



Seton Hill University Content Strategy Report

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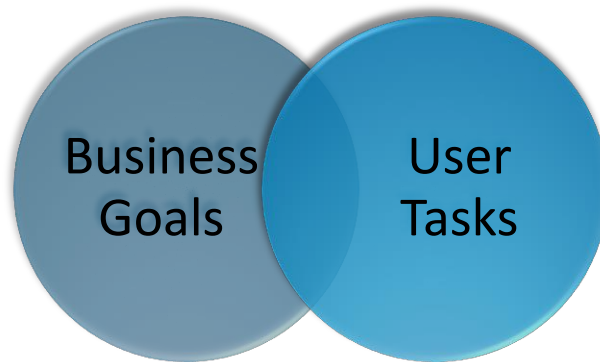
About this Document

Producing consistent, controlled content is vital in today's higher ed marketplace, where prospective students and families actively shop for information about different schools.

A content strategy is a comprehensive plan for creating, sharing, and managing content effectively.

Content strategy is concerned with two major elements, what we call the core content model:

1. Aligning content development to business goals
2. Supporting customers as they participate in online tasks



If content does not satisfy these two elements, it is probably not working as a strategic asset for your school.

We define content strategy as having two parts:

1. External Brand Messaging:

- a. To whom are you talking? [Tool = Personas]
- b. Who are you? [Tool = Identity Pillars]
- c. What are you trying to say? [Tool = Messaging Architecture]
- d. How do you say it? [Tool = Voice and Tone]
- e. When and where do you say it? [Tool = Editorial Calendar or Workflow Guidelines]

2. Internal Workflow and Production of Content Demands:

- a. Who is responsible for all of the various phases of a content strategy?
 - i. Plan
 - ii. Create
 - iii. Publish
 - iv. Distribute
 - v. Analyze
 - vi. Govern



3. Technical Display and Delivery of Content

The goal of any content strategy is to take the guesswork out of execution so creativity surrounding content can flourish. Instead of scrambling to create workflow for every content project they are assigned, teams can focus on creating coherent, consistent and controlled content when they have a cohesive strategy.

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Introduction

The goal of this content strategy engagement was to provide insight into content created and managed to support Seton Hill University.

Project Goals

The goal of this overall project is to create a target-operating model for the creation and management of Seton Hill University website content.



Personas & Journey Maps

Content is a conversation with two elements at play: “To whom are we speaking?” and “Who are we?”

Persona development is at the crux of any content strategy. Personas are tools we use to create composite characters, so we have an idea of who is at the other end of the conversation. The persona workshop answers the question “To whom are we speaking?”

You must be able to answer these four very critical questions if you want to create fantastic content for your brand:

1. Who is our audience?
2. What do they care about?
3. Where do they spend their time?
4. How do we get them the information they need?

There are three important reasons to create, use, and regularly update your organization’s personas:

- Identify and target your audience
- Put the team on the same page
- Keep you out of the danger zone of creating vanilla, bland and boring content

Personas are very important to every brand, content development process and website. Revisit your personas once a year to make sure the entire staff is on target about their content audience. You should also reference personas during brainstorming sessions. Use their first names. Amazon.com leaves an empty chair at each meeting to represent the customer: That’s HOW important personas are to creating great content and experiences.

Persona Workshop

The persona workshop took place on April 15th, 2015 at Seton Hill University. The workshop participants are listed in **Appendix A**.

The participants went around the room and identified 22 potential personas. Those personas were combined and narrowed down to create the following personas:

1. Prospective Student, 17 year old, male
2. Prospective Student, 18 year old, female
3. Transfer Student, 20 year old, male



4. Prospective Graduate Student, 24 year old, male
5. Prospective ADP Student, 35 year old, female
6. Community Member, 40 year old, female
7. Current Parent, 52 year old, male

Please reference **Appendix B** for pictures of how the personas were selected.

The workshop participants were divided into groups of three and each group was assigned one of the personas to create.

