Public Information Office Program Plan

July 2002
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Introduction

Program planning for the Public Information office (PIO) began in May 2002. This is the first formal review of the PIO utilizing the college’s program planning process. Since many of the traditional elements of a program planning report are not applicable to the PIO, the team decided to hold two focus group sessions and distribute a survey. These tools were used to help review the performance of the office, develop a focused program philosophy and mission statement, and analyze the needs of the PIO considered to be critical to the achievement of its mission.

The program planning team for the PIO include:

Guy F. Lease, Superintendent/President
Christina Proctor, Public Information Officer
Lori Gaskin, Vice President, Academic Affairs and Student Services
Anne Luerken, LTCC Foundation Director
Ginger Janssen, Graphic Arts Specialist
Pam Vario, Administrative Assistant to the Superintendent/President
Dave Hamilton, Theater Arts Instructor
Section A

Public Information Office

Philosophy and Mission

On behalf of Lake Tahoe Community College, as the cultural and educational center of the community, the PIO strives to provide clear, accurate information about the college's programs and events to students, community members, and others who may be interested.
Section B

Public Information Office

Goals and Objectives

1. Work with the college community to strengthen community outreach and college publicity.
   1.1 Become the clearinghouse for all college advertisements and press releases. This is to ensure a consistent marketing theme for the college and that accurate information is going out to the media.
   1.2 Assist college staff to respond to public inquiries by making them aware of community and college events occurring on campus.
   1.3 Send all outgoing press releases to the switchboard operator to facilitate the dissemination of correct information to the public.

2. Develop more effective marketing for the college.
   2.1 Conduct student surveys at least once a year during registration to help target the college's marketing efforts and therefore spend limited advertising dollars more effectively.
   2.2 Conduct theater patron surveys to help determine the most effective means of marketing LTCC's productions.

3. Increase staff and faculty knowledge of the PIO and its functions.
   3.1 Attend adjunct faculty orientation and add a page to the faculty handbook about PIO requests.
   3.2 At start and end of each quarter contact faculty and staff through memos and emails about class promotion and publicity needs.

4. Monitor the college's Web site to ensure information is accurate and updated on a regular basis and is the most effective marketing tool it can be.
   4.1 Work with Web site manager to change the college's homepage so it offers up-to-date information about college events and activities.
4.2 Develop an effective calendar of events accessible from the homepage.

4.3 Create a banner for the homepage that draws attention to upcoming special events on campus that is linked to the calendar with additional details.
Section C

Public Information

Accreditation Self-Study

The Report of Institutional Self-Study for Reaffirmation of Accreditation published in 1994 reported that a staff survey indicated 62 percent of staff felt that publicity released by Lake Tahoe Community College was accurate and timely. The self-study noted that due to fiscal constraints, the number of brochures produced for the college had decreased. The plan of action was that brochures would be updated as funds become available. In 2002, funds were allocated to update the vocational education brochures by the end of the academic year, but there are limited funds for a general college brochure.

A student survey indicated that almost 80 percent of students were satisfied with the information provided in the class schedules and 85 percent of students surveyed felt satisfied with the college catalog.

Staff survey results showed that 60 percent of the respondents agreed with the statement that the college catalog accurately reflected the courses that appear in the class schedules within a two-year cycle while approximately 30 percent disagreed with that statement. The plan of action that was carried through was to continue to update the catalog each year.

In the 2000 Accreditation Self-Study, a staff survey found that 86 percent felt the college catalog was accurate and 88 percent of students felt the catalog clearly described the college’s programs and services. Approval of the class schedules among students dropped from 80 percent in 1994 to 61 percent in 2000. It was discovered that students were unhappy with the course sequences as opposed to the actual schedule.

The survey also found that 10 percent of students strongly disagreed with the statement that the LTCC homepage was useful to them in pursuing their academic goals. Since then, the Web site has been changed, and the Web Site Advisory Committee has appointed a new firm to manage the college’s Web site during the 2002/03 school year. In addition, the site still needs a dedicated person on campus to monitor and update information to ensure the site is current at all times.

In 2000, staff confidence in public information released by the college jumped to 76 percent from 62 percent in 1994.
Section D

Public Information Office

Data

The public information officer meets with various departments and
individuals regarding college programs to collect information for publicity,
strategize for maximum exposure, and ensure accurate, professional, and
consistent look and feel to marketing materials. The officer also participates in
several special committees including, Web site advisory, leadership, schedule
and catalog planning, and special events.

