SCHOOL *of* LEADERSHIP AND EDUCATION SCIENCES

Website Redesign Town Hall

Our goal is to create a website
that is a **true reflection of SOLES**
and we can't do that without you.

Overview

- Team and Timeline
- Strategic Vision and Direction
- Research Findings
- Target Audience
- Generational Considerations
- Goals and Core Messaging Priorities
- Next Steps
- Questions/Comments

Team Members

Linda Dews
Assistant Dean, SOLES

Corinna Lewis
Marketing and Communications, SOLES

Berta Roebuck
Project Manager

Cristina Cruz
Lead Designer

David Schmidt
Front-End Developer

Ahmed Khan
Back-End Developer

Kim Grob
Content Strategist

UNIVERSITY WEB SERVICES

Tim Borillo
Project Support

Bee Bornheimer
Project Support

Carlos Huerta
Project Support

Bryan Teague
Server Administration

Joy Brunetti
Project Advisor

Michael O'Brien
Project Advisor

WRITE ON NETWORK

Beth Lopez
Lead Writer

Cole Lehman
Copywriter

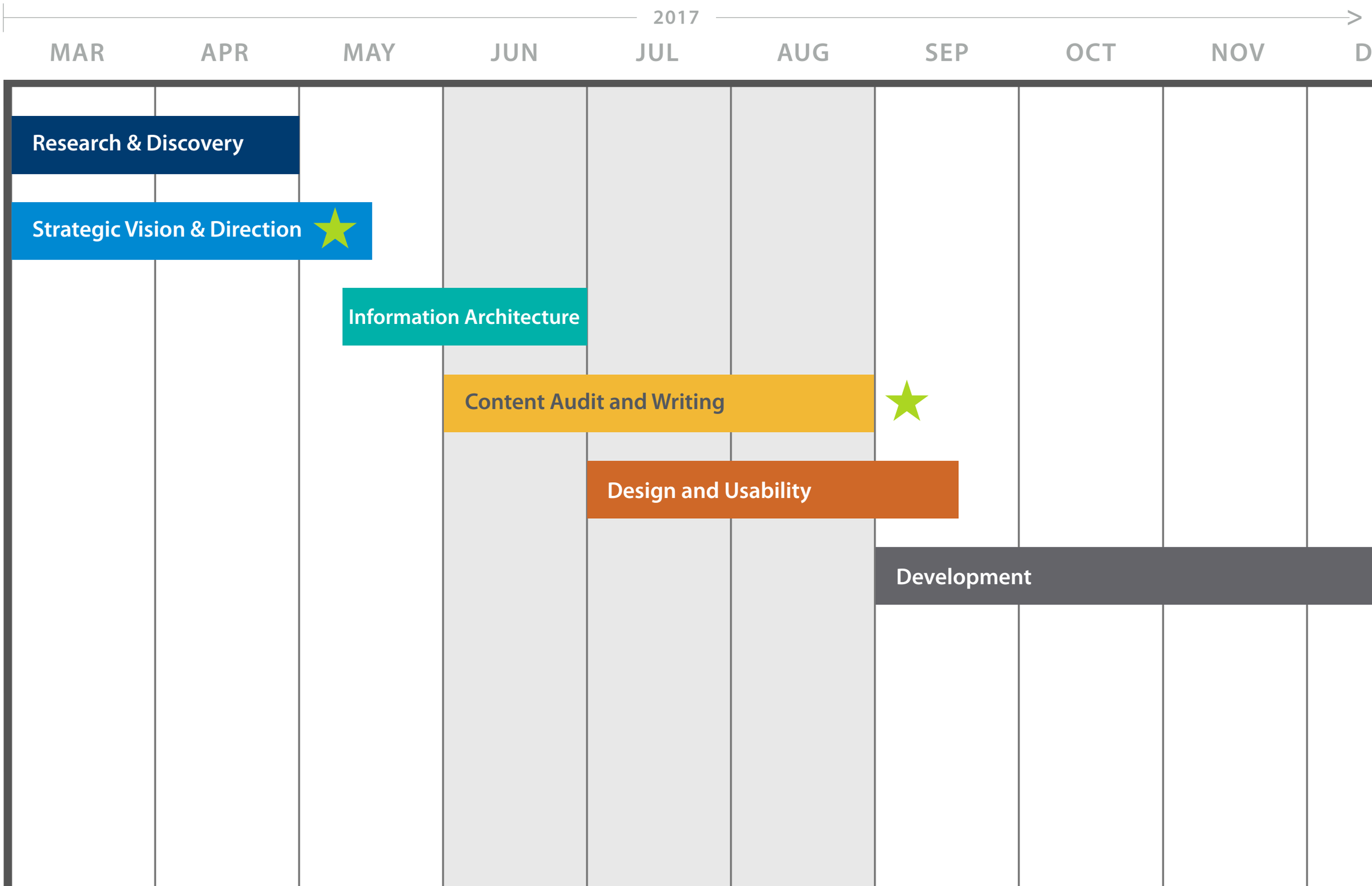
Pati Goodell
Content Oversight

UNIVERSITY COMMUNICATIONS

Peter Marlow
Messaging, USD

Mike Sauer
Messaging, USD

Timeline (Pre-Development)



Strategic

Vision and Direction

Stakeholder Meetings

Admissions

Assessment

Counseling and MFT

Dean's Office

Institute for Entrepreneurship in Education

Leadership Studies

Learning and Teaching

Non-Profit Institute

Current Students

Key Needs

- Engaging and focused content
- Resources that reward frequent visits
- Storytelling that appeals to students
- Easy-to-find information

Insights

- International experience is a big draw
- Collaborative environment
- Prospective students care about approachable faculty members
- Current students are interested in student stories
- Successful outcomes in employment opportunities and career advancement

