

## **SWP Marketing Update**

### **PIO Regroup**

### **Meeting Notes**

**10.17.17**

#### **Attendees**

Mollie Smith  
Danene Brown  
Molly Ash  
Ranessa Ashton  
Laura Gropen  
Bill Gay  
Jennifer Kearns  
Kristen Hyuck  
Jack Beresford  
Sally Cox

Sean Connacher  
Chelsea Daus

#### **Role of Initiative**

The team discussed the role of Marketing Initiative in relation to two parallel initiatives underway within the regional Workforce Program. We acknowledged that not *all* of the schools' goals will be achieved by marketing, and instead need program decisions, like retention strategy, to drive them.

#### **Challenges Noted**

- Concern that what we do for the regional program does not betray the regional branding that has been completed
- Positioning "middle skills jobs" *\*not "mid-level skills"*
- Retention Strategy
- We accept the top 100% of applicants
- Give dignity to CE - we have always been second, not first, choice
- Gap in Perspective: Workforce views it at the sector level versus skills  
*i.e.: prospect has accounting skills but works in the IT Sector*
  - Oversupply in underskilled
  - Relative Demand in high-skill jobs
  - Large Demand for middle-skill jobs

## Considerations & Realities of Individual Schools

- How do we acknowledge the location and student populations considerations for Imperial Valley versus the other schools?
- Important to maintain consistency in terminology like the four-year degree programs
- Due to previous updates to budgets and program definitions, schools have seen dramatic decrease in enrollment

## General Notes from Team

- Consider the Competition: For Profits' ease and speed of student application, enrollment, and graduation processes
- Post-grad salary appears to be the largest motivator
- We ARE the big boys, we have the most students (200k), most resources and need to stop considering ourselves as individuals, shift our position
- \*NACE and SDSU Surveys: <http://www.naceweb.org/job-market/compensation/>  
[https://newscenter.sdsu.edu/student\\_affairs/career/files/02834-Dec2013.pdf](https://newscenter.sdsu.edu/student_affairs/career/files/02834-Dec2013.pdf)
- AB19 was signed, providing one year (12+ units/semester) free for first-time students: [https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill\\_id=201720180AB19](https://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201720180AB19)
- We sell a two-year degree but we don't give one - students are in it for five years

**Proofpoint Brainstorm** – *the team discussed what point of differentiation the schools currently have and how that does or does not overlap with conversion triggers of prospects*

- Affordability
- Location
- Time of Completion/Immediate Gratification
- Salary Outcome
- Emotional Appeal
- Passion
- Parental Influence
- Quality of faculty, counselors, career planning

## Refining Our Approach

1. Brand Awareness: CE as a legitimate option
2. Populations: not just the dwindling stream of HS students, but also the unemployed, adult ed, underemployed, veterans; avoid solely marketing just the college, market what we can *do* for them
3. Strategies: *how* we talk to them and *about what*
  1. Recruitment
  2. Enrollment
  3. Retention
  4. Job Placement

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**Next Steps:**

1. Obtain additional feedback for Program Data in [The Commons](#)
2. Competitive Analysis Presentation

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