Throughout the year, the public information officer is responsible for writing
and editing non-course copy sections for four schedules and the catalog,
generating press releases for more than 20 theater performances, 12 art shows,
various workshops and special events, multicultural week, ISSI, Day of the
Young Child, fundraisers, vocational training programs, Career Fair, College and
Transfer Day, and class promotions. In addition, the public information officer is
responsible for the look and content of LTCC paid advertising, monitoring the
Web site, and generating copy and ideas for brochures and other promotional
materials.

As part of the program planning process, a survey was distributed to
administrators, full-time faculty members, classified directors and employees,
and adjunct faculty. Sixty people responded to the survey with the largest return
from classified employees. The majority knew the college had a PIO and 52.5
percent said they understood the public information officer’s role at the college
most of the time.

The majority said they were informed about the college events and activities,
and their main source of information was through the college either from the
Monday Morning Memo, class schedule, or email. None responded that they
received their information from the media. An overwhelming majority said the
college has a positive image within the community, but only about 48 percent
said they think there is enough publicity for the community on events and
activities at LTCC always or most of the time. The full results of the surveys are
included in this report.

Two focus groups were also held in May and June to gather ideas and
opinions from faculty and classified staff. Their comments are also included in
this report (Appendix #1 and #2).
Section E

Public Information Office

History and Projections

With the establishment of Lake Tahoe Community College, the role of public information officer was originally combined with the director of community and adult education. In 1984 the administrative assistant to the president assumed the public information officer’s responsibilities, but it was agreed the job took more hours than could be attached to her present duties. Then a series of independent contractors were hired to direct the college’s marketing and public relations. In the fall of 1998, a 19 ½-hour a week position was created. The college returned to independent contractors when a search for a permanent 20-hour a week part-time person was initiated. The position was filled in October 2001.

The college needs a uniform and consistent approach to publicity to maintain its positive public image with the community and on campus. Turnover in the PIO has made consistency difficult in the past. As the college grows so do its marketing needs. Comments by the two focus groups suggest that the college’s need for the PIO is outgrowing the position’s part-time structure.

There is a need for the public information officer to be involved in more committees on campus and attend more community functions off campus to allow the officer to have a better understanding of the college programs and events. Thus improving opportunities for positive publicity and increased community awareness of activities provided by the college. Focus groups also indicated the need for the office to produce more marketing materials. As a clearinghouse for college information, the PIO should ensure the college’s Web site is accurate and up to date and is also an effective marketing tool.

To perform all the requested functions, additional hours will be needed. The PIO is currently supported by six hours per week of clerical assistance. The majority of those hours are spent maintaining the college’s archives and PIO budget binder. The college should consider creating a full-time public information officer position to assume the added responsibilities identified by the program planning process.
Section F

Public Information Office

Evaluation and Recommendations

Based upon the results of the 2000 Accreditation Self-Study and the focus groups discussions, there seems to be a general feeling of satisfaction with the work that is being done by the public information officer with an understanding there would be potential benefits to the college if more could be done. There appears to be a general agreement there is a need for an expanded role in marketing the college and its activities. This is directly related to the growth of the college, the expansion of college programs and special events, and the introduction of a college Web site that requires regular updating and monitoring. This cannot be expected of the public information officer at the present part-time assignment.

In the 10 years since the 1991/92 academic year, the college has grown from 1,137 to 1,676 full-time equivalent students, a 47 percent increase. Many new programs have been added and existing programs expanded that require increased marketing and publicity efforts. Some of these programs are new vocational programs such as computer application courses, culinary arts, construction trades, and nursing assistant training that require extensive recruitment efforts to get established and to grow. Efforts to support special programs and activities such as the Intensive Spanish Summer Institute, International Education, the Tahoe Wildemess Institute and the non-credit English as a Second Language program have taken a substantial amount of time over and above the needs that existed in years past.

The college Web site has become a much greater source of information and marketing for the college over the past two years; and with the coming of online registration, it will become even more important for prospective and current students. It is also expected to provide Intranet services to the faculty and staff with the ability to create accessible historical files for board policies and regulations, employee handbooks, meeting agendas, minutes, directories and various forms of internal and external communications. The establishment and maintenance of the Web site will take the efforts of many faculty members and staff as well as the college’s Web site host and management contractors. It appears the public information officer would be the most appropriate individual to monitor the currency, usefulness, appeal, and marketing effectiveness of the site.