Ahava instructed the participants to identify the personas in depth by answering these questions about each one:

- How old are they?
- Where do they live?
- What is the highest level of education completed?
- What is their profession?
- What is their household income?
- Do they have a significant other or family? If yes, what are their names and ages?
- How do they spend their time?
- Where do they shop? What types of stores do they frequent?
- What do they eat? Who prepares their food?
- What types of cars do they drive? Do they use public transportation?
- What types of technology devices do they use? Do they have a smart phone or a tablet?
- Do they access content from a desktop computer or a mobile device?
- Where do they get their news and information?
- What tasks do they need to accomplish with your content?
- What are their pain points when it comes to your content?
- What are their primary motivations in accessing your content?
- What are their secondary motivations?

Each group answered the questions above about their assigned persona, created relevant collages and presented their work to the other groups. Each persona was critiqued, edited and approved. Once the personas were finalized, each group filled out a persona and journey map template.

Please reference **Appendix B** for pictures of the personas that were created.

Persona Matrix



Name	Nick	Cameron	Jason	Dave	Cathy	Jennifer	John
Description	Prospective Student	Prospective Student	Prospective Transfer Student	Prospective Graduate Student	Prospective ADP Student	Community Member	Current Parent
Goal	"I want to play baseball and eventually have a career."	"Can I still live at home while pursuing a degree in graphics design?"	"I want to transfer to a school with a stronger program for my major."	"I want to get an MBA and own my own business one day."	"I want to go back to school so that I can advance my career."	"I want to find out about events for my family."	"I want to pay my son's tuition online and check his soccer schedule."
Age	17	18	20	24	35	40	52
Lives in	Toronto, Canada	Greensburg, PA	Trafford, PA	West Virginia	Youngwood, PA	Irwin, PA	Cranberry, PA
Education	High School junior	High School	Current Sophomore at St. Vincent College	BS in computer science	High school diploma and some college	WCCC	Penn State, undergraduate
Occupation	Student	Student, part-time waitress in family-owned deli	Full time student	IT Technician	Office manager at local construction firm	Dental hygienist	Accounting executive, PNC
HH Income	\$73k (\$60k + \$13k for disability)	\$80K	under \$100k	\$47k	\$35k	\$75k (\$25k and husband \$55k)	\$120k (\$90k and wife \$30k)
Family	Dad, Jack, elementary school teacher	- Dad & mom, David and Lin, own a family deli - Brother,	- Dad & mom, Gregg and Mary - Sister, Jessica, 15 years old	Single (family lives in Iowa)	- Divorced, no kids, - Cat, Dimples	- Husband, Jeremy, 45 years old, construction 2 daughters,	Wife, Suzanna, 48 years old, receptionist at dental

	• Mom, Lisa, physical disability • 2 older brothers, Steven and Mike, 19 and 21 years old	Casey, 12 years old	• Brother, Will, 11 years old, special needs			Molly and Samantha, 8 and 11 years old	• office • Stepson, Cooper, 20 years old
Lifestyle/ Personality	• Driven, aspirational, and passionate • Volunteers at community centers • Star athlete and above average student • Plays video games and goes to Toronto Blue Jays games • Eats healthy, but likes his caffeine	• Cat person • Artistic and stylish • Has a sense of style, but is budget-conscious • Shops at Kohl's (can't afford high-end) • Into photography and alternative music • Has her own car (old and beat-up)	• Loves playing video games with friends • He runs to relieve stress • Has a heart of gold • Sandwich artist • Volunteers with special needs organizations	• College football fan • Laid back and a bit lazy • Gamer and loves technology • Bar hopper and sports fan • Wants to be more motivated and grow up	• Likes to cook and eat healthy • Goes to church • Busy with doctor appointments • Stays active with church groups and outdoor activities with friends	• Dresses casual • Very involved in kids' lives • Strict but fun mom • Interested in crafts programs, scrapbooking and knitting • Loves cycling	• Boring and has inexpensive desires and goals • Wears suits from Boscov's • Living comfortably, not strained financially • Gets a tie every year for Christmas • Vacations at the beach once a year and has OBX stickers on the back of his SAAB • Likes to eat at Applebee's and Kings
Devices	Android, family laptop	Older MacBook and iPhone5	Android and PC	MacBook and iPhone	Dell, iPhone	Android, tablet and desktop	Blackberry and desktop
News & Information	Internet and local news	Twitter, Instagram and BuzzFeed	Social media, Reddit, Jon	Social media and internet	Internet, TV and Facebook	Local TV and news station, Facebook	Pittsburg Post-Gazette and CBS

