning Center Financial aid Counseling Foster student success Engaged Safe Supportive Nurturing

CONCLUSIONS

The Skyline College Value Proposition

The purpose of a value proposition is to gain clarity on what value is being offered in exchange for the price. In the case of Skyline the price is both the cost of tuition and the time invested in education relative to other pursuits such as employment or free time.

Skyline delivers a great education that is convenient and at a price students can afford.

This value proposition reflects what we know from research are the most important features of an education at Skyline from the point of view of both prospective and existing students. Using the words “great education” rather than “high quality education” makes the value proposition more authentically conversational and therefore believable as a fact rather than an empty claim. It provides the reassurance that Skyline is the place to invest yourself on the path toward fulfilling the emotional needs that drive the primary demand for community college.

17

CONCLUSIONS

The Skyline College Faculty and Staff Mantra

The mantra is a synthesis of the set of primary attributes. The purpose of a mantra is to act as an internal rallying cry for faculty and staff that keeps the focus on what is most important about Skyline from both an operational and communications point of view. The mantra is not an external marketing message. Skyline's approach to education, the environment in which it is offered and marketing materials should strive to convey the properties of the mantra.

Excellent Education

What will be most distinguishing and appealing to students is the idea that Skyline is a high-quality education. Each student will have their own evaluation of what high quality needs to be for them, and the goal is to position Skyline as providing not just the baseline of accredited courses with good teachers, but an education that is superior.

CONCLUSIONS

The Skyline College Faculty and Staff Mantra (cont.)

This will not only serve to attract more students to Skyline, but will also increase loyalty to the college, and build overall community pride in the institution. Right now the fact that an excellent education can be had at Skyline is deeply buried beneath communications that do not highlight it and a campus environment that presents nearly the opposite image. Bringing excellent education out into the light for everyone to see – not just enrolled students who have experienced it—must be the primary force behind all Skyline efforts.

Skyline staff and faculty all see “student-centered” as a critical element in the way that they deliver services and educate Skyline students. We agree that “student-centered” is at the heart of the Skyline experience and is an integral part of the way in which Skyline delivers an excellent education.

19

CONCLUSIONS

Positioning Statement

Typically a positioning statement places a priority on highlighting a subset of the primary attributes based on current audience perceptions and competitive factors. In the case of Skyline, whose reputation among non-students does not include any of the desired attributes other than convenience, the positioning statement must highlight all of the six attributes. The positioning statement summarizes the reputation for which Skyline wishes to be known. Like the mantra, the positioning statement is an internal guide that should drive the focus of decision making from operations, to curriculum to marketing.

Skyline College is a welcoming environment that supports my commitment to achieving a better life for myself; the college provides a convenient, great education at a price I can afford.

This positioning statement addresses both the reasons a student drives himself to achieve education and reinforces the most practical and appealing features about Skyline. In their own words, this statement represents what Skyline hopes all students think of when they think of Skyline College.

CONCLUSIONS

Sample Taglines

A good tagline is short, descriptive, memorable and emotional. It embodies the attributes of the desired reputation and supports your positioning statement. Unlike the positioning statement and mantra, it is an external statement that helps communicate value and build your reputation.

21

CONCLUSIONS

Sample Taglines

22

Skyline College: Great Education. Great Expectations.

CONCLUSIONS

Sample Taglines

23

Skyline College: Getting You There.

CONCLUSIONS

Sample Taglines

24

Skyline College: My school. My future.

CONCLUSIONS

Sample Taglines

25

Skyline College: Achieve.

CONCLUSIONS

Next Steps

Since students who attend Skyline ultimately determine that Skyline is better than what they expected from a community college and feel very favorably toward it as a result, Skyline must work to demonstrate this excellence to applicants and prospective students. Improving the physical environment of the campus, and upgrading the print and electronic communications about the school can help achieve this. The next step in this process will be to develop a marketing plan that outlines specific strategies and tactics for bringing the new reputation to life.

We would also like to discuss the taglines in more detail with you. Although developing a new tagline for Skyline was not among our agreed-upon deliverables, we feel that one is needed, and we have proposed the four strongest from the dozens we wrote and considered.