Research and **Discovery Findings**

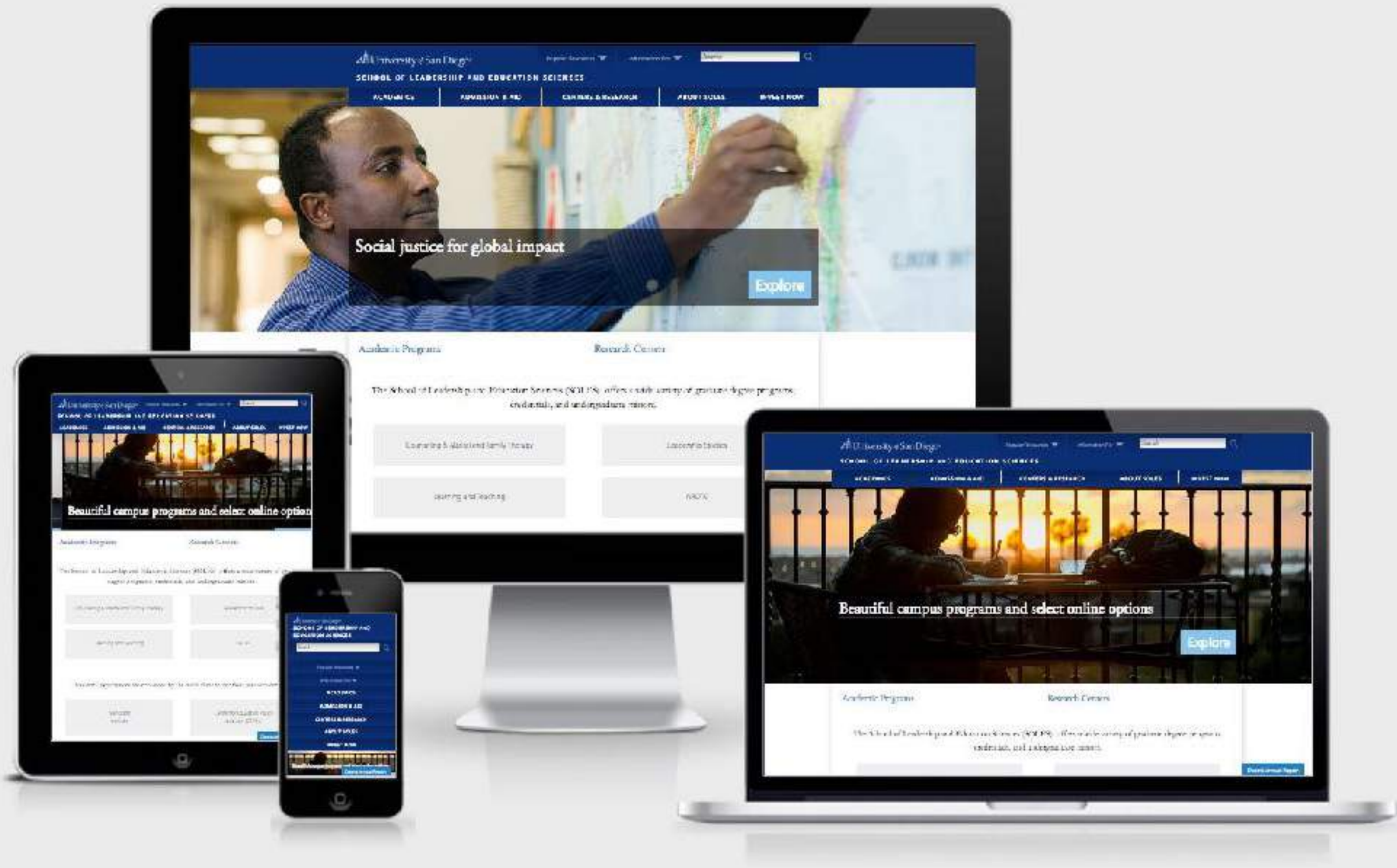
Internal Review

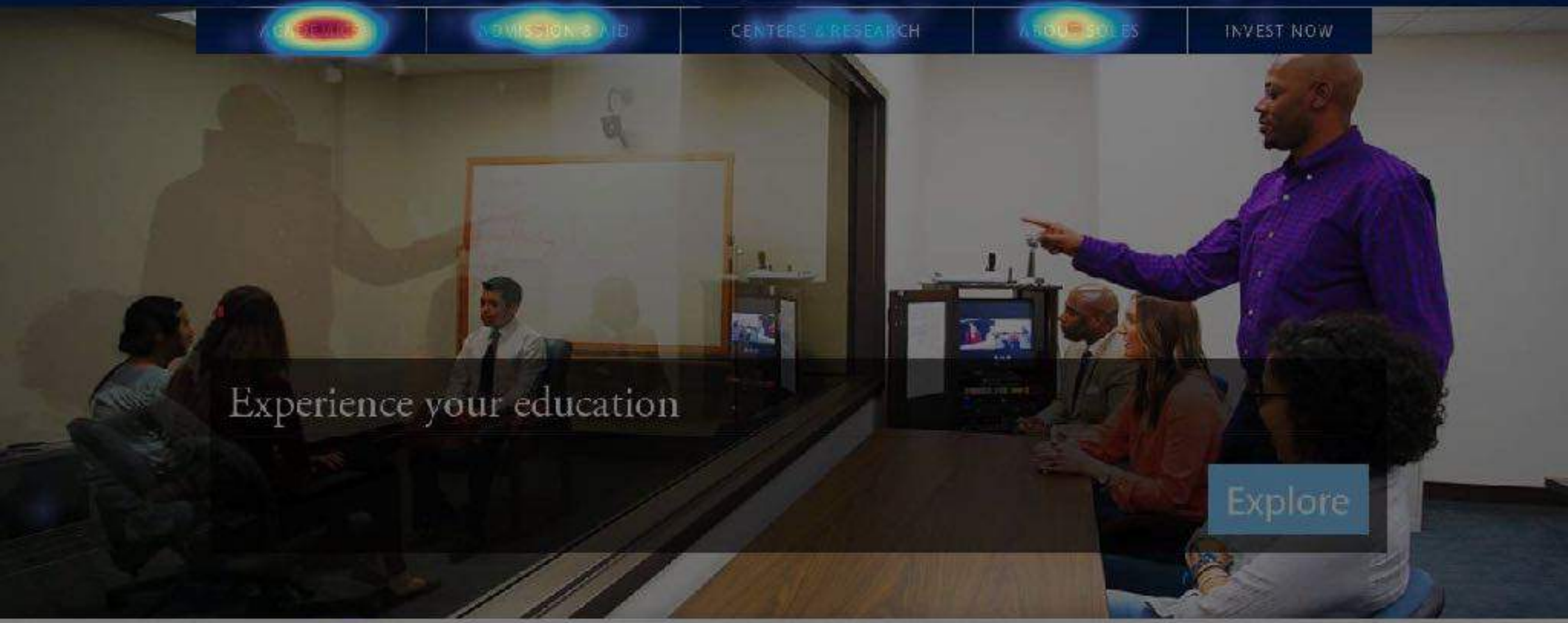
- Heat map
- Scroll map
- Google Analytics
- Competitive Analysis

External Surveys

- Prospective Students
- Current Students
- Faculty
- Staff/Admin
- Alumni

Current Site





Academic Programs

Research Centers

The School of Leadership and Education Sciences (SOLES) offers a wide variety of graduate degree programs, credentials, and undergraduate minors.

