

November 6, 2007

Dr. Helen Benjamin  
Chancellor  
Contra Costa Community College District  
500 Court Street  
Martinez, CA 94553-1278

Dear Dr. Benjamin,

Thank you so much for the opportunity to work with you and the Colleges of the Contra Costa Community College District. My discussions with your management teams at Contra Costa College, Diablo Valley College and Los Medanos College during the presentation of the results of the market scan information were excellent. There was tremendous feedback and interaction among the management teams at each of the Colleges, and while results did vary some for the individual colleges, there were several key themes that were seen across all the Colleges by market segment. Our final reports will emphasize the major issues that the District can assist the Colleges in, as well as individual areas of strengths and potential opportunities for each of the Colleges.

As per your request, I am providing a summary of the main issues for the key markets for Contra Costa Community College District by market segment on the following pages. Complete detailed reports will follow and in each report, the information has been extracted by individual college.

If we can be of further assistance, please feel free to contact us for any additional help or any clarifications.

Sincerely yours,

Kathi J. Swanson, Ph.D.  
President

KJS:fed  
Attachment

# EXECUTIVE SUMMARY

## Customer Service Scan

A key factor in whether a student actually enrolls at a college is the amount of information the student receives when inquiring about the college. Contra Costa Community College District and all three Colleges (Contra Costa College, Diablo Valley College and Los Medanos College) were contacted (or shopped) by CLARUS Corporation personnel by telephone and by web requests. CLARUS Corporation personnel called the Colleges and the District Office during day, evening and weekend hours and asked for specific information to assess their response to prospective students. The key issues examined included:

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

The purpose of these requests was to examine a prospective student's "first impression" of the Colleges and to examine how a prospective student is first handled when contacting the Colleges for information. In addition, the Colleges were shopped via their respective web sites. Requests were made on the web sites for additional information about the Colleges and the responses were examined for speed and efficiency of reply and information provided.

Overall, 33 of 63 attempts for information from the Colleges and the District Office in Contra Costa Community College District resulted in obtaining information packets from the Colleges, a 52 percent response rate. Thirteen contacts with the Colleges resulted in no opportunity to leave a message and six of the contacts refused to provide any information to the caller. Staff at CLARUS Corporation reached either a person or a voicemail messaging system at the Colleges for 20 of the requests for information but to date there has been no response.

For the information that was sent and received in response to the requests for information, the Colleges were timely in their response. The majority of the requests for information were postmarked the same day or within a day or so after the response. This was a very quick turnaround and was done consistently throughout all of the packets that were sent in response to the requests. Key issues that Contra Costa Community College District should address regarding their customer service response to inquiries include:

- **After-hours messaging systems for the phone systems need to be developed and better utilized across the District to capture requests for information from potential students via telephone at all hours of the day and evening. The Colleges' web sites need to be upgraded to include electronic information forms that are database driven and electronic brochures that can be customized by the individual student requesting information.**
- **The phone tree systems at the Colleges need to be examined and more effectively utilized to branch potential students to a correct point of contact quickly and efficiently. Technology can be used more efficiently to provide information to potential and current students at the Colleges.**
- **None of the requests for information from the Colleges resulted in a second contact. The Colleges need to develop a series of personalized responses to the requests for information to make additional contact with the inquiries and move them to an applicant communication plan. In addition, branding is an issue for the information packets sent – the materials sent by several of the Colleges (outside packaging and inside materials) did not support the brands of the Colleges.**

- **Contra Costa Community College District should consider the establishment of a Call Center to handle all inquiries for information from potential students to assure consistency of response.**

### **Non-Enrolling Student Scan**

A major measure of marketing success is the number of inquiries a college receives. After the inquiry, the college initiates a process by which they persuade the inquiry to apply and finally to enroll. Conversion of inquiries into students at a college is another measure of success and when enrollments are in decline, one of the easiest ways to increase enrollments is to increase the conversion of applicants into enrollees. Examining the Fall 2006 semester for Contra Costa Community College District, 12,834 students applied and 5,548 students actually enrolled at one of the Colleges, resulting in a 43.2 percent conversion. In other words, almost 57 percent of those potential students who filled out an application did not follow through and enroll at one of the Colleges in the District and of those, 30 percent were a place-bound working adult aged 25 to 34.