The survey of staff and students as part of the 2000 Accreditation Self-Study reflects very high approval of the college catalog and quarterly schedules. The public information officer is only one of a large number of staff who contributes to
these publications. All of those involved should be commended for producing such informative, useful, and accurate documents.

Recommendations:

1. Increase the PIO position from a part-time to a full-time position effective July 1, 2003.

2. Conduct regular surveys of students and theater patrons to determine satisfaction with publicity of special events and activities and to determine the most effective means of communicating to the local community.

3. Develop with the administrative team an annual marketing theme that can be the focus of all college marketing efforts for each particular year.

4. Monitor the college’s Web site to ensure information is accurate and current.

5. Develop a general college brochure.
APPENDIX I
PIO Focus Group #1
May 31, 2002

Present: Guy Lease, Virginia Boyar, Susan Middleton, Pat Leonard-Heffner

1. 20 hours is not enough
   a. Cannot be proactive. Thus, people in programs are the marketers. Christina can be only an order taker.
   b. Pat and Ginger end up being PIO when Christina is not available.
   c. VTEA has dollars. Would like to put on an advertising campaign, but there is no real access to Christina, so brochures bumped to next year.
   d. The PIO should:
      (1) Radar screen on all the time to look for things that need to be marketed.
      (2) Attend meetings to know what is happening.
      (3) Creative streak—strategic marketing decisions—what to and how to meet the needs of the entire college.
   e. None of the rest of us is trained—sometimes we do not even think about marketing.

2. Be able to write text well and be creative—an advertising/creative streak.

3. Could do a better job with major employers. Hit supervisors at the club to push the tuition reimbursement.

4. Tribune
   a. Return education page
   b. Regular articles
   c. Follow up on grads

5. With more time the public information officer could establish greater personal contact—chamber, lodging, service clubs and visibility throughout the community.

6. Organizing events on campus—ensure media coverage of all special events.

7. General feeling we should be doing more.

8. Web site—review. Catalog online.
APPENDIX II
PIO Focus Group #2
June 7, 2002

Present: Dave Hamilton, Ginger Janssen, Anne Luerken, Pam Vario, Guy Lease

1. Ginger works hand in hand with public information officer. Due to hit and miss, I have gotten out of the habit of relying on the public information officer. Would be nice to have someone to help with major projects such as schedules and the catalog. Other print media—brochures, etc., could help write, edit, double-check, and gather info.

Christina works well with Ginger, but it would help to have her here more. Ginger may take on some of the PIO responsibilities because she is not really clear as to what Christina should be doing and what she has time to do.

2. The Foundation could always use more publicity, particularly the last few weeks.

Lack of publicity on recent performances appears to be the Tribune's fault. The info went to the newspaper. He has seen the press release, but the Tribune has problems and important people on vacation.

3. What can we do with the catalog? Too many projects have deadlines at around the same time that create an overload. Could PIO help?

We completely redesigned the catalog this year. And yes, the PIO could take on much of the workload.

4. Problem with consistency—too much turnover. In many cases, PIO never even sees the advertising that departments develop and give to Ginger—she just is not here enough.

We could build our theatre audience by working on group sales. Arrange senior citizen trips.

5. Not using Carol 6 hours/week. Only use now is to read the newspapers and cut out articles about the college.

6. Faculty comes to Ginger with no idea what needs to be said, or a design, a look—a recognizable look that could be carried through. No copy. How to market the program?

Then they go to the public information officer to write a press release—people seem to feel that is all PIO does and Ginger does all the rest.
7. Tallac Summer Calendar—Dave wants something like that for the Theatre.

8. Also wants a specialized mailing list for the Arts and Theater. A student is helping Dave develop one at this time.

9. Our college is lacking in marketing materials that could be taken to job fairs, college fairs, high schools, etc.

10. A student booklet—almost like a date book with lots of info about the college—Student Services.

11. Time to redo our poster—sell the college to the general student population.

12. Departments are going out with advertising completely on their own. Example: Day of the Young Child in Spanish—Terrible!!! Full of errors

13. Need a better annual calendar for all major projects.
APPENDIX III
LAKE TAHOE COMMUNITY COLLEGE

Public Information Office
Program Planning Survey

Administrators, full-time and adjunct faculty, and regular classified staff

The Public Information Office is undergoing program planning review. To help us evaluate the PIO office, please complete this survey with a No. 2 pencil using the attached NCS answer form and return the form to the Superintendent/President’s office by Friday, June 21, 2002

1. What is your employment status?
   A  Administrator
   B  Full-time faculty member
   C  Classified director
   D  Classified employee
   E  Adjunct faculty

2. Are you aware that LTCC has a public information office?
   A  Yes
   B  No

3. If yes, do you know who the public information officer is?
   A  Yes
   B  No

4. Do you understand the public information officer’s role at the college?
   A  Always
   B  Most of the time
   C  Sometimes
   D  Not very often
   E  Never

OVER
5. Are you informed about college events and activities?
   