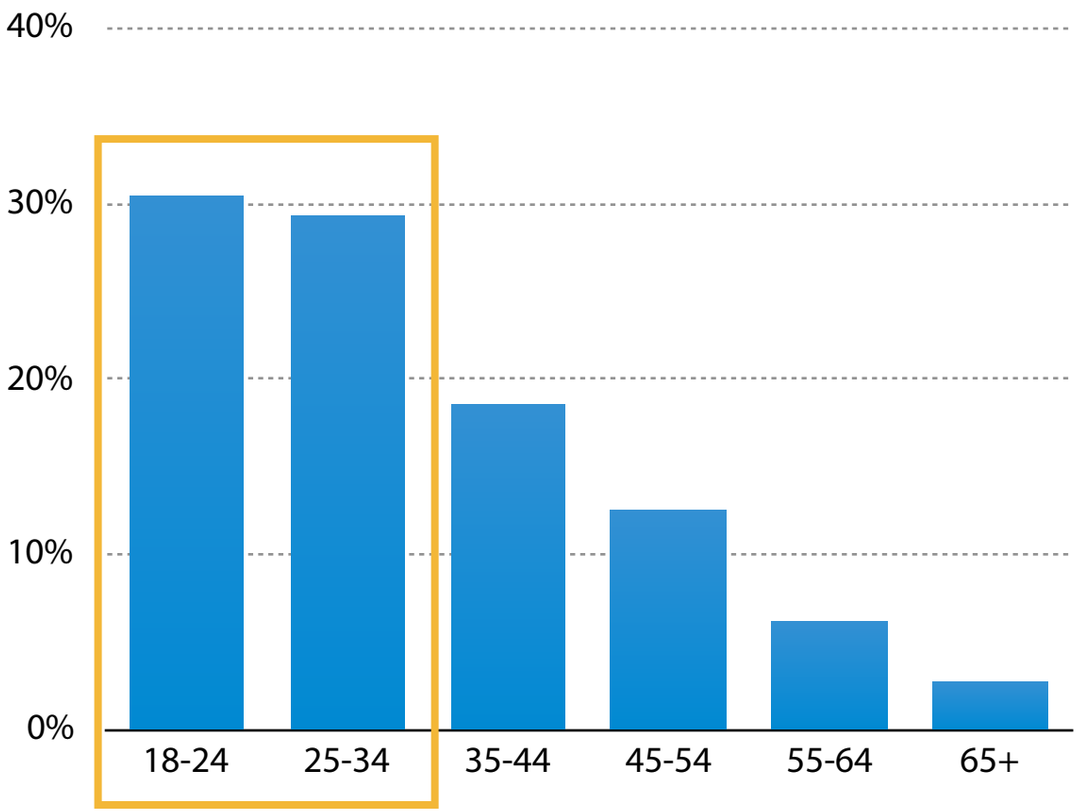
Counseling & Marital and Family Therapy

Learning and Teaching

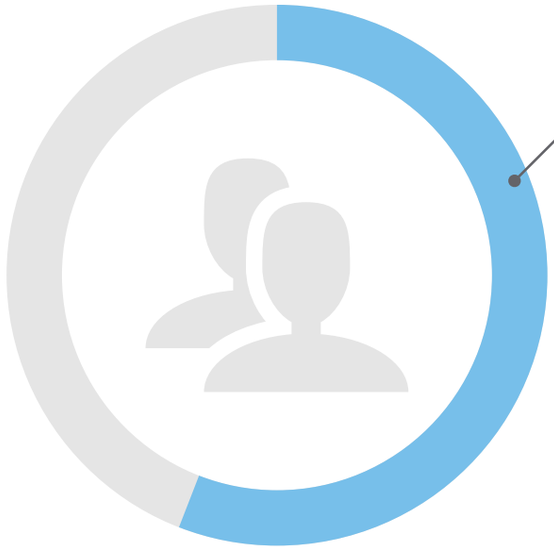
NROTC

Google Analytics

DEMOGRAPHICS



BREAKDOWN BY AGE



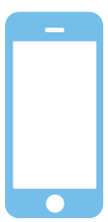
56%

NEW VISITORS

03/01/16 – 03/01/17

Google Analytics

ENGAGEMENT

DEVICE	SESSIONS	PAGES PER SESSION	BOUNCE RATE
Desktop	211,258	3.38	51%
Tablet	76,201	2.71	61%
 *Mobile*	14,361	2.25	63%

03/01/16 – 03/01/17

Audience Surveys

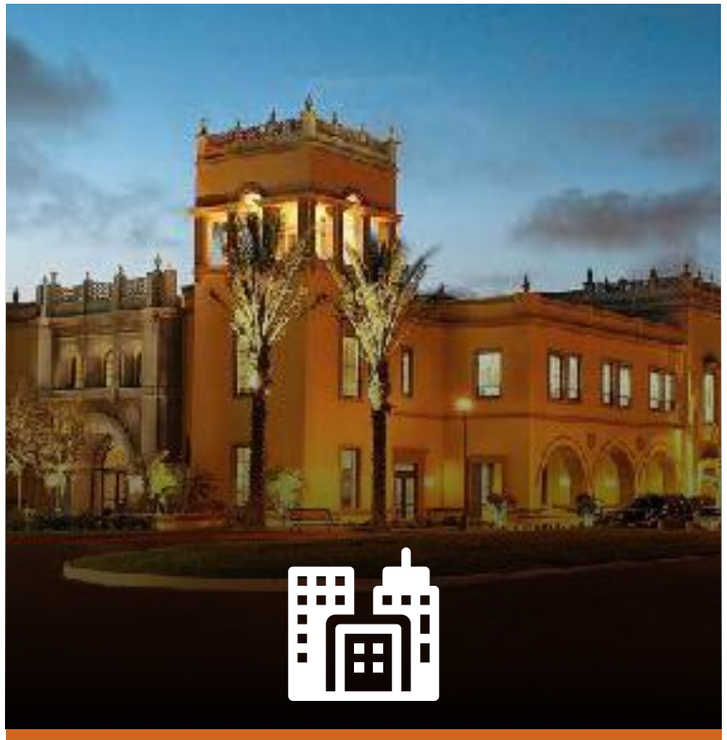
- Prospective Students
- Current Students
- Faculty
- Staff/Admin
- Alumni

Audience Surveys

IMPORTANT FACTORS WHEN CHOOSING A GRADUATE PROGRAM

PROGRAMS

REPUTATION



LOCATION

Most prospective and current student respondents decided to go to graduate school **while already working.**

Audience Surveys

RESEARCHING POTENTIAL GRADUATE PROGRAMS

90%

Prospective Students
researched a program online

81%

Current Students
researched a program online

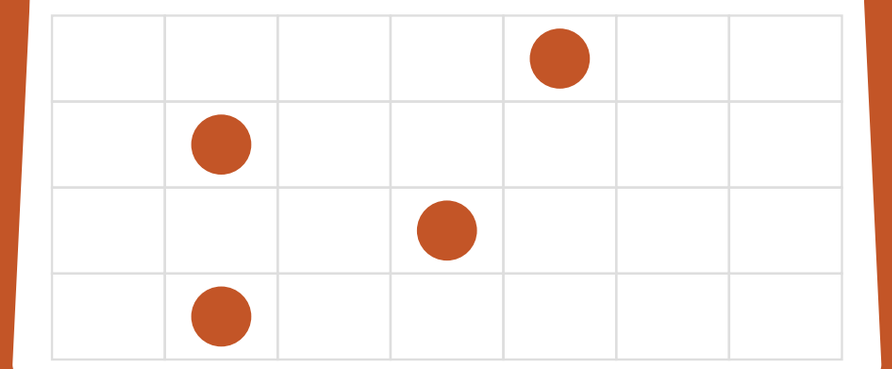
Both current and prospective students relied on the **USD SOLES website** more than any other source when initially researching potential programs.