In order to better understand why those adults were not following through and enrolling at the Colleges in the District, a series of 100 focused in-depth interviews were conducted by telephone from July 30 to August 6, 2007 with the applicants in the targeted age group that did not enroll and stratified by the numbers for the Colleges to provide an adequate representation of the applicants across the District. Based on the survey results, the key issues that Contra Costa Community College District should address to increase their conversion of applicants into students include:

- **The information provided to the students after applying to the Colleges was sporadic at best and almost one-third received no information at all. A detailed information flow needs to be developed for all the Colleges using a combination of direct mail, e-mail and telephone calls to provide information to the students as they move from application to enrollment. Students also noted difficulty in obtaining information from the Colleges throughout the process as well – messages going unanswered and little contact from the Colleges. There is an assumption that students who apply understand the college process, but it is imperative for the Colleges to provide good communication for the next steps in the process to bring a student from applicant to enrollee. An enhancement of the web site and the addition of the portal will also assist in this process.**
- **The majority of the applicants in the 25 to 34 age group did not attend another college after applying to one of the Colleges in the District, still live in the area and would still consider attending college. The District needs to develop an active marketing strategy to target those who applied and did not enroll in the last three years and invite them to enroll again. A fast track process could be used with these students, but first the internal information contact systems with applicants need to be enhanced.**

## Student Scan

The customer service audit, the *Student Scan*, was administered online to the students attending the Spring 2007 classes at Contra Costa College, Diablo Valley College and Los Medanos College. Students from 577 classes across the Colleges were chosen for the sample and an e-mail was sent inviting the students to participate in the online survey of student satisfaction on April 30. Seven hundred ninety-one students responded to the online survey, the majority within 36 hours of the e-mail being sent. The satisfaction ratings of the students were averaged and statistically compared to the ratings of the community college students at the other 39 community colleges in the normative sample (15,512 other community college students). The following provides a summary of the areas in which Contra Costa Community College District was rated significantly higher by their students than the students at the other colleges (*Areas Of Excellence*) and those areas which students rated significantly lower than the students at the other colleges (*Areas For Improvement*). The ratings of the other areas in the survey not listed below were equivalent to the other community colleges' students' ratings in the normative data.

### Areas Of Excellence

- Admissions Office
- Tuition And Fees
- Financial Aid Office
- Cashier/ Billing Office
- Classroom Instruction
  - Quality of instruction
  - Course content relative to career
  - Quality of textbooks
  - Use of current textbooks
  - Challenge of courses
  - Availability of instructor outside of class
  - Up-to-date labs
  - Up-to-date shop facilities
  - Availability of internships
- Counseling Office
- Career Center
- Bookstore
- Food Service
- Computer Labs
- Assessment Center
- Student Activities
- Athletics
- Child Care Center
- Main Telephone Number
  - Friendliness and courtesy of operator
  - Accuracy of information received
- Overall Campus
  - Student Handbook
  - Security
  - Student Center/ Union

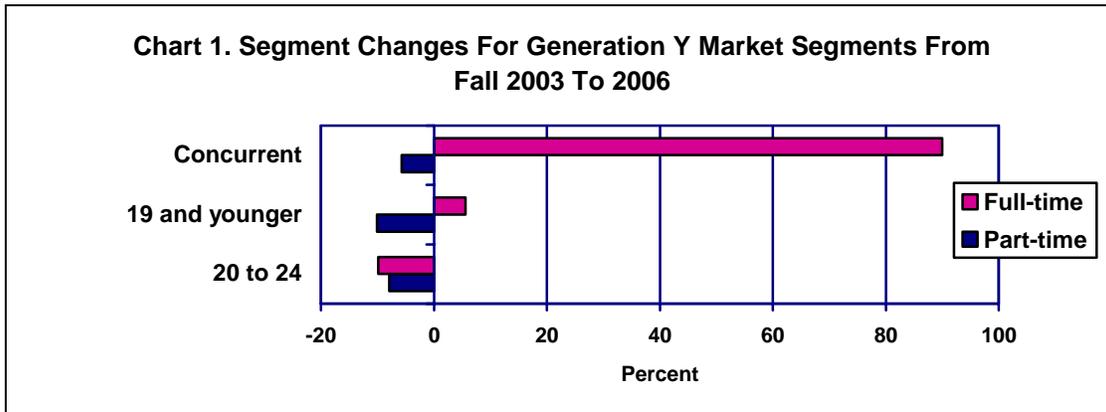
### Areas For Improvement

- Bookstore
  - Cost of textbooks
- Main Telephone Number
  - Ease of reaching campus staff members
- Overall Campus
  - Vending machines
- Technology Access
  - Availability of access to wireless Internet

A strength for the Colleges in the Contra Costa Community College District was that after a student got through the enrollment processes and actually enrolled, the staff received high ratings for interactions with the students – the majority of the areas rated as excellent above included high ratings in each area on the friendliness and courtesy of staff and the knowledge and competence of staff.