			Stewart and John Oliver				evening news
Backstory	Although Nick's mom was collecting disability, his father went back to school to get a BS in education so that he could provide for his family. Nick's brothers did not attend college and he would like to pursue higher education. He wants to get a scholarship and surpass his childhood. Toronto doesn't have many schools to offer with baseball scholarships so he decided to start looking at school that are within driving distance, so he can be close to his family and mother.	Cameron wants to live at home while she pursues her degree in web design so that she can save money. She also wants to be able to work in her family's deli while in college. She is the first person in the family to go to college and her parents are willing to help out. She plans on applying with a portfolio and hopefully getting a scholarship. She knows people in the area who attend Seton Hill.	Jason initially went to St. Vincent College because it offered better financial aid. He doesn't like the education program there and is considering transferring now that he has a better GPA. He is still concerned about the finances of his education since he is paying for school himself. He has a little brother with special needs and watching his care and education have made Jason passionate about becoming a special needs educator.	Dave grew up in Iowa and moved to West Virginia to go to WVU. He wants to pursue an MBA in an Apple™ distinguished school. He likes a low cost of living and wants a different experience than city life and a small campus. He saw an ad about SHU graduate programs with 95% job placement.	Cathy has relapsing remitting MS which flares up sometimes. She wants to move up in her career and thinks a degree in accounting will help her achieve more in her career. She wants to enroll in the accounting program and graduate in three years while still working full-time.	Jennifer grew up in Irwin, went to public high school and then to dental hygienist training. She met her husband at a bar. Her husband's work schedule is quite intense, so she spends a lot of time with her daughters. Her girls play soccer.	John had no intention to get married but met Suzanna and decided to tie the knot. Suzanna's ex-husband is completely out of the picture and John took full responsibility for his son Cooper, who is now at Seton Hill. He is interested in his son's life and wants to stay involved with him while he's at school nearby.

Individual Personas and Journey Maps

On the following pages you will find each of the personas, as well as their journey maps, associated with content tasks.



Nick

“I want to play baseball and eventually have a career.”



Prospective Student

Ages: 17

Lives in: Toronto, Canada

Education: High School junior

Occupation: Student

HH Income: \$73k (\$60k plus \$13k for disability)

Family:

- Dad, Jack, elementary school teacher
- Mom, Lisa, physical disability
- 2 older brothers, Steven and Mike, 19 and 21 years old

Lifestyle/Personality:

- Driven, aspirational, and passionate
- Volunteers at community centers
- Star athlete and above average student
- Plays video games and goes to Toronto Blue Jays games
- Eats healthy, but likes his caffeine

Devices: Android, family laptop

News and Information: Internet and local news

Backstory: Although Nick’s mom was collecting disability, his father went back to school to get a BS in education so that he could provide for his family. Nick’s brothers did not attend college and he would like to pursue higher education. He wants to get a scholarship and surpass his childhood. Toronto doesn’t have many schools to offer with baseball scholarships so he decided to start looking at school that are within driving distance, so he can be close to his family and mother.