Appendix B
Fresh Look Project: Creative Brief and Visual Identity Standards
DECEMBER 2005



Skyline College Final Recommendations

Fresh Look: Creative Brief and Visual Identity Standards

PRESENTED BY



MARKETING COMMUNICATION FOR
NONPROFITS AND OTHER DO-GOODERS

I am pleased to share with you recommendations from the Fresh Look Project. These recommendations will serve as a guide to focus our efforts to communicate more effectively. Details on how we will implement the recommendations will be forthcoming next semester.

As you know, the purpose of The Fresh Look Project is to take a close look at all the ways that Skyline College communicates with our students and the world – our signage; publications such as the catalog, class schedule, flyers and posters; our website; our e-mail signatures and more.

Many people have participated in the Fresh Look Project this past semester. The College Council appointed a Fresh Look Advisory Group with representatives from faculty, students, classified, administration and the community. We conducted Student Focus Groups to assess the value propositions and perceptions of students who make up the college's primary market segments. We surveyed members of the President's Council for their perceptions of Skyline.

Skyline College delivers an excellent education. We will bring excellent education out into the light for everyone to see as we implement the recommendations from Fresh Look.



Victoria Morrow, Ph.D.
President, Skyline College

Creative Brief

3

Goals

This creative guide is being presented as a part of the Fresh Look Project, the purpose of which is to establish a unified voice and visual identity for Skyline College. In so doing, Skyline will:

- Build its reputation for providing a great education at an affordable price
- Increase enrollment
- Foster new financial gifts to the college
- Attract excellent faculty and staff

Target Audiences

- Students who live close to Skyline College, for whom Skyline is the most convenient choice
- Students in the larger geographic area who seek a great education at an affordable price
- Financial Donors and Partners
- Community members

CREATIVE BRIEF

Single Minded Message Excellent Education

4

Intended Emotional Outcome

The most compelling emotional benefit Skyline offers its students is an increase in self-esteem. Skyline students achieve personal and educational goals through the excellent education offered at Skyline and in doing so earn the respect of their families, their communities and themselves. Skyline materials should reinforce its value and commitment to providing an excellent education in a professional environment so that students feel respected, supported and successful.

CREATIVE BRIEF

Overall Tone & Style

Welcoming

Skyline College is a place where people go out of their way to help one another, where diversity means an exchange of culture and experience, and where ideas and experiences are warmly embraced.

Professional

Skyline College must assure its students of a solid exchange of value. In order to validate its claim of “excellent education,” Skyline materials must be credible and collegiate.

Inspirational

Skyline materials inspire students to take advantage of all that the school has to offer. This inspiration speaks both to the opportunities available at Skyline and beyond as well as recognizing the achievement of attaining a college education.

Convenient

Convenience is more than location. Skyline materials must be easy to navigate and simple to read. They should be clean, well ordered and accessible.

CREATIVE BRIEF

Content Tone & Style

Skyline's voice is warm, friendly, smart, professional and caring. It is authoritative and personable.

Imagery

Skyline's imagery should appear personable, engaging and collegiate. The image of Skyline is of student achievement: graduates in caps and gowns, students and teachers at work together in a chemistry lab or a tutor working one-on-one with a dedicated learner. Skyline is also a very diverse campus and must use photography that accurately reflects the student population. Finally, photos of the campus itself may be used, especially after the completion of Skyline's newest building, but these images should only be used minimally as accent photography rather than primary imagery; facilities images lack the engaging quality of faces and people in action.

6

KEY MESSAGES

Skyline College offers a great education at a price students can afford.

Convenience

- Skyline College makes going to college convenient.
- Skyline gives you a great education at just \$26 per unit.
- Skyline helps you find the money to go to college.

Support

- Skyline offers you help out of class that helps you in class.
- At Skyline College you will be proud of what you achieve. We are.
- People at Skyline make you feel you can achieve anything.
- Skyline College will help you transfer to a 4-year college when you're ready.
- Professors at Skyline choose to teach here because they love working closely with students.