Audience Surveys

HOW OFTEN DO YOU VISIT THE SOLES WEBSITE?

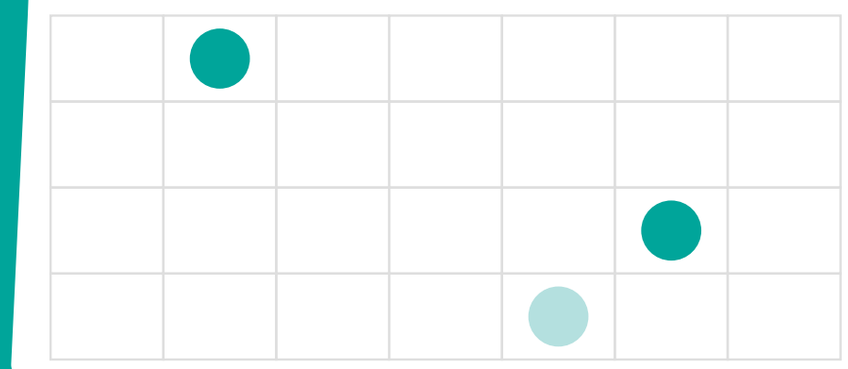
Prospective Students

VISITS WEEKLY



Current Students

VISITS FEW TIMES/MONTH

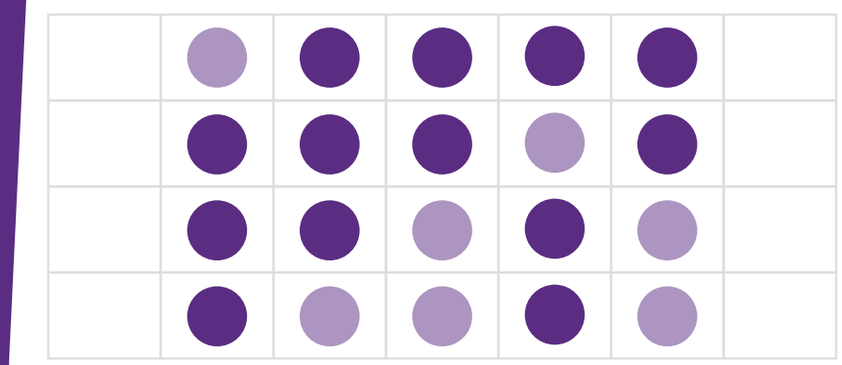


Audience Surveys

HOW OFTEN DO YOU VISIT THE SOLES WEBSITE?

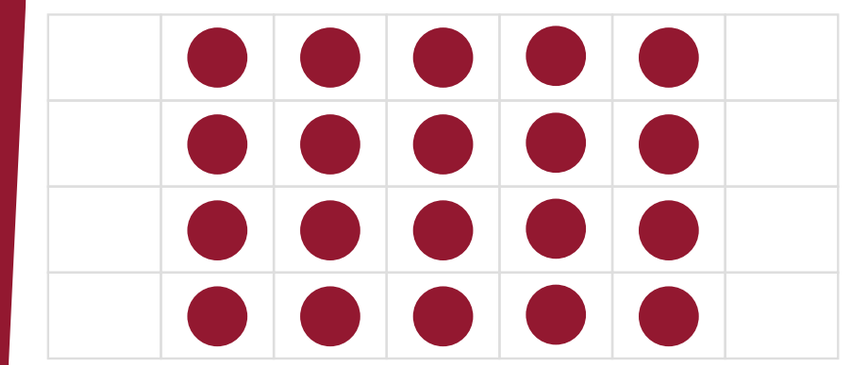
Faculty

VISITS DAILY



Staff/Admin

VISITS DAILY

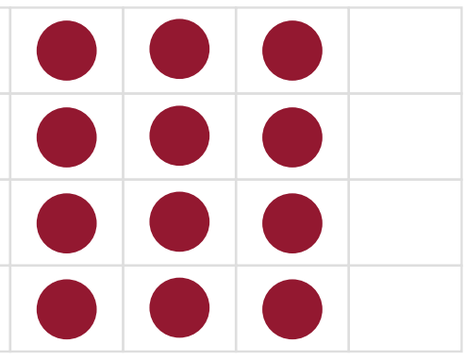


Audience Surveys

HOW OFTEN DO YOU VISIT THE SOLES WEBSITE?