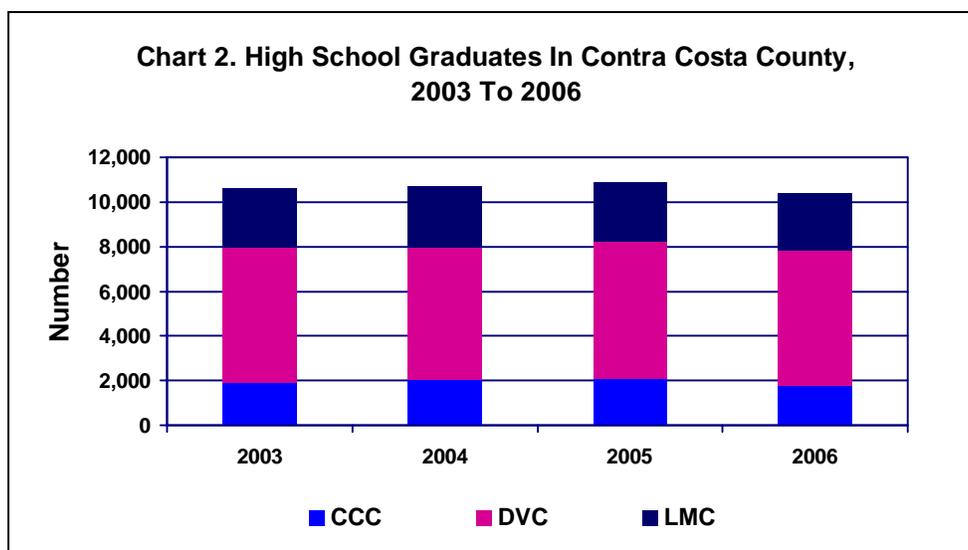
## High School Market Segments

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

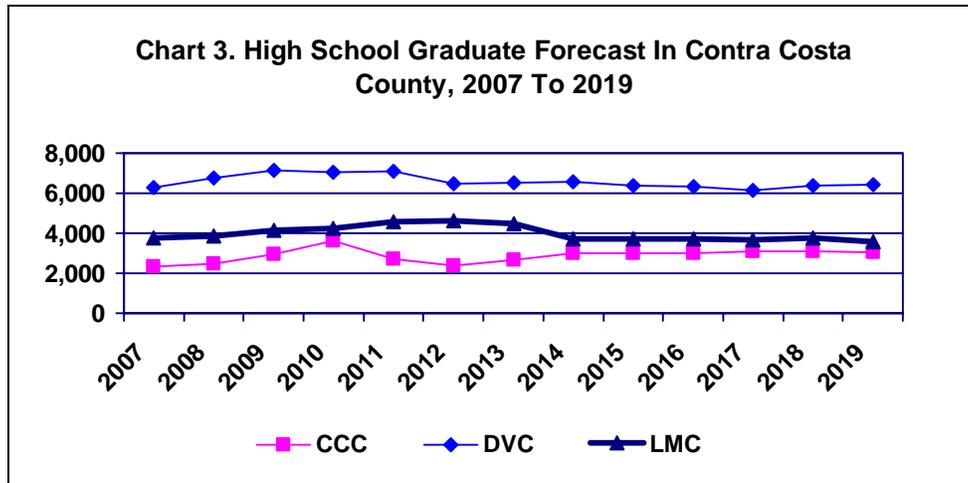


As seen in the chart above, the greatest growth in enrollments in the Contra Costa Community College District has been in the Concurrent and 19 and younger high school enrollees, but only the full-time segments. Full-time concurrent enrollees increased 91 percent from 2003 to 2006, but the segment only accounts for seven percent of the total enrollees at the College. The 19 and younger segment, which accounts for 26 percent of the total enrollment, had an increase in the full-time segment of 5.6 percent for the College from 2003 to 2006 but the part-time segment lost 10.1 percent during this time frame. The 20 to 24 age segment accounts for 29 percent of the enrollments in the District but saw declines over the last three years as well.