Tasks & Objectives:

- Get information about application process
- Inquire about sports scholarships
- Find out how much tuition costs and financial aid options
- Look into majors offered
- Research the travel options from home to the university
- Research student life





Motivations

To play baseball and succeed professionally

Primary Content

Athletics department and scholarships
Tuition costs/financial aid
Comparing majors (undecided)

Secondary Content

Looking for travel options to and from the university
Find out about student life on campus

Actions

Apply and send email inquiring about sports scholarships

Possible Encounters:

- Online Ad
- Recruiters

Possible Pages:

- Athletics department
- Tuition/ Financial aid
- Majors

Possible Pages:

- Campus location
- Local transportation
- Student life

Cameron

“Can I still live at home while pursuing a degree in graphic design?”



Prospective Student

Ages: 18

Lives in: Greensburg, PA

Education: High School

Occupation: Student, part-time waitress in family-owned deli

HH Income: \$80K

Family:

- Dad & mom, David and Lin, own a family deli
- Brother, Casey, 12 years old

Lifestyle/Personality:

- Cat person
- Artistic and stylish
- Has a sense of style, but is budget-conscious
- Shops at Kohl's (can't afford high-end)
- Into photography and alternative music
- Has her own car (old and beat-up)

Devices: Older MacBook and iPhone5

News and Information: Twitter, Instagram and BuzzFeed

Backstory: Cameron wants to live at home while she pursues her degree in web design so that she can save money. She also wants to be able to work in her family's deli while in college. She is the first person in the family to go to college and her parents are willing to help out. She plans on applying with a portfolio and hopefully getting a scholarship. She knows people in the area who attend Seton Hill.

Tasks & Objectives:

- Get information about application process
- Looks at design program
- Investigates parking options
- Schedules a campus visit and looks at open house dates
- Parents look at financial aid information





Motivations

To get a graphic design degree locally

Possible Encounters:

- Other students in her hometown

Primary Content

Curriculum and class schedule
Parking information
Class size
Campus visit and open house

Possible Pages:

- Graphic Design major
- Parking
- Visitor information

Secondary Content

iPhone/ MacBook program
Financial aid
Application process and deadlines

Possible Pages:

- Technology
- Financial aid
- Application information

Actions

Schedule a visit, sign up for an open house and start application

Jason

“I want to transfer to a school with a stronger program for my major.”



Prospective Transfer Student

Ages: 20

Lives in: Trafford, PA

Education: Current Sophomore at St. Vincent College

Occupation: Full time student

HH Income: under \$100k

Family:

- Dad & mom, Gregg and Mary
- Sister, Jessica, 15 years old
- Brother, Will, 11 years old, special needs

Lifestyle/Personality:

- Loves playing video games with friends
- He runs to relieve stress
- Has a heart of gold
- Sandwich artist
- Volunteers with special needs organizations

Devices: Android and PC

News and Information: Social media, Reddit, Jon Stewart and John Oliver

Backstory: Jason initially went to St. Vincent College because it offered better financial aid. He doesn't like the education program there and is considering transferring now that he has a better GPA. He is still concerned about the finances of his education since he is paying for school himself. He has a little brother with special needs and watching his care and education have made Jason passionate about becoming a special needs educator.

Tasks & Objectives:

- Read about the program
- Investigate how credits can transfer
- Look into applying for financial aid





Motivations

To go to a better
Special Education
program

Possible Encounters:

- WOM at St. Vincent
- Growing up nearby
- Friend going to Seton

Primary Content

Special Education program
Application

Possible Pages:

- Undergraduate
program page
- Application process

Secondary Content

Admission process
Financial aid

Possible Pages:

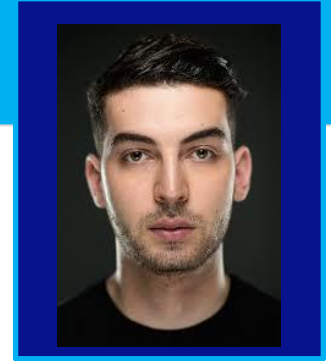
- Admission pages
- Financial aid

Actions

Start application

Dave

“I want to get an MBA and own my own business one day.”