7

KEY MESSAGES

Skyline College offers a great education at a price students can afford.

Great Education

- Skyline College is where Genentech educates its workforce.
- Skyline graduates include 3 Coca-Cola scholars, etc.*
- From future doctors to skilled mechanics, at Skyline achievement comes in many forms.
- Skyline students go on to the Berkeley, Stanford, UCLA and beyond. Where will you go?
- Skyline College is for students with dreams of a better future.
- Skyline's natural setting and climate creates an environment that helps you learn.

8

* We intend for this message to be a short list of prestigious awards won by Skyline students.

CREATIVE BRIEF AND KEY MESSAGES : VISUAL IDENTITY STANDARDS

mission minded

Visual Identity Standards

LOGO GUIDELINES

9

All Skyline departments should use the Skyline logo in all public communications. When paired with the name of a department, the Skyline logo should appear in one of two ways:

As the primary element:



And as a secondary element:



Computer Science
Department

- The Skyline logo should never be printed over a photograph.
- The preferred placement of the Skyline logo is in color on a solid white background.
- A white or black version of the logo may be printed over solid colors.
- Maintain an area of space around the Skyline logo.

LOGO GUIDELINES

Typefaces

Primary: Arial

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp
Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

Secondary: Times New Roman

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm Nn Oo Pp Qq
Rr Ss Tt Uu Vv Ww Xx Yy Zz

Colors

Red: c0, m100, y100, k0

Yellow: c0, m16, y100, k0

10

EMAIL FOOTERS

All Skyline emails should be written in 10 point Arial.
No additional images should be included in the standard Skyline footer.
The standard treatment of Skyline's email footer should be:

11

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Victoria Morrow, Ph.D.
President

Skyline College

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San Bruno CA 94066-1698
650-738-4100

www.SkylineCollege.edu
morrowv@smccd.net

SIGNAGE

All signs representing Skyline College should follow these guidelines:

- No handwritten or handmade signs
- Signs should never be taped to walls or glass
- All signs must follow the template guidelines below
- Signs should be manufactured on permanent or semi-permanent material.
- Paper signs should only be affixed to bulletin boards and paper should be used for temporary signs only.
- Similar signs should be uniform in appearance, following the consistency of the signs in the library.

12

SIGNAGE

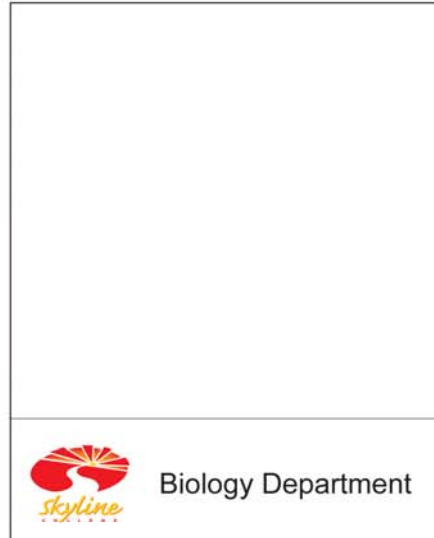
Directional signs

13



COLLATERAL MATERIALS

Posters



Catalogue & Schedule



14

Appendix C
Planning Assumptions from the Education Master Plan
SKYLINE COLLEGE
PLANNING ASSUMPTIONS

Planning assumptions use the information from the environmental scan to establish a foundation for the Education Plan. The assumptions developed below will help guide the College's efforts to respond to changes in its internal and external environments.

- Skyline College's share of current, key markets are tenuous. The college's share of the high school market appears to be eroding and the demographic projections predict a declining pool of adult learners. The college will need to develop partnerships and new market niches to maintain current levels of enrollment. Student recruitment and retention will continue to grow in importance.
- Although San Mateo County is, on average, affluent and well-educated, there are places within its borders where the opposite is true. The divide between "haves" and "have-nots" within San Mateo and San Francisco Counties will continue to challenge Skyline College.