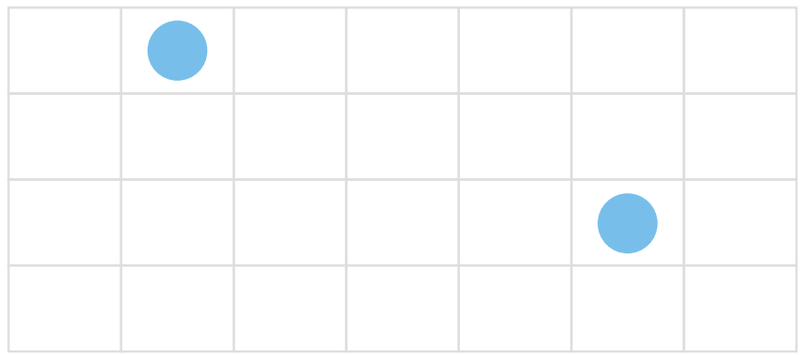
f/Admin

ITS DAILY



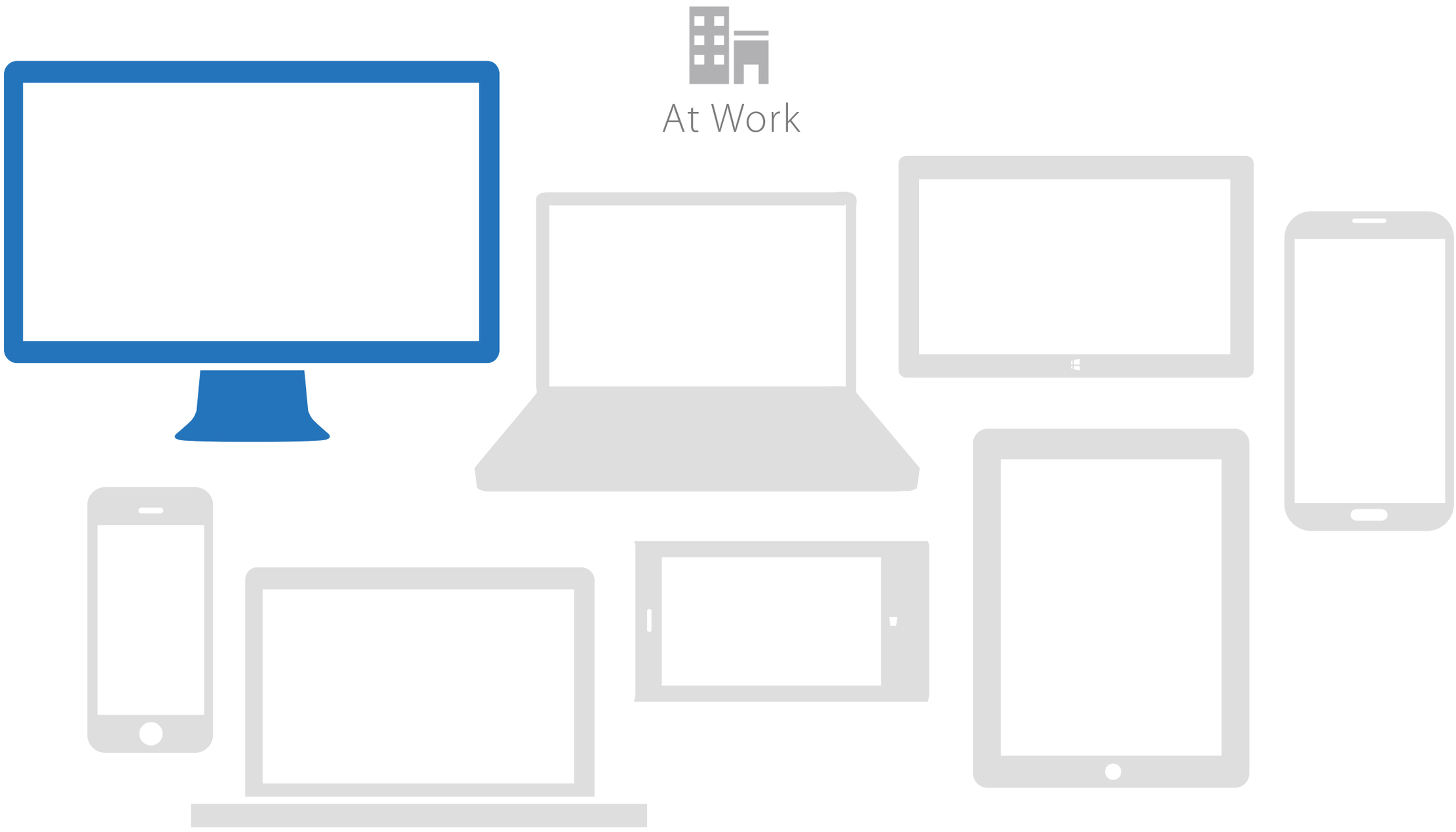
Alumni

VISITS FEW TIMES/YEAR



Audience Surveys

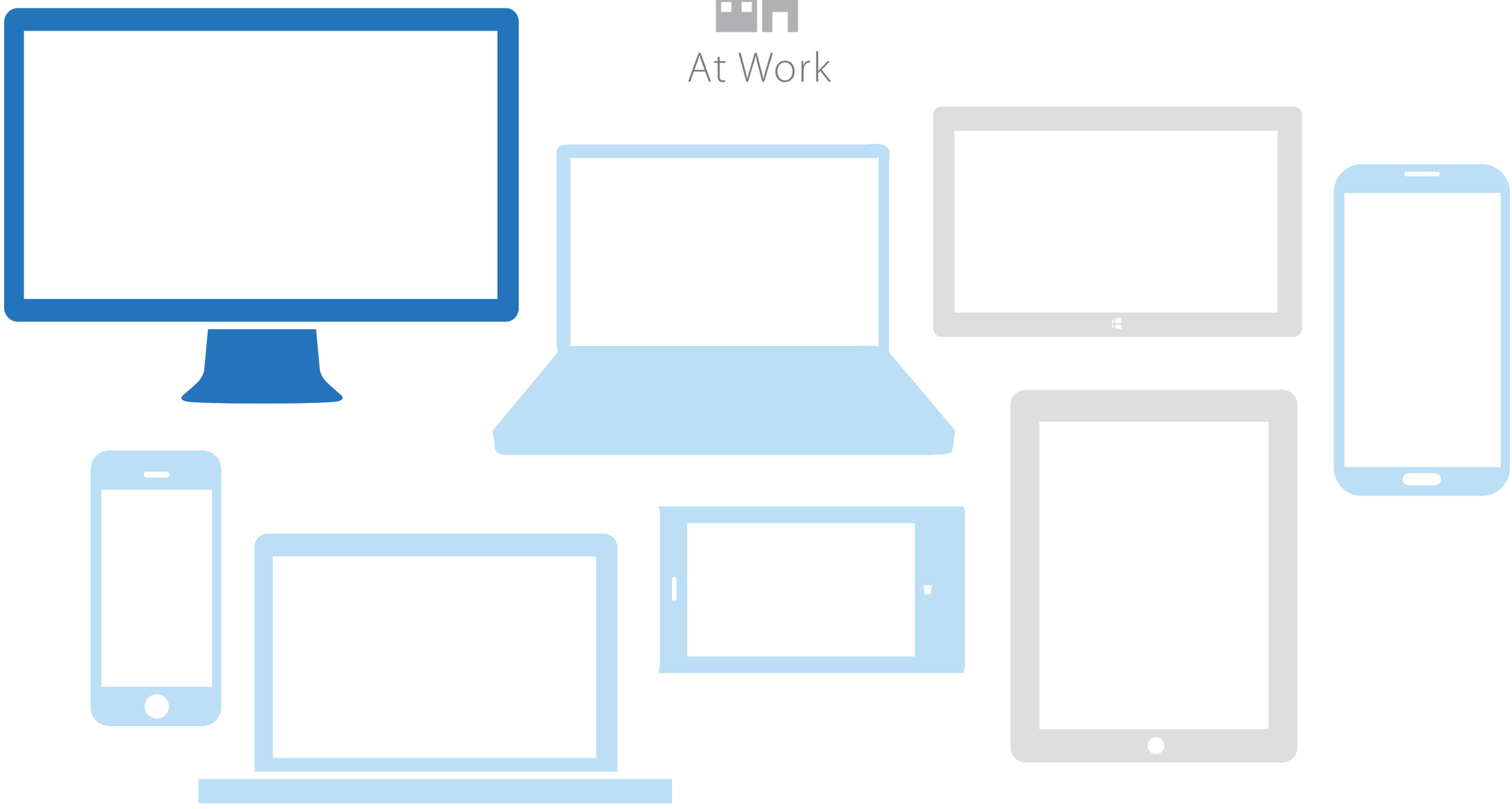
USER DEVICE PREFERENCES



Audience Surveys

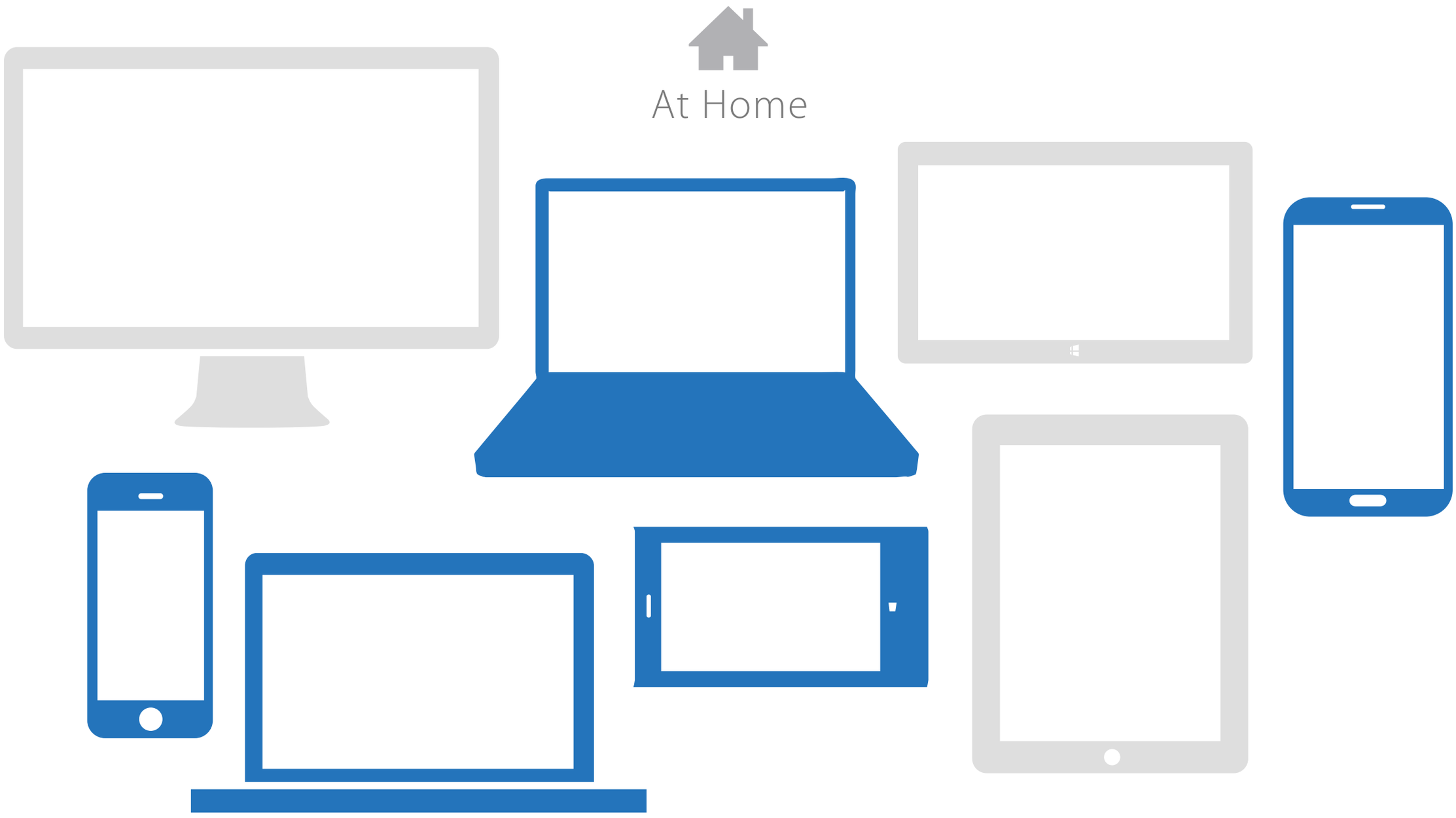
USER DEVICE PREFERENCES

At Work



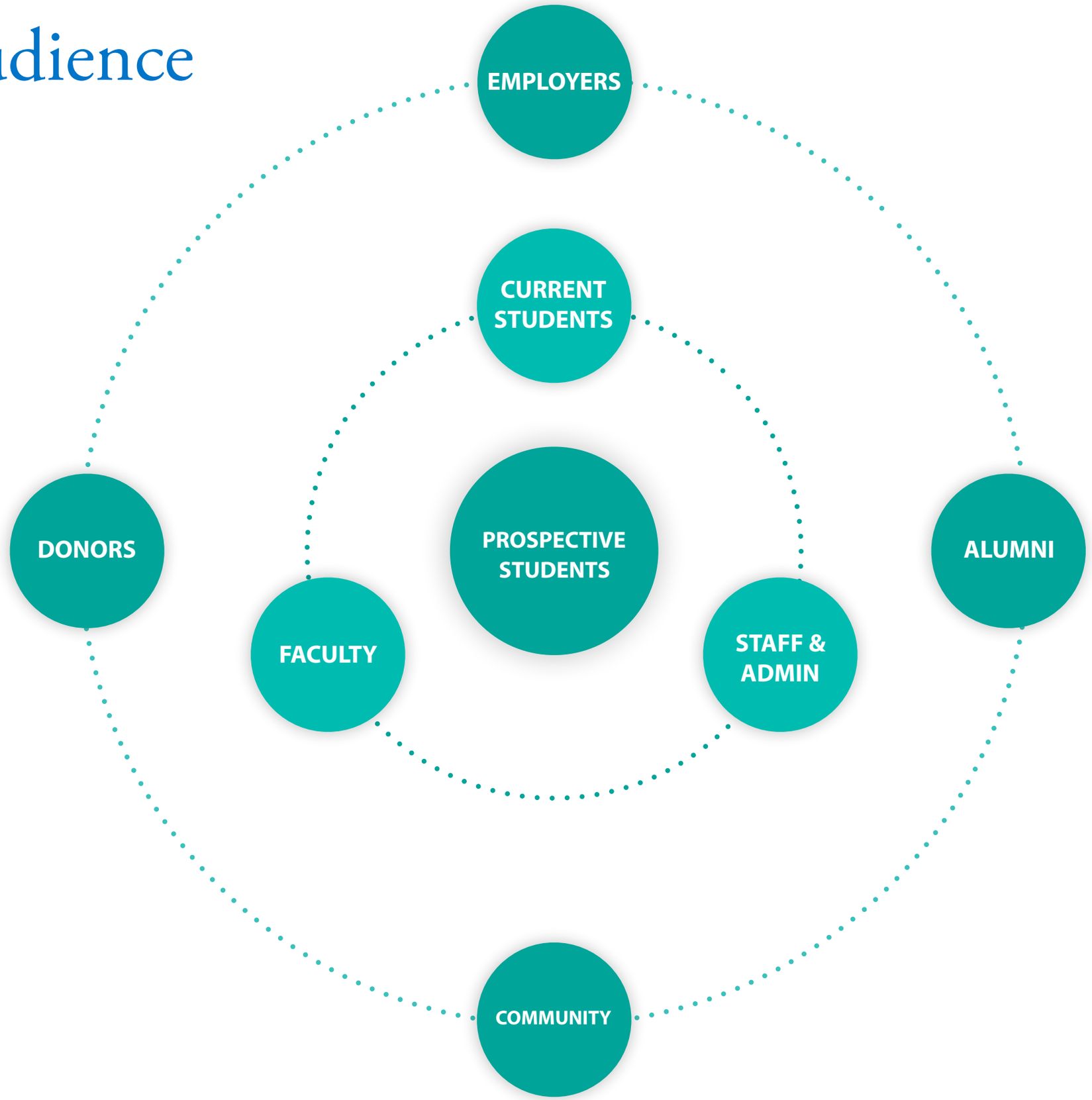
Audience Surveys

USER DEVICE PREFERENCES