Prospective Graduate Student

Ages: 24

Lives in: West Virginia

Education: BS in computer science

Occupation: IT Technician

HH Income: \$47k

Family:

- Single (family lives in Iowa)

Lifestyle/Personality:

- College football fan
- Laid back and a bit lazy
- Gamer and loves technology
- Bar hopper and sports fan
- Wants to be more motivated and grow up

Devices: MacBook and iPhone

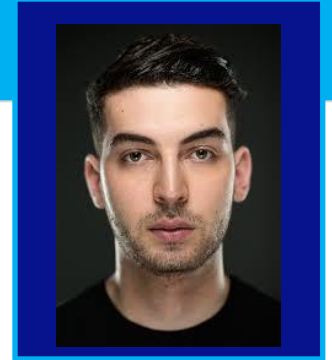
News and Information: Social media and internet

Backstory: Dave grew up in Iowa and moved to West Virginia to go to WVU. He wants to pursue an MBA in an Apple™ distinguished school. He likes a low cost of living and wants a different experience than city life and a small campus. He saw an ad about SHU graduate programs with 95% job placement.

Tasks & Objectives:

- MBA program and entrepreneurship
- Class schedule and online courses
- Find out about grad assistantship





Motivations

To get an MBA and have new experiences

Primary Content

Graduate program (MBA)
Specialization (entrepreneurship)
GA opportunities

Secondary Content

Entrepreneurial options
Apple™ program
Online courses

Actions

Request information
for application

Possible Encounters:

- Coworkers

Possible Pages:

- MBA program
- Grad assistantship

Possible Pages:

- Wukich Center
- School technology
- Class schedule

Cathy

“I want to go back to school so that I can advance my career.”



Prospective ADP Student

Ages: 35

Lives in: Youngwood, PA

Education: High school diploma and some college

Occupation: Office manager at local construction firm

HH Income: \$35k

Family:

- Divorced, no kids,
- Cat, Dimples

Lifestyle/Personality:

- Likes to cook and eat healthy
- Goes to church
- Busy with doctor appointments
- Stays active with church groups and outdoor activities with friends

Devices: Dell, iPhone

News and Information: Internet, TV and Facebook

Backstory: Cathy has relapsing remitting MS which flares up sometimes. She wants to move up in her career and thinks a degree in accounting will help her achieve more in her career. She wants to enroll in the accounting program and graduate in three years while still working full-time.

Tasks & Objectives:

- How much does the program cost?
- How long will it take to complete?
- Are online courses available?



Motivations

Have better career options

Primary Content

Degree programs for adult students

Secondary Content

Financial aid options
Accessibility and disability services

Actions

Contact admissions

Possible Encounters:

- Billboard and local TV ad
- Facebook and online

Possible Pages:

- ADP accounting

Possible Pages:

- About SHU
- Financial aid
- Admissions

Jennifer

“I want to find out about events for my family.”



Community Member

Ages: 40

Lives in: Irwin, PA

Education: WCCC

Occupation: Dental hygienist

HH Income: \$75k (\$25k and husband \$55k)

Family:

- Husband, Jeremy, 45 years old, construction
- 2 daughters, Molly and Samantha, 8 and 11 years old

Lifestyle/Personality:

- Dresses casual
- Very involved in kids' lives
- Strict but fun mom
- Interested in crafts programs, scrapbooking and knitting
- Loves cycling

Devices: Android, tablet and desktop

News and Information: Local TV and news station, Facebook

Backstory: Jennifer grew up in Irwin, went to public high school and then to dental hygienist training. She met her husband at a bar. Her husband's work schedule is quite intense, so she spends a lot of time with her daughters. Her girls play soccer.

Tasks & Objectives:

- Information about art and music programs and events
- Events schedule, costs and registration
- Varsity soccer schedule





Motivations

Keep kids active and entertained

Primary Content

Community arts information
Varsity soccer schedule

Secondary Content

Weekend activities
Art shows
Art classes and curriculum

Actions

Register and follow social media

Possible Encounters:

- Word of mouth
- Community news

Possible Pages:

- Calendar of events
- Registration
- Soccer team page

Possible Pages:

- Harlan Gallery page
- Address and locations

John

“I want to pay my son’s tuition online and check his soccer schedule.”