- Planning should be clear, concise, coherent, and available to all major stakeholder groups. All plans should contain “success factors” for strategies that are developed so that stakeholders can measure progress.
- Although California community colleges recently received an increase in state appropriations, the future competition for these dollars will be intense.
- Skyline College will need to become increasingly entrepreneurial to meet the demands that will be placed on the institution. The college will need to raise resources from traditional streams as well as to develop new partnerships.
- Skyline College will need to continue to document and share outcomes measurements in the format that is required by the state, but will also need to demonstrate its contributions in new and creative ways.
- New students will want course choice and convenience. When alternative providers are clearly available, they will make their choices about institutions based on these factors. Younger, incoming students will be “digital natives.” They will be computer literate and expect more from technology at Skyline College.
- The area surrounding Skyline College will continue to develop as a center for high technology. The college will play a pivotal role in preparing workers for emerging industries including biotechnology.
- Learners must be prepared well by Skyline College to meet the rigors of a highly competitive global marketplace. To accomplish this, they must be continuous life-time learners.
- Growth in the use of technology and its rapid obsolescence will result in increasing challenges in the areas of cost while not shortchanging other critical campus areas.
- Students of color will represent a higher proportion of the population in the future, and their needs and interests must be considered fully and addressed appropriately by Skyline College.
- Skyline College will maintain a “culture of evidence” while building a “culture of inquiry.”
- The need for job training programs, skills certificates, and other short-term programs will increase. Those who have obtained skills needed in a competitive marketplace may seek opportunities for career development, general education and lifelong learning that can lead to higher levels of degree attainment.

- The need is increasing for community colleges to form partnerships with local industry, service providers, including health providers, high schools, community-based organizations, and governmental organizations in order to conduct contract education.
- Future hiring practices need to respond to the fact that nationally 50 percent of full-time faculty will be retiring in the next 10 years.
- Short-term (occupational/certificate/licensure) students and part-time students will place the same demand on student services as full-time students.
- New facilities will need to be constructed and existing facilities renovated to accommodate student need. However, maximizing present facilities with creative scheduling and course content should be the first order of business. When new facilities are constructed they will need to be scalable to meet the needs of learner population and the teaching styles utilized at Skyline College. They should be well-equipped to parallel technological advances, and to match a variety of learning activities and modes.

Appendix D
Education Master Plan Environmental Scan
 SKYLINE COLLEGE
 ENVIRONMENTAL SCAN

Demographics

Population will increase statewide by 41.3 percent from the year 2000 to 2030. San Mateo County's predicted growth rate (14.6%) is about one-third of California's forecasted growth. San Francisco County will grow only by 1.9 percent during this period. Of Bay Area Counties, only Alameda (40.5%) is expected to keep pace with overall state growth.¹

Fundamental shifts are occurring among age categories in San Mateo County. From 1990 to 2004, the proportion of residents aged 25 to 44 as a share of the county's population decreased from 36 percent to 30 percent while the proportion of 45 to 64-year-old increased from 20.4 percent to 27.1 percent. The 20 to 24-year-old age range, a prime college-going cohort decreased from 71.2 percent to 5.2 percent.²

In the gap between aging baby boomers and "echo boomers" (those born between 1982 and 1995) will impact San Mateo County in fundamental ways by 2030. Offset by strong growth among Hispanics, these age ranges nonetheless will experience steep declines in overall numbers 34-35 (-13.8%), 35-39 (-14.8%), 40-44 (-13.6%), and 45-49 (- 11.9%). Declines are steepest among Whites and somewhat less pronounced for Asians.³

Nationally, two-thirds of the 50 largest metropolitan areas had fewer young adults in 2000 than in 1990. These cities now realize that they've done little to appeal to the labor force that will shape their economic future: educated 25- to 34-year-olds.⁴ San Mateo County is squarely in this category.