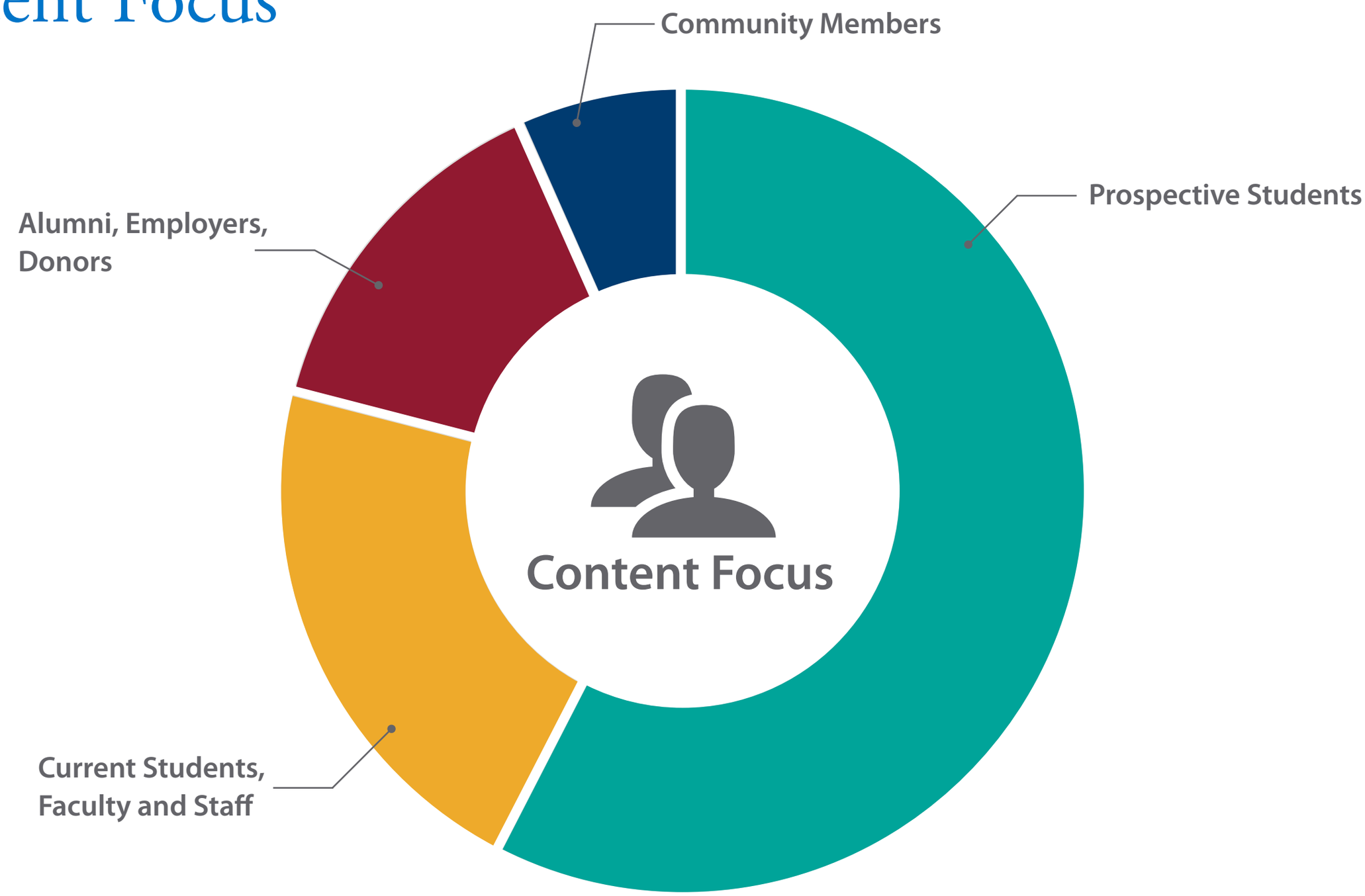


Understanding Our **Target Audience**

Target Audience



Content Focus



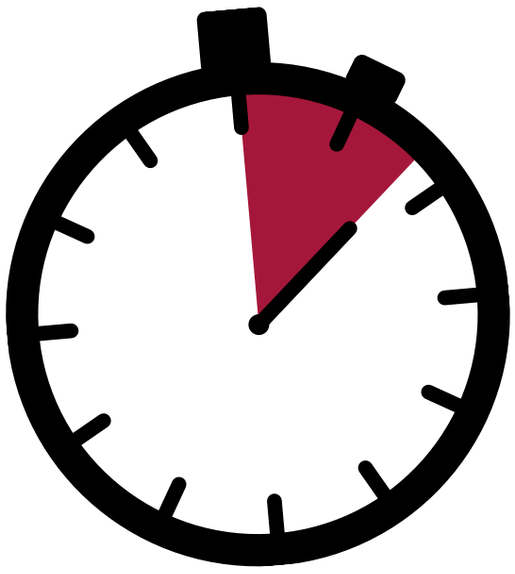
Generational **Considerations**

Mobile Addiction is *Real*

100
text messages
sent per day

82%
check their phones within
15 minutes of waking up

72%
want personalized content
across all platforms



8 SECONDS
AVERAGE AMERICAN ATTENTION SPAN
(12 seconds in 2000)

Source: http://blog.invoca.com/40-smartphone-usage-stats-that-will-blow-your-mind/

Millennials

GENERATION Y

1980 – 1995

iGeneration

GENERATION Z

1996 – 2010

Millennials

GENERATION Y

1980 – 1995

- Largest generation in history
- Endured 9/11 and the Great Recession
- Grew up with the Internet
- 4 in 5 own a smartphone
- Motivated to make a difference
- Driven by usefulness/helpfulness