The key question for Contra Costa Community College District in the high school segment is whether or not there is additional room in the high school market for increased market share. As seen below, the number of high school graduates in Contra Costa County has been slightly decreasing from 2003 to 2006, especially for graduates in Contra Costa College's and Diablo Valley College's market areas.



High school market share is determined by calculating the number of enrollees in the Fall semester at Contra Costa Community College District who graduated from high school the previous Spring. Due to a processing issue in the Datatel system, the exact market share for each of the Colleges – the number of high school graduates who actually enroll the fall immediately following their high school graduation cannot be accurately calculated, but the clarification is seen as a priority for the District. The other major issue facing the District is the forecast of potential high school students from which to recruit new students over the future.



As seen in Chart 3, after the graduating classes of 2010 and 2011, the County may begin to see a decline in the number of high school graduates for at least two of the market areas. The question facing Contra Costa Community College District is how much market share is available in the County for the Colleges and what do the Colleges need to do to increase high school market share. In order to answer that question and understand the high school market, a survey was conducted of 400 high school students in Contra Costa County by telephone, which resulted in a 95 percent reliability and a 4.9 percent margin of error. The sample was stratified by the high schools in the service areas of the three Colleges and the data was collected from June 18 to September 30, 2007. Results were summarized for the District as well as the three regions representing the service areas of Contra Costa College, Diablo Valley College and Los Medanos College.

Overall, the College does have additional room for increased market share based on the percent of high school students who would consider attending Contra Costa Community College District immediately after high school. Overall, 52 percent of the students in the Contra Costa College service area would consider attending a College in the Contra Costa Community College District, as would 55 percent of the students in the Diablo Valley College service area and 72 percent of the students in the Los Medanos College service area. The majority of the students who would consider a College in the District are most likely to attend the College closest to them. Based on the results of the survey of high school students, the major issues for the College to address in trying to increase high school market share include:

- **A major branding initiative is needed for Contra Costa College, Diablo Valley College and Los Medanos College. Although the unaided recall and familiarity is good for the Colleges, the Colleges are not the first choice of the majority of the high school students and images of the students who attend the Colleges are not as positive as the Colleges would prefer. The District should support a major direct mail campaign aimed at the high school students to increase awareness and choice for the Colleges.**
- **Many high school students are technologically savvy – even those in lower socioeconomic backgrounds – and many students examine the Colleges on their web site prior to even making a decision to apply to one of the Colleges. It is imperative that the Colleges upgrade their web sites to make them much more interactive and provide the information in an easy to navigate format that students are looking for – specifically program information, financial assistance available and staff willingness**

**to help students through the process (after they apply). The web sites need to provide for electronic brochures that can be customized with the information that students are looking for, as well as having a presence on social networking sites like MySpace. Examine Google advertising for program information.**

- **The best methods of communicating with the high school market are e-mail and direct mail. Both methods should be used to send promotional information to high school students and both should direct high school students to a web site that is specifically designed for the high school market within the context of the brand for the Colleges. Technology should support e-mail as a major communication method as well as provide for tracking of students who inquire.**
- **High school students are searching for information about colleges even earlier today than ever before. Students are starting to look at college and specific colleges even in junior high. A priority for the Colleges should be increased programming into the junior high schools in the area to provide information about college and choices available for the students in the future.**
- **Today's parents are important influencers about education for the high school market – the majority of parents are actively involved in the choice of a college for their child from initiating the conversation to actually getting information for the child to taking the child on college visits. The District should support a major marketing effort aimed at the parents of the current junior high and high school students, emphasizing the reasons that the local community colleges are a good choice for their children.**

### **Guidance Counselors: Influencers On High School Markets**

The high school guidance counselors in Contra Costa County do have an impact on the decisions high school students make about attending college and where to attend college. It is extremely important for Contra Costa Community College District to understand the attitudes, opinions and needs of the guidance counselors as the Colleges shape their messages to the high school market and especially those who can influence the high school market – the local high school guidance counselors. Focused in-depth interviews were conducted with 43 high schools identified by Contra Costa Community College District, stratified across the County and representative of the schools in each College's service area. The focused interviews were conducted from May 7 to May 24, 2007.

Overall, the interactions the Colleges have with the guidance counselors are extremely positive. The majority of the guidance counselors noted that their interaction was sufficient with the Colleges – they rated it as good or excellent – and that the Colleges worked hard to respond to questions quickly and were always helpful.