   A  Always
   B  Most of the time
   C  Sometimes
   D  Not very often
   E  Never

6. What is your main source of information for events and activities on campus?
   
   A  Schedule of classes
   B  Monday Morning Memo
   C  Word of mouth
   D  Email
   E  Media (Tribune, radio, television)

7. Do you think there is enough publicity for the community on events and activities at LTCC?
   
   A  Always
   B  Most of the time
   C  Sometimes
   D  Not very often
   E  Never

8. Does the college have a positive image within the community?
   
   A  Always
   B  Most of the time
   C  Sometimes
   D  Not very often
   E  Never

9. Do you have any suggestions for improving the college's image within the community?

   Please write your comments in the “Comments” section of the NCS form. Remember to skip #9 on the NCS form.
10. Are you satisfied with the public information office’s availability to the public and campus staff?

A  Very satisfied  
B  Somewhat satisfied  
C  Somewhat dissatisfied  
D  Very dissatisfied  
E  No opinion

11. Are you satisfied with the look and information provided in the catalog?

A  Very satisfied  
B  Somewhat satisfied  
C  Somewhat dissatisfied  
D  Very dissatisfied  
E  No opinion

12. Do you have any comments or suggestions for the catalog?

Please write your comments in the “Comments” section of the NCS form. Remember to skip #9 on the NCS form.

13. Are you satisfied with the look and content of the class schedules?

A  Very satisfied  
B  Somewhat satisfied  
C  Somewhat dissatisfied  
D  Very dissatisfied  
E  No opinion

14. Do you have any suggestions or comments on the class schedules?

Please write your comments in the “Comments” section of the NCS form. Remember to skip #14 on the NCS form.

Please return your completed NCS form to the Superintendent/President’s office or put it in the PIO mailbox in the mailroom by June 21.

THANK YOU
APPENDIX IV
What is your employment status?

Batch: combined (60 respondents)

Subgroup: N/A (60 respondents)

<table>
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<th>Response</th>
<th>Weight</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrator</td>
<td>1</td>
<td>5</td>
<td>8.6%</td>
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<tr>
<td>Full-Time Faculty Member</td>
<td>2</td>
<td>10</td>
<td>17.2%</td>
</tr>
<tr>
<td>Classified Director</td>
<td>3</td>
<td>3</td>
<td>5.2%</td>
</tr>
<tr>
<td>Classified Employee</td>
<td>4</td>
<td>24</td>
<td>41.4%</td>
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<tr>
<td>Adjunct Faculty</td>
<td>5</td>
<td>16</td>
<td>27.6%</td>
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Mean: 3.62  Std Dev: 1.30  Missing: 2
Item: 2
Text: Are you aware that LTCC has a public information office?

Batch: combined (60 respondents)
Subgroup: N/A (60 respondents)

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<td>Yes</td>
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<td>No</td>
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Mean: 1.25  Std Dev: 0.44  Missing: 0
If yes, do you know who the public information officer is?

Batch: combined (60 respondents)

Subgroup: N/A (60 respondents)

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<td>Yes</td>
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<td>37</td>
<td>66.1%</td>
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<tr>
<td>No</td>
<td>2</td>
<td>19</td>
<td>33.9%</td>
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Mean: 1.34  Std Dev: 0.48  Missing: 4
Item: 4

Text: Do you understand the public information officer's role at the college?

Batch: combined (60 respondents)

Subgroup: N/A (60 respondents)

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<th>Response</th>
<th>Weight</th>
<th>Frequency</th>
<th>Percent</th>
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<tr>
<td>Always</td>
<td>1</td>
<td>5</td>
<td>8.5%</td>
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<tr>
<td>Most of the Time</td>
<td>2</td>
<td>31</td>
<td>52.5%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>3</td>
<td>9</td>
<td>15.3%</td>
</tr>
<tr>
<td>Not Very Often</td>
<td>4</td>
<td>6</td>
<td>10.2%</td>
</tr>
<tr>
<td>Never</td>
<td>5</td>
<td>8</td>
<td>13.6%</td>
</tr>
</tbody>
</table>

Mean: 2.68  Std Dev: 1.20  Missing: 1
Item: 5
Text: Are you informed about college events and activities?

