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

- 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

- Beth Lopez  
  Lead Writer

- Cole Lehman  
  Copywriter

- Pati Goodell  
  Content Oversight

- Peter Marlow  
  Messaging, USD

- Mike Sauer  
  Messaging, USD
Timeline (Pre-Development)

- Research & Discovery
- Strategic Vision & Direction
- Information Architecture
- Content Audit and Writing
- Design and Usability
- Development
Strategic Vision and Direction
## Stakeholder Meetings

<table>
<thead>
<tr>
<th>Admissions</th>
<th>Assessment</th>
<th>Counseling and MFT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dean’s Office</td>
<td>Institute for Entrepreneurship in Education</td>
<td>Leadership Studies</td>
</tr>
<tr>
<td>Learning and Teaching</td>
<td>Non-Profit Institute</td>
<td>Current Students</td>
</tr>
</tbody>
</table>
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
The School of Leadership and Education Sciences (SOLES) offers a wide variety of graduate degree programs, credentials, and undergraduate minors.
Google Analytics

DEMOGRAPHICS

NEW VISITORS 56%

03/01/16 – 03/01/17

BREAKDOWN BY AGE

18-24 25-34 35-44 45-54 55-64 65+

0% 10% 20% 30% 40%
### Google Analytics

<table>
<thead>
<tr>
<th>Device</th>
<th>Sessions</th>
<th>Pages Per Session</th>
<th>Bounce Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desktop</td>
<td>211,258</td>
<td>3.38</td>
<td>51%</td>
</tr>
<tr>
<td>Tablet</td>
<td>76,201</td>
<td>2.71</td>
<td>61%</td>
</tr>
<tr>
<td>Mobile</td>
<td>14,361</td>
<td>2.25</td>
<td>63%</td>
</tr>
</tbody>
</table>

ENGAGEMENT

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

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?

Staff/Admin visits daily

Alumni visits few times/year
Audience Surveys

USER DEVICE PREFERENCES

At Work
Audience Surveys

USER DEVICE PREFERENCES

At Work
Audience Surveys

User Device Preferences

At Home
Understanding Our Target Audience
Target Audience

Prospective Students

Current Students

Faculty

Donors

Employers

Staff & Admin

Community

Alumni
Content Focus

- Alumni, Employers, Donors
- Community Members
- Prospective Students
- Current Students, Faculty and Staff
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
AVG. AMERICAN ATTENTION SPAN
(12 seconds in 2000)

Millennials
GENERATION Y
1980 – 1995

iGeneration
GENERATION Z
1996 – 2010
• 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

Source: http://www.slideshare.net/sparksandhoney/generation-z-final-june-17
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](http://www.slideshare.net/sparksandhoney/generation-z-final-june-17)
**iGeneration**

**GENERATION Z**

1996 – 2010

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

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**FOMO**

FEAR OF MISSING OUT

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Source: [http://www.slideshare.net/sparksandhoney/generation-z-final-june-17](http://www.slideshare.net/sparksandhoney/generation-z-final-june-17)
How are they different?

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>Tech Savvy</td>
<td>Tech Innate</td>
</tr>
<tr>
<td>2 Screens</td>
<td>5 Screens</td>
</tr>
<tr>
<td>Communicate with Text</td>
<td>Communicate with Images</td>
</tr>
<tr>
<td>Share Stuff</td>
<td>Create Stuff</td>
</tr>
<tr>
<td>Now Focused</td>
<td>Future Focused</td>
</tr>
<tr>
<td>Optimistic</td>
<td>Realistic</td>
</tr>
<tr>
<td>Want to be Discovered</td>
<td>Want to Work for Success</td>
</tr>
<tr>
<td>Team Orientation</td>
<td>Collective Conscious</td>
</tr>
<tr>
<td>Want Dream Job</td>
<td>Want Financial Stability</td>
</tr>
</tbody>
</table>
Project Goals and Objectives
<table>
<thead>
<tr>
<th>Current Challenges</th>
<th>Future Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Duplicated content</td>
<td>• Streamlined content</td>
</tr>
<tr>
<td>• Desktop-first approach</td>
<td>• Mobile-first approach</td>
</tr>
<tr>
<td>• Lacks engagement</td>
<td>• Showcase personality</td>
</tr>
<tr>
<td>• Text heavy</td>
<td>• Balanced visuals</td>
</tr>
</tbody>
</table>
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)

2017

Mar

April

May

June

July

August

September

October

November

December

Research & Discovery

Strategic Vision & Direction

Information Architecture

Content Audit and Writing

Design and Usability

Development
Thank you
and Q&A

www.sandiego.edu/redesign
solesredesign@sandiego.edu