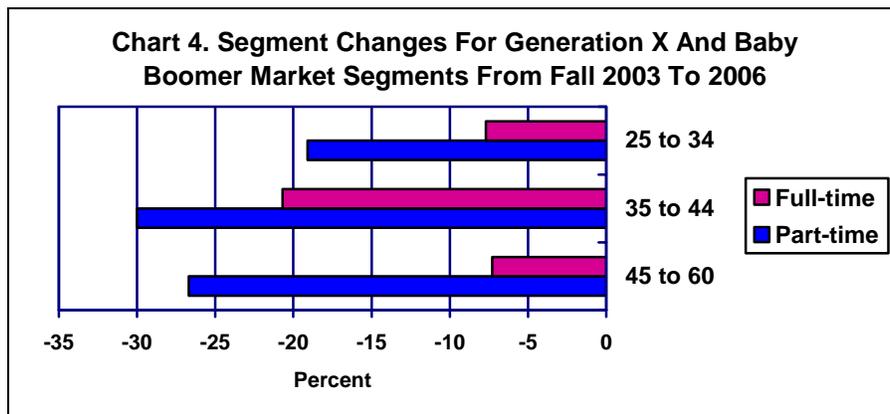
- **The results of the high school scan indicated that the high school students' use of college web sites is increasing as a way to gain information about colleges and the guidance counselors also confirmed this. The guidance counselors indicated that not only is students' use of colleges' web sites to gain information increasing, but the guidance counselors' use of colleges' web sites is also increasing. A guidance counselor web site (landing page) should be developed for all of the Colleges that will provide the information needed by the high school guidance counselors in an easy-to-use format. There should be interactive features that allow the counselors to request information be sent to them, ask questions and view a list of major contacts for the counselors.**
- **The majority of the guidance counselors do not believe that the majority of the new jobs for the future will only require a bachelor's degree – they believe new jobs will need bachelor's degrees. Given this attitude, there needs to be a direct marketing campaign aimed at the guidance counselors to present the options for two-year terminal degrees.**

## Adult Market Segments

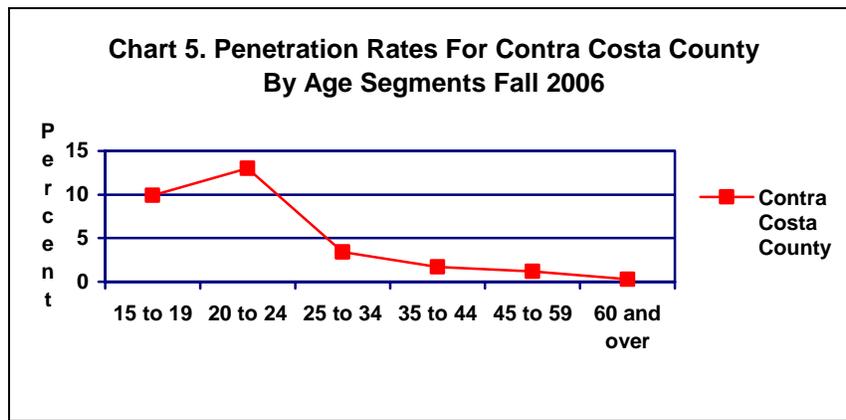
Four age groups represent the adult market segments for Contra Costa Community College District which correlate to three adult generations – 25 to 34 years of age and 35 to 44 years of age (Generation X), 45 to 60 years of age (Baby Boomers) and 61 years of age and older (Matures). Generation X are typically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

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

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



Overall, Contra Costa Community College District has not been reaching the working adult markets described as Generation X – age groups 25 to 34 and 35 to 44 in large numbers. In Fall 2006, slightly more than one-fourth of the credit student population were working adults in Generation X (26 percent) and only ten percent of the credit student population were Baby Boomers. Contra Costa Community College District has seen a decline in the working adult market since 2003, typically a market interested in skill updates and career changes. The question is why aren't the working adults attending Contra Costa Community College District and what needs to happen to serve that market.