Eight percent (8.3%) of persons aged zero to 17 live in poverty in San Mateo County. The corresponding statistic for California is 19.6 percent.⁵

San Mateo County's racial and ethnic composition is undergoing marked change. From 1990 to 2004 the proportion of the county's White population decreased from 71.9 percent to 58.8 percent. The county's Black population decreased by half from 5.4 percent to 2.5 percent. Asians increased from 15.5 percent to 22.4 percent of the county's population. Citizens identifying themselves as "some

other race” increased from 5.4 percent to 11.0 percent. Persons of Hispanic or Latino ethnicity increased from 17.6 to 21.9 percent over this time.⁶

Two-thirds (66%) of the 57,500 immigrants to the United States residing in the Bay Area in 2003-04 were from Asia. Other regions included Europe (9.2%), Mexico (9.3%), Central America (5.8%), Africa (2.6%), Oceania (1.7%), Canada (1.3%), and the Caribbean (0.3%). The top five countries were: China, PR (9,074), India (8,755), Philippines (6,590), Vietnam (4,660), and El Salvador (2,067).⁷

English was the predominant language of 6 of 10 San Mateo households in 2004. Other languages spoken at home include Spanish (17.6%), Asian (14.9%), and other Indo-European (5.0%). By language group, these households reported that they spoke English “less than well”: Spanish (46.7%), Asian (38.8%), and other Indo-European (25.6%).⁸

More than a sixth of the young adults (18- to 24-year-olds) in California have less than a high school education. This group, estimated to number 980,000, is larger than the share of new students predicted to enter the state’s community college system as a result of Title Wave II.⁹

Fewer than 18,000 General Education Diplomas (GEDs) were awarded to California 18- to 24-year-olds in 2000. The 3.1 percent ratio of GED awards to those with less than a high school education (18- to 24-year-olds only) places California at 49th of the 50 states on this measure.¹⁰

The education level of the adult population has been on an upward trajectory in San Mateo County since 1990. By 2004 there were fewer proportions of county residents at the lowest levels of education and more at the highest levels. The proportion of adults with bachelor’s degrees or higher in 2004 is 43.3 percent compared to 31.3 percent in 1990. Both statistics are significantly higher than corresponding California and national statistics.¹¹

Although San Mateo County’s median family income statistic exceeds both the California and United States average, wealth is not distributed evenly throughout the County. Low-income Census Tracts are located near Daly City, Colma, and San Bruno. Higher income Census Tracts near Skyline are located near Hillsborough and San Mateo and across the county border in certain Census Tracts in San Francisco.¹²

Certain segments of the Skyline Service area represent psychographic profiles that are upscale with respect to style and trends. Other places in the college’s service area are retirement community-minded. Still others are marked by an interchange with the international market place. The college may wish to tailor learning experiences to these segments in ways that fit their lifestyle.¹³

Employment

In the United States, it takes two incomes to provide the standard of living that one income provided 30 years ago.¹⁴ Work time, family time, and traffic congestion all conspires to impact community college attendance by working-age adults.

An impending national labor shortage is predicted for the year 2010 when there will be 167.8 million available jobs in the U.S. economy but only 157.7 million workers to fill them. Most of these jobs will be in the service sector.¹⁵

Nearly 80 percent of all new jobs created to 2012 in the United States require an Associate's degree or less. The predominate mode of training employees is "on the job training," suggesting that community colleges need to partner closely with private employers to provide efficient training programs. In the main, 8 of 10 new jobs do not require a bachelor's degree.¹⁶

There are marked differences in the California workforce. Among working-age adults, about 52 percent of Hispanics/Latinos do not have a high school credential, compared to 8 percent of whites. At the other end of the spectrum, only 12 percent of working-age Hispanics/Latinos have a college degree, compared with 46 percent of working-age whites.¹⁷

If, as could occur, the average educational level of the California workforce declines, California's personal income per capita is projected to drop from \$22,728 in 2000 to \$20,252 in 2020—a decline of 11 percent or \$2,476 (in inflation-adjusted dollars), the largest drop in the nation. This projection reverses a trend that saw the state's per capita income grow by 30 percent from 1980 to 2000.¹⁸

The ways in which Americans work are shifting dramatically. Leading this shift is the nearly 38 million Americans in many diverse fields who create for a living, known as the "Creative Class." The rise of the Creative Class, now thought to number more than 30 percent of the total U.S. workforce, has and will continue to produce fundamental economic change.¹⁹ In 2006, it is also more than likely that the jobs associated with the Creative Class may be outsourced to overseas destinations, thus impacting Skyline College's interface with the job pipeline.