Current Parent

Ages: 52

Lives in: Cranberry, PA

Education: Penn State, undergraduate

Occupation: Accounting executive, PNC

HH Income: \$120k (\$90k and wife \$30k)

Family:

- Wife, Suzanna, 48 years old, receptionist at dental office
- Stepson, Cooper, 20 years old

Lifestyle/Personality:

- Boring and has inexpensive desires and goals
- Wears suits from Boscov's
- Living comfortably, not strained financially
- Gets a tie every year for Christmas
- Vacations at the beach once a year and has OBX stickers on the back of his SAAB
- Likes to eat at Applebee's and Kings

Devices: Blackberry and desktop

News and Information: Pittsburg Post-Gazette and CBS evening news

Backstory: John had no intention to get married but met Suzanna and decided to tie the knot. Suzanna's ex-husband is completely out of the picture and John took full responsibility for his son Cooper, who is now at Seton Hill. He is interested in his son's life and wants to stay involved with him while he's at school nearby.

Tasks & Objectives:

- Wants to pay his son's tuition online
- Check out the soccer schedule
- Interested in PAC tickets to go with his wife





Motivations

Pay tuition online and
print soccer schedule

Primary Content

Tuition payment information
Soccer schedule

Secondary Content

See how the soccer team is doing
Campus map
Performing Arts Center (PAC) tickets

Actions

Pays tuition and prints
out soccer schedule

Possible Encounters:

- GAA mailing
- Website and SHU email

Possible Pages:

- Athletic events
- Tuition payment

Possible Pages:

- PAC page
- Directions and maps

Identity Pillars

If you don't understand what your brand represents for your audience, your content efforts won't be successful. Identity pillars aren't just about what people think of when they think of you (brand attributes)—it's also about ***what you want your brand to represent to them***.

Identity pillars are the four core principles of your brand.

In order to create identity pillars that will help you shape your content efforts, we must first define brand attributes.

Brand Attributes

Brand attributes are what defines your brand. So what, or better yet, *who* is your brand? Think of a brand as a personality. What are the characteristics people think of when they think of your brand? Are you fun, playful, affordable, dangerous, caring, technologically advanced, classy, elegant, chic, exciting, boring, reliable, controversial, or dull? Do people laugh when they see your logo or cry?

Who is your brand? What does that brand mean to the world? What do you *want* the brand to mean to the world? You need to know it and define it. If you don't have a way to marry your content to your identity, it won't hold together.

Brand Attributes vs. Identity Pillars

- **Brand attributes** are the characteristics that describe your brand.
- **Identity Pillars** are a tool used to describe the core principles of your brand.

Remember, **brand attributes are the characteristics** that describe your brand. Brand attributes are what people think about the brand, and possibly, how the brand self-identifies.

Identity pillars

Identity pillars are a way to establish how you want to communicate with both your internal team and your external customers. They:

- Provide the vehicle to move the perception of the brand forward
- Define communication goals (in the context of content) within the company

In other words, identity pillars give you a roadmap for how to improve the perception of your brand through content and communicate internally within your organization about content priorities and objectives. They take you from where you are to where you want to be, and show you how to move forward.



As with everything in content, we need to understand where we are, where we want to be, and how we are going to get there. Establishing branding pillars requires a four-step process where you:

1. Analyze your current business objectives
2. Understand what your *current* brand attributes are
3. Express how you are trying to move the brand
4. Create identity pillars that articulate the promises of your brand

Identity Pillars Workshop

The identity pillar workshop took place on April 15th 2015, following the persona workshop. The workshop participants are listed in **Appendix A**.