As seen in Chart 5, the penetration in the 25 to 34 year old market segment (enrollees divided by population) is lower than one would anticipate – less than five percent. In order to better understand the working adults, a community survey was conducted by telephone to assess the image of the Colleges in the District and the needs of the working adults in the market. Six hundred households in Contra Costa County were surveyed by telephone from May 2 to June 14, 2007, resulting in a 95 percent reliability and a four percent margin of error. The survey was stratified so that the results could be cross-tabulated for each of the Colleges’ service areas in the County. Based on the results of the Community Scan, the following issues need to be addressed for the Colleges in the Contra Costa Community College District to increase the population of working adults:

- **Each of the Colleges in the Contra Costa Community College District has a defined image in the market. While Diablo Valley College and Los Medanos College have very good unaided recall and familiarity, more market awareness is needed for Contra Costa College in its market area. Rather than attempt to brand the “Colleges of Contra Costa College,” it is recommended that the District support the individual brands of the Colleges with marketing campaigns that will focus on the similarities the Colleges share and support – for example, a major campaign aimed at the working adults in the market – and focus on the ability of all three Colleges to deliver programming and services. This approach will assist in supporting the current established brands of the Colleges and increase overall familiarity and awareness while supporting the enrollment goals for the District. The brand positions will be determined for the Colleges and the commonalities will be supported by the District’s branding efforts.**
- **“Continuing education and career skills for those who have jobs” was an area indicated by the community that the Colleges in the District are not performing as expected. Programming needs to be developed for delivery in the adult market as well as the creation of adult-friendly services to support the potential adult learner. Convenience is a major issue to be addressed when developing the programming for the adult market – especially increases in evening courses and programs, online courses and hybrid courses and more use of technology to make application and registration simple and fast. The Colleges, working with the District, need to develop an adult college concept that can be marketed throughout the District.**
- **Educational quality is a main reason that adults choose a college to attend. The quality of faculty should be a major emphasis in a marketing campaign for the District and faculty highlighted for their accomplishments in the campaign.**
- **Adult learners are as likely as high school students to turn to a college’s web site to search for information and also prefer to receive communications via mail and e-mail when gathering information about a college to attend. Given the socioeconomic and educational diversity of Contra Costa County, it is recommended that the District marketing operation begin to use GIS positioning to develop direct mail campaigns to targeted households in the County to illicit a response, namely to drive the potential students to landing pages on the web site that outline the specific information needed**

**for each market to apply and enroll at the Colleges. A much higher level of sophistication in messaging is needed for specific households to evoke action from potential students.**

- **Almost half of the adult respondents who are working have access to tuition reimbursement through their employer. This is an area in which skill sets can be packaged by industry and marketed to the employers and employees to take advantage of the tuition reimbursement programs.**

### **Business And Industry Market Segment**

Employers in Contra Costa County also comprise a potential market segment for Contra Costa Community College District. In order to assess what the current needs of the employers in the County are for training and educational opportunities for their employees, a combination of personal and telephone interviews were conducted with employers across the County and stratified by industry type. The interviews were conducted between August 7 and September 20, 2007 and the 401 employers represent 363,053 full-time employees and 19,915 part-time employees. In the last year, 118 of the companies that would share their budget spent more than \$5.5 million on training to outside vendors or sending employees to training.

- **The majority of the employers surveyed in Contra Costa County noted there is a shortage of qualified job candidates to meet their job needs over the next few years and the skill sets the potential employees are missing are basic skills and work ethics. There may be a market opportunity for Contra Costa Community College District to work with a coalition of employers to develop pre-employment training for potential employees. In addition, there needs to be additional opportunities for the job placement offices at the Colleges to interact with employers to assist in alleviating the shortage of qualified employees through additional co-ops or internships as well as graduate placement and part-time employee job placement.**
- **A majority of the employers surveyed currently offer training to their employees and expect to offer training in the next year. At this time, the Colleges in the Contra Costa Community College District are almost unknown entities in providing training. The market exists for training opportunities – soft skills like leadership and supervisory management are back in demand – and many of the areas that the companies are providing training and paying vendors to offer training can be offered by the Colleges. The District needs to develop a consolidated plan to offer workforce training for profit for the employers in the County and define the roles and responsibilities of the Colleges in providing the training given the specialty areas of the Colleges – for example, the Colleges which offer nursing may concentrate on training in health care.**
- **While direct mail is still the most preferred form of communication with employers, e-mail is a close second as a preference for communications. It would be beneficial for the District to consider publishing a “Business and Industry” magazine which would focus on specific targeted industries and describe how the Colleges in the District are supporting the emerging technologies and providing graduates, training and support for the industries. For example, a first issue may concentrate on health care and provide stories as to how the Colleges are supporting the health care industry with graduates, internships, new programming, etc. The magazine articles can then be developed as short e-mails to continue to update employers. In addition, blogs can be created for industry sectors that will provide for new updated content on issues in health care, for example, and employers can log on and post comments, questions, etc. Each College could take a lead for the development and maintenance of the blogs.**