Batch: combined (60 respondents)
Subgroup: N/A (60 respondents)

<table>
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<tr>
<th>Response</th>
<th>Weight</th>
<th>Frequency</th>
<th>Percent</th>
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<tbody>
<tr>
<td>Always</td>
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<td>11</td>
<td>18.3%</td>
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<tr>
<td>Most of the Time</td>
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</tr>
<tr>
<td>Never</td>
<td>5</td>
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<td>0.0%</td>
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Mean: 2.03  Std Dev: 0.69  Missing: 0
Text: What is your main source of information for events and activities on campus?

Batch: combined (60 respondents)
Subgroup: N/A (60 respondents)

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<th>Response</th>
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<th>Frequency</th>
<th>Percent</th>
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<tr>
<td>Schedule of classes</td>
<td>1</td>
<td>7</td>
<td>11.9%</td>
</tr>
<tr>
<td>Monday Morning Memo</td>
<td>2</td>
<td>29</td>
<td>49.2%</td>
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<tr>
<td>Word of Mouth</td>
<td>3</td>
<td>7</td>
<td>11.9%</td>
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<tr>
<td>E-mail</td>
<td>4</td>
<td>16</td>
<td>27.1%</td>
</tr>
<tr>
<td>Media (Tribune, radio, Television)</td>
<td>5</td>
<td>0</td>
<td>0.0%</td>
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</table>

Mean: 2.54    Std Dev: 1.02    Missing: 1
Do you think there is enough publicity for the community on events and activities at LTCC?

**Batch:** combined (60 respondents)

**Subgroup:** N/A (60 respondents)

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<tr>
<th>Response</th>
<th>Weight</th>
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<th>Percent</th>
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<tbody>
<tr>
<td>Always</td>
<td>1</td>
<td>3</td>
<td>5.0%</td>
</tr>
<tr>
<td>Most of the Time</td>
<td>2</td>
<td>26</td>
<td>43.3%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>3</td>
<td>20</td>
<td>33.3%</td>
</tr>
<tr>
<td>Not Very Often</td>
<td>4</td>
<td>9</td>
<td>15.0%</td>
</tr>
<tr>
<td>Never</td>
<td>5</td>
<td>2</td>
<td>3.3%</td>
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Mean: 2.68  Std Dev: 0.91  Missing: 0
Does the college have a positive image within the community?

**Batch:** combined (60 respondents)

**Subgroup:** N/A (60 respondents)

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<tr>
<td>Always</td>
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<td>18</td>
<td>30.0%</td>
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<tr>
<td>Most of the Time</td>
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<td>39</td>
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<tr>
<td>Sometimes</td>
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<tr>
<td>Not Very Often</td>
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</tr>
<tr>
<td>Never</td>
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<td>0</td>
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**Mean:** 1.75

**Std Dev:** 0.54

**Missing:** 0
PIO Survey Comments
#9
June 2002

More visibility of PIO in the community

No suggestions. The college has a good image in the community.

Increase the communication channels and visibility to the non-native English-speaking community, i.e., student friendly brochures in English-Spanish and distribute them to social agencies throughout town. (Health Dept., Women's Center, Recovery Center, Family Resource Center). This is not instead of the college's catalog but to complement it.

More media coverage, (make LTCC known) obvious attendance by PIO at events, meetings, political forums, casino affairs, other SLT fundraisers, etc.

Deliver the Monday Morning Memo before 0800 on Mondays.

Consistency with information has been lacking. When community events are being held here, there is no information published where we can send people who have questions.

I think we could emphasize practical/career courses. There are many short-term intensive career training courses that lead to immediate employment; for example, EMT, reserve officer classes, NATP, etc.

It has gotten better now that the hours are on the recording and they are consistent.

Integrate the Hispanic student population at the main campus. Transportation needs to be addressed. Perhaps a bus from the Bijou area to LTCC.

Local TV news should have covered graduation.

Greater publicity about programs—what college does for community.

A monthly column in the Tribune re happenings at LTCC.
Item: 10
Text: Are you satisfied with the public information office's availability to the public and campus staff?