Within a 5 mile radius of Skyline College's campus employment is dominated by service-oriented businesses (38.8% of all employers) and retail trade (21.0%). In a ten-mile radius, business sectors with the largest numbers of employees (greater than 5,000) include health services (38,830), education and libraries (24,242), eating and drinking establishments (17,908), manufacturing (15,715), wholesale trade (15,554), construction (13,469), transportation (12,730), and government (12,533), miscellaneous retail (9,673), food stores (8,994), motion pictures and amusements (8,072), real estate, holding and investments (7,226), furniture and home furnishing (6,350), automotive services (5,798), and banks, savings & lending institutions (5,393).²⁰

In comparison with California, San Mateo County is home to a significantly higher proportion of managers and professionals (42.2 v 35.3%) and fewer blue collar workers (6.3 to 11.3%).²¹

Forty-two percent (n=148,003) of San Mateo County's work-age residents commute to jobs outside the county. Of this number, almost 72 thousand commute to San Francisco County; 55 thousand commute to Santa Clara County; and nearly 15 thousand commute to Alameda County.²²

An almost identical number of workers commute to San Mateo County (n=147,283) as commute to work outside the County. Forty-three thousand commute from San Francisco County; 40 thousand commute to Santa Clara County; and 33 thousand commute to Alameda County.

Recent hiring in Silicon Valley indicates the beginning of a rebound. A survey of CEO's of technology firms indicates that more than half (56%) expect hiring to be better in 2006 than in 2005 (37%).²³

Oracle Corporation in Redwood City announced plans in mid-February, 2006, to eliminate 2,000 jobs or about 3.5 percent of its workforce.²⁴

It is estimated that traffic congestion in the San Francisco-Oakland area resulted in 72 hours of extra travel time for peak period travel in 2003, up from 30 hours in 1982. The total annual cost of congestion is calculated at \$2.6 billion or \$631 per person.²⁵ The latter statistic is near the cost of tuition and fees to attend Skyline College.

Housing

Median house prices in San Mateo County continue to increase. In 2000, the median price was \$469,200. By 2004 the median price was \$678,433, an increase of 44.6 percent over four years.²⁶ Signs are, however, that a slowdown in the housing market may be looming; Bay Area home sales plunged in January 2005 to the lowest level in five years.²⁷

The median monthly rental price for a 2-bedroom apartment in San Mateo County is \$1,536. Observing the principle of not paying more than 30 percent of gross income for shelter, it would take \$61,440 annual income to afford this apartment.²⁸

Secondary Schools

At the national level, only 68 percent of ninth graders graduate from high school in four years,

and only 18 percent complete an associate's degree within three years after entry into a community college or a bachelor's degree within six years of enrolling in a 4-year college. Baccalaureate degree attainment rates for Latino and African-American young adults—the fastest-growing population groups in our country—are less than half of those for white and Asian-Pacific Islanders.²⁹

The number of first-time freshmen entering Skyline College from feeder high schools since 2000 has declined by 9.4 percent.³⁰

El Camino High and South San Francisco High, the top two "feeder" high schools to Skyline College, obtained API (Academic Performance Index) scores of 735 and 711, respectively in 2004-2005. The statewide API performance target for all schools is 800. One feeder school in Skyline College's Mills High School in Millbrae exceeded this performance target. The average API for Skyline College's top 10 feeder high schools was 758.

Early college models in use by leading community colleges have shown great promise in increasing the number of low-income students who will access higher education. This model bears serious consideration by Skyline College and its partner secondary schools.³¹

Technology and Learning

Incoming students to higher education are increasingly computer literate and carry expectations for colleges to enhance their access to new technology. Technology-based course delivery will require increased resources.