- **Many of the employers offer tuition reimbursement to their employees, but they noted that many of the employees are not taking advantage of the tuition reimbursement due to long work days and time with family. Employers with tuition reimbursement and large numbers of employees should be targeted for a joint direct marketing campaign between the employer and the District to encourage employees to enroll in educational pursuits and take advantage of the tuition reimbursement.**
- **Certifications and annual continuing education updates are needed by several of the industries in Contra Costa County. As the District targets employer segments to serve, the concept of providing lifelong learning opportunities should be considered. Industry-specific programming should be developed that targets the progression from short-term and noncredit training on to degree programs, followed by post-degree continuing education to maintain certifications and licenses.**

### **Non-Returning Student Segment**

Persistence is an important measure of the success of an institution – in other words, how long can the Colleges retain the students they recruit? For many educational institutions, it is much easier to retain a student for a length of time, especially if they have a degree as a goal, rather than always recruiting new students to boost enrollment. Examining the Fall 2005 semester for Contra Costa Community College District, 4,506 of the first-time students who enrolled Fall 2005 had not returned to the Colleges by Fall 2006. In other words, 2,976 students did not return or 66 percent of the first-time students enrolled in the Fall of 2005 did not return either Spring 2006 or Fall 2006, regardless of hours enrolled (full-time or part-time). Of those students who did not return, 51 percent were 24 years of age or younger.

In order to better understand why those students did not return to the College who were in good standing and had not completed enough units for degrees, a series of 100 focused in-depth interviews were conducted by telephone from August 9 to August 23, 2007 with the applicants in the targeted age group that did not return to one of the Colleges, and they were stratified by the numbers for the Colleges to provide an adequate representation of the non-returning students across the District. Based on the survey results, the key issues that Contra Costa Community College District should address to increase retention of the Generation Y include:

- **A major issue in the national research on retention and persistence is whether or not students make a connection with an institution. Examining the behavior of the non-returning students at the Colleges, many of them did not attend an orientation session nor talk to an advisor upon their application. While attending classes at the Colleges, more than two-thirds did not visit with anyone outside of class, did not talk with a faculty member outside of class and did not work with classmates. In other words, they made no connections with anyone – they noted they were working, busy, did not know anyone and simply attended class and left. The Colleges need to examine additional ways to engage students their first semester of enrollment. Engagements may take the form of contacts from faculty or advisors, more work groups assigned outside of class, etc. By connecting with someone at the Colleges, students are more likely to be retained.**
- **About one-fourth of the non-returning students cited academic difficulties as the reasons for leaving the Colleges. Additional internal marketing of the support services – like peer tutoring, study groups and other academic assistance is needed to support students. The Colleges also need to examine their early warning systems to assure that students in academic difficulty are identified early enough in the semester to allow for successful intervention and assistance.**

- **Financial issues were the predominant reason that about one-third of the non-returning students did not continue their enrollment at the Colleges. While the actual tuition is low on a by-unit basis, the students continue to underestimate the additional costs of attending college – specifically the books, additional fees, transportation costs and living expenses. It would be extremely useful for the District to create a financial calculator on the District web site that would assist students in understanding at the point of application the true cost of attending college. The financial calculator can be marketed to parents as well as students as a tool for planning college expenses.**
- **Two-thirds of the students who attended the Colleges would consider attending in the future and the majority of the students are still in the area. The Colleges need to develop an annual direct marketing campaign that focuses on encouraging the non-returning students to attend additional classes and complete degrees at the Colleges. The non-returning students should be targeted for about three years and then dropped from the list of they have not re-enrolled. Direct mail postcards can also be used to indicate what the students have taken and what may be in their best interest to take in the future – for example, if they enrolled and completed Accounting 101, the postcard can be customized with Accounting 102 with times and locations for the student.**

### **Brand Development**

The final phase of the project will be the development of the brand positioning statements for the Colleges and the target audiences noted above. These workshops are being held in the next few weeks – providing the Colleges an opportunity to scrutinize the research results and begin to develop strategies to address the findings. After the brand positioning statements are developed for the Colleges individually and each of the audiences for the Colleges, the common themes will be consolidated for the brand for the District. This will provide for a common unified message to be given at all levels of marketing – District as well as the three Colleges.