Batch: combined (60 respondents)
Subgroup: N/A (60 respondents)

<table>
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<th>Response</th>
<th>Weight</th>
<th>Frequency</th>
<th>Percent</th>
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<tr>
<td>Very Satisfied</td>
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<td>9</td>
<td>16.4%</td>
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<tr>
<td>Somewhat Satisfied</td>
<td>2</td>
<td>11</td>
<td>20.0%</td>
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<tr>
<td>Somewhat Dissatisfied</td>
<td>3</td>
<td>8</td>
<td>14.5%</td>
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<tr>
<td>Very Dissatisfied</td>
<td>4</td>
<td>4</td>
<td>7.3%</td>
</tr>
<tr>
<td>No Opinion</td>
<td>5</td>
<td>23</td>
<td>41.8%</td>
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Mean: 3.38  Std Dev: 1.58  Missing: 5
Item: 11
Text: Are you satisfied with the look and information provided in the catalog?

Batch: combined (60 respondents)
Subgroup: N/A (60 respondents)

<table>
<thead>
<tr>
<th>Response</th>
<th>Weight</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Satisfied</td>
<td>1</td>
<td>27</td>
<td>48.2%</td>
</tr>
<tr>
<td>Somewhat Satisfied</td>
<td>2</td>
<td>20</td>
<td>35.7%</td>
</tr>
<tr>
<td>Somewhat Dissatisfied</td>
<td>3</td>
<td>3</td>
<td>5.4%</td>
</tr>
<tr>
<td>Very Dissatisfied</td>
<td>4</td>
<td>0</td>
<td>0.0%</td>
</tr>
<tr>
<td>No Opinion</td>
<td>5</td>
<td>6</td>
<td>10.7%</td>
</tr>
</tbody>
</table>

Mean: 1.89 Std Dev: 1.23 Missing: 4
PIO Survey Comments
#12
June 2002

Better this year. Better pictures, but better print needed.

The catalog is great!

The schedule is consistently very good and useful. The "what's new at LTCC" and listings of special events are a great idea.

Higher tech look (covers) use more pictures within.

The catalog looks better than it ever has.

The catalog has a very nice layout now, but the pictures are a bit "pixilated" looking. I think it is very important to get the entire catalog on our website. Most colleges are doing so, and it is almost expected.

More photos.

Provide an index. Last page would help.
Text: Are you satisfied with the look and content of the class schedules?

Batch: combined (60 respondents)

Subgroup: N/A (60 respondents)

<table>
<thead>
<tr>
<th>Response</th>
<th>Weight</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Satisfied</td>
<td>1</td>
<td>34</td>
<td>61.8%</td>
</tr>
<tr>
<td>Somewhat Satisfied</td>
<td>2</td>
<td>14</td>
<td>25.5%</td>
</tr>
<tr>
<td>Somewhat Dissatisfied</td>
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<td>5.5%</td>
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<tr>
<td>Very Dissatisfied</td>
<td>4</td>
<td>0</td>
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</tr>
<tr>
<td>No Opinion</td>
<td>5</td>
<td>4</td>
<td>7.3%</td>
</tr>
</tbody>
</table>

Mean: 1.65  Std Dev: 1.11  Missing: 5
Sometimes the numbers do not appear in order and I think that is confusing.

Ginger does a marvelous job. However, she could use some help.

The new schedule size is great. Easy to use. It is great seeing articles in the paper again.

Additional proofreading by the PIO office might prevent incorrect information being published in the schedules.

I wish the college, like the school district, would be in semesters instead of quarters. A number of adjunct faculty are full-time faculty for the school district. Vacations are always a problem for staff & students with children.

Photos need to be crisp, clear, and varied. Poor quality of photos.

Class schedules get better with each issue.

Perhaps a weekly update insert listing additional cancellation.

More photos.

Proof the schedule of classes more carefully. We have typos too often.
General PIO Survey Comments
June 2002

Both the catalog and schedule look great!

Pictures are grainy! What happened? Otherwise, catalog looks great.

I do not believe the PIO has done a very good job. Turnover and poor
communication and lack of a timely follow-through have been frustrating.

I think the image of the college could be boosted by setting up “insiders” such as
myself, who are committed believers in the college, to speak at public events
about what we know of the inner workings of the college.

How about some info on the radio about “specialty” classes to help beef up
enrollment.

Some people are oblivious to events no matter how much info is available. This
place (LTCC) is an amazing resource for this community. Thanks for getting so
much info into the paper and onto the radio.

More publicity in outlying papers, radio, TV, especially for plays, concerts, etc.
Too much reliance on just one paper.