It is estimated that five million college students are now taking courses online.³²

Almost 40% of schools offering face-to-face associate's degree programs also offer them online.³³

Today's teenagers are unlike any previous generation in their exposure to technology: 100 percent use the internet to seek information, 94 percent use the internet for school research, 41 percent use email and Instant Messaging to contact teachers and schoolmates about school work, 81 percent email friends and relatives, 70 percent use Instant Messaging to keep in touch and 56 percent prefer the internet to the telephone.³⁴

Also known as "Millennials," children born between 1982 and 2002, approach learning in new ways. Their preference is to learn: with technology, with each other, online, in their time, in their place, and by doing things that matter.³⁵

The \$100 laptop computer now promised for developing countries will drive down further the cost of wireless educational networking in the United States. Florida is now considering a statewide purchase of these laptops for their community college students.

There is clear evidence of a digital divide based on education. Twenty-nine percent of American adults who have not graduated from high school have access to the Internet, compared with 61 percent of high school graduates and 89 of college graduates.³⁶

The digital divide is also reinforced by age. Twenty-six percent of Americans aged 65 and older go online, compared with 67 percent of those of those aged 50-64, 80 percent of those aged 30-49, and 84 percent of those aged 18-29.³⁷

Race is also influences the digital divide. Fifty-seven percent of African-Americans go online, compared with 70 percent of whites.³⁸

Higher Education and Public Policy

The Western and Southern states, which are experiencing rapid growth in their college-age populations, will have ballooning numbers of qualified students clamoring at the doors of two-year colleges for access to higher education. This has already happened in California.

Between 2004 and 2010, California is expected to see demand for higher education rise by more than 700,000 students--roughly comparable to total college enrollments in Illinois. Capacity questions for the state's community colleges, in particular, could worsen because of California State University's decision to cap enrollment, a first for the system.³⁹

A recent report estimates that 1.5 million students who would probably have been awarded Pell Grants in 2003-04 did not apply for them, up from the estimated 850,000 who missed out on aid in 1999-2000. The number of low-income students who did not file for federal financial aid rose from 1.7 million to 1.8 million, or 28 percent of low-income students.⁴⁰ The potential for Skyline College to recruit students who may not realize that they can receive Pell Grants should not be overlooked as a way to increase enrollment, especially among minority groups.

Just over one-half (52 percent) of all undergraduates are independent students and represent roughly two-thirds of community college students (64 percent) and part-time students (67 percent) in American Higher Education. The needs of these students—who are considered by the federal government to be financially independent of their parents--frequently take a back seat to those of traditional undergraduates.⁴¹

Of the 20 million students enrolled at degree-granting colleges in 2015, one out of 10 now attends a for-profit college. That 10-percent market share is more than double the 4-percent figure of a decade ago.⁴²

Abolishment of the federal 50-percent rule which heretofore has prevented any college that enrolls more than 50 percent of its students at a distance or provides more than half of its courses via distance education from participating in federal student-aid programs will

spur a boom in online programs at traditional colleges, as well as the creation of for-profit businesses specializing in cybereducation.⁴³

Nationwide, the numbers and percentages of community college transfers students are higher at higher at elite 4-year institutions than at their private counterparts. Overall, however, access for community-college transfers is quite limited at public institutions. Data suggest a median enrollment rate of community-college transfer students at elite public institutions of less than 4 percent.⁴⁴

The Bush Administration recently has recommended a \$500 million cut in federal funds for vocational education in 2006-7, from \$1.3 billion to \$800 million. Excluded are \$105 million tech-prep education state grants, five million for tech prep demonstration funds and \$23 million for incarcerated youth education.⁴⁵ Lack of tech-prep funds, in particular, will disadvantage community college efforts to reach into secondary schools.

Evolving accreditation standards are aggressive in gearing colleges toward developing clear and measurable learning outcomes. In addition, the emergence of diverse student populations in age, goals, background, and economic status requires colleges to explore a variety of teaching modalities and hiring practices.

The Bush administration has appointed a commission that is considering standardized testing for college students. The testing would be meant to measure the quality of higher education in the United States.