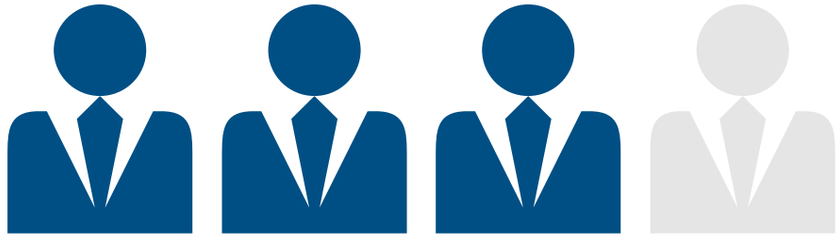
65% SAY LOSING THEIR PHONE WOULD HAVE
GREATER IMPACT THAN LOSING THEIR CAR

Source: http://www.slideshare.net/Dice/using-social-to-engage-millennials

Millennials

GENERATION Y

1980 – 1995



75% OF WORKFORCE BY 2025

84%

say making a difference
is **more important** than
professional recognition

Source: http://www.slideshare.net/Dice/using-social-to-engage-millennials

- Mature, self directed and resourceful
- Finds answers and inspiration online
- Increased focus on personal connections
- Speaks emoji
- Accustomed to autocorrect

UNIVERSITY EDUCATED

1 in 2 iGeneration

1 in 3 Millennials

1 in 4 Generation X

Source: http://www.slideshare.net/sparksandhoney/generation-z-final-june-17

iGeneration

GENERATION Z

1996 – 2010

60% want their jobs
to **make an impact**

80% know about one's
impact on the planet

77% **expect to work harder**
than previous generations

Source: http://www.slideshare.net/sparksandhoney/generation-z-final-june-17

iGeneration

GENERATION Z

1996 – 2010

Live Streaming and **Video Conferences**
are the preferred ways of communication

FOMO

FEAR OF MISSING OUT

iGeneration

GENERATION Z

1996 – 2010

Source: http://www.slideshare.net/sparksandhoney/generation-z-final-june-17

How are they different?

Millennials 1980-1995	**iGeneration** 1996-2010
Tech Savvy	Tech Innate
2 Screens	5 Screens
Communicate with Text	Communicate with Images
Share Stuff	Create Stuff
Now Focused	Future Focused
Optimistic	Realistic
Want to be Discovered	Want to Work for Success
Team Orientation	Collective Conscious
Want Dream Job	Want Financial Stability

Project Goals
and Objectives

Current Challenges

- Duplicated content
- Desktop-first approach
- Lacks engagement
- Text heavy

Future Solutions

- Streamlined content
- Mobile-first approach
- Showcase personality
- Balanced visuals

SOLES Core Values

- Multiculturalism and Social Justice
- Excellence in Teaching
- Care for the Whole Person
- Community Engagement
- Excellence in Scholarship

Value Proposition

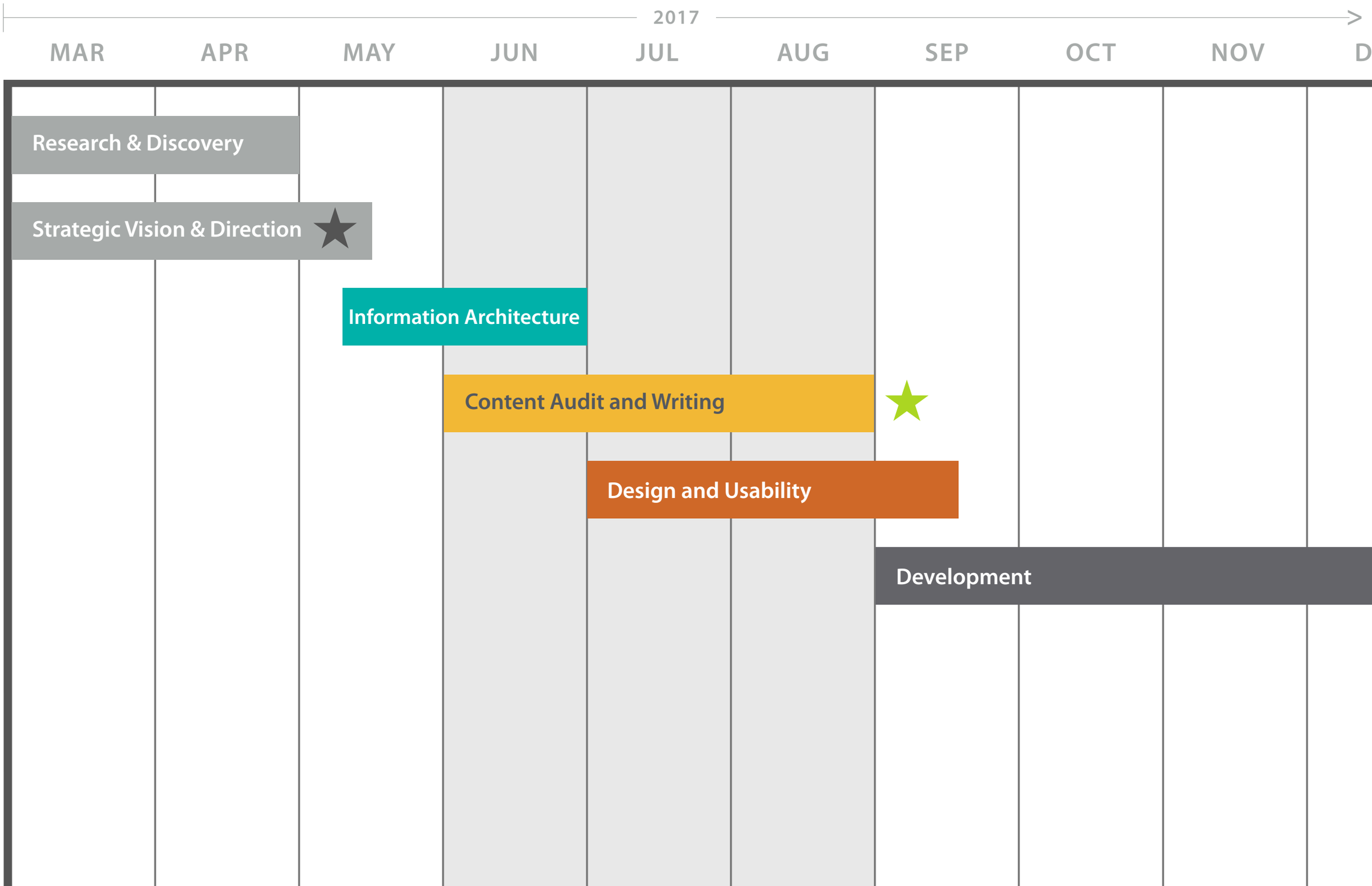
With our commitment to social justice and multiculturalism, the School of Leadership and Education Sciences prepares students to become **catalysts for change**, so they can use their passion, skills and knowledge to lead meaningful change in our diverse society.

Core Messaging Priorities

- Social Justice
- Inclusive Education
- Global Citizenship
- Real-world Experiences
- Personalized Learning
- Academic Innovation
- Leadership Development

Next Steps

Timeline (Pre-Development)



Thank you
and Q&A

www.sandiego.edu/redesign

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