Community Colleges

The demand for higher education in California is projected to grow by more than 700,000 students in California in this decade. Three-fourths of this growth will occur in the state's community colleges.⁴⁶

Enrollment by first-time freshmen aged 19 and younger is trending upward in California community colleges⁴⁷

Nationwide, community colleges are meeting unprecedented demand for their services in the face of flattened traditional public financial support, forcing them to seek new revenue streams to maintain and expand programs.

Private donations to community colleges appear to be on the rise as more two-year institutions develop fund-raising programs. In the 2003-4 fiscal year, 100 public two-year institutions surveyed by the Council for Aid to Education raised \$122.4-million, up from the \$93.3-million raised by 86 community colleges surveyed the year before.⁴⁸

It is estimated that California community colleges turned away some 175,000 students in 2003-4 during the state's fiscal crisis -- and resulting budget cuts and tuition increases. Community colleges experienced a 1.7-percent reduction in their state appropriations in 2003-4.⁴⁹

California community colleges received a 12.4 budget percent increase in 2005-06 over the previous year, more than double the public appropriations to the University of California and California State University systems.⁵⁰

There is a rising demand for a host of services that community colleges can provide. There is already unmet demand for instruction in English as a second language, and it will be further fueled by an expanding immigrant population, which has reached the highest proportion of the U.S. population in three-quarters of a century.

Within a 60-mile radius of San Bruno there are 59 postsecondary institutions at the two-year level or less. These include 28 public institutions, 11 not-for-profit schools, and 20 for-profit providers. Community colleges are by far enjoy the largest market share among these institutions by enrolling more than 300,000 students compared to nearly 13,000 for all other providers.⁵¹

Appendix E

College Goals and Strategies

GOAL 1: Develop the scope, quality, accessibility and accountability of instructional and student service offerings, programs, and services.

Strategy 1.1. **INNOVATIVE PROGRAMS, SERVICES & MODES OF DELIVERY:** An innovative and comprehensive balance of programs, courses, services and modes of delivery that meet student and community needs.

Strategy 1.2. **STUDENT ACCESS & SUCCESS:** Student access and success through availability, quality and assessment of support services and student learning outcomes.

Strategy 1.3. **OUTREACH & RESPONSIVENESS TO COMMUNITY NEEDS:** Broad outreach efforts that build partnerships and respond to educational community needs.

GOAL 2: Enhance institutional effectiveness in the planning and decision-making processes through cooperative leadership, effective communication, and shared governance.

Strategy 2.1. **INTEGRATED PLANNING & INSTITUTIONAL PERFORMANCE MEASUREMENT:** An integrated planning system that responds to all stakeholders and tracks and measures college-wide performance indicators.

Strategy 2.2 **EFFECTIVE COMMUNICATION:** Widespread, continuous and reliable communication that informs decision-making processes and ensures institutional effectiveness.

Strategy 2.3 **SAFE & SECURE CAMPUS:** A safe and secure environment that includes staff trained in emergency procedures.

GOAL 3: Fulfill the college's role as a leading academic and cultural center for the community through partnerships with business, the community, and non-profit organizations.

Strategy 3.1 **CULTURAL CENTER FOR THE COMMUNITY:** A position and presence in the community as a major cultural center.

Strategy 3.2 **MARKETING, OUTREACH & CONNECTIONS TO ACADEMIC & BUSINESS COMMUNITIES:** Broad outreach and marketing efforts that incorporate continuous evaluation of community needs for comprehensive planning to build public awareness.

GOAL 4: Provide adequate human, physical, technological and financial resources to successfully implement educational programs and student services in order to improve student learning outcomes.

Strategy 4.1 **INTEGRATED & EVIDENCE-BASED RESOURCE PLANNING SYSTEM:** A comprehensive, integrated and evidence-based resource planning system that responds to all stakeholders and is tied to budget, program and services decisions.

Strategy 4.2 **UPDATED FACILITIES:** Updated facilities that include timely replacement of equipment.

GOAL 5: Offer faculty and staff opportunities for professional growth and advancement.

Strategy 5.1 COMPREHENSIVE STAFF DEVELOPMENT PROGRAM: Unified and coordinated staff development programs that are dynamic, comprehensive and rich.