Each person was asked to give 2-3 words that described the current brand personality of Seton Hill University. The words included:

• Catholic • Small • Forward thinking • Quaint • Tiny • Isolated • Apple™ • Welcoming • Nice campus • Community • Expensive • Antique • Close knit • Healthcare • Trees • Exclusive • Friendly • Mayberry	• Inflexible • Outdated • Averse to change • Convenient • Art • Student centered • Polite • On the hill • Vibrant • Athletics • Busy • Technology • Old • Family • Liberal arts • Dynamic • Poor	• Growing pains • Risk taking • Giving • Calm • Inspiring • Low diversity • Institutional • Local • Bi-located • Hardworking • Supportive • A little bit boring • Creative • Sisters of charity • Developing • Picturesque • Traditional
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Current Identity Pillars

We selected four pillars to *currently* represent the brand personality for Seton Hill University:

1. Catholic
2. Small

3. Student Centered
4. Integrated Technology

Future Identity Pillars

Ahava instructed the participants to think about how they wanted to represent the brand personality for Seton Hill University in the future. These were words that the participants wanted to move the brand to:

• Listening • Smart • Liberal arts • Multicultural • Vibrant • Respected • Flexible progressive • Great job placement • Catholic • Forward thinking • community • Professional • Happening • Accommodating • Growing • Entrepreneurial • Prestigious • Apple • Quaint • Student centered • Exclusive • Community • Potential • Smart	• Investment • Quality • Impressive • Traditions • A home • Creative • Supporter of the arts • Diverse • Supportive • Inclusive • Innovative • Global opportunities • Friendly • Promising investment • Accessible • Modern • Advancing • social • Family • Intertwined • Connected • Experienced • Conducive • Risk taking	• Comfortable • Known • Diverse • Dynamic • Spirited • Savvy • Happy • Successful • Athletics • Welcoming • Vintage • Affordable • Accepting • Leading the way • Unordinary • Promotional • Opportunity-focused • Changing • Responsive • Scientific • Seeking • Spiritual • Exciting
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We selected four pillars to represent the brand personality for Seton Hill University in the *future* after debate and discussion:

1. catholic (learning, serving, celebrating and welcoming)
2. Diverse
3. Student Centered
4. Integrated Technology



Identity Pillars Matrix

This gave us the following matrix:

Current Pillars		Future Pillars
Catholic	→	catholic (learning, serving, celebrating and welcoming)
Small	→	Diverse
Student Centered	→	Student Centered
Integrated Technology	→	Integrated Technology

Please reference **Appendix C** for pictures of how the identity pillars were developed.



Messaging Architecture

Messaging architecture is a hierarchy of communication goals. The goal of a messaging architecture is to give:

- Priority to your business objectives
- You firm documentation for explaining why certain content—and messages—need to come first



Messaging Architecture Matrix

Current Identity Pillars	Future Identity Pillars	%	Articulation Statement	Messaging Statements
Catholic	→ catholic (learning, serving, celebrating and welcoming)	25%	We foster a strong catholic identity that is dedicated to learning, serving, welcoming, & celebrating.	• Seton Hill's Campus Ministry, while Catholic in orientation, is open to all students • Provides opportunities for students of all faith traditions to enrich their university experience by participation in prayer and worship, community service, social responsibility and sharing the gifts of faith with the entire community • Annual service events for students, faculty and staff include the Take the Day On Day of Service, Labor of Love, and trips to support communities in need over University academic breaks.
Small	→ Diverse	25%	We are a diverse, close-knit community that excels in small, personalized learning environments.	• 2600 students representing 48 states and 16 countries • 13:1 student to faculty ratio • 95% career/graduate school placement rate • 98% career placement rate for graduates of master's programs. • 50+ active student clubs and intramurals • 21 NCAA Division II athletic teams that maintain one of the highest school GPAs consistently in the Pennsylvania State Athletic Conference (PSAC)



Student Centered	→	Student Centered	25%	Students power the thought, innovation, and ingenuity of the community.	• Seton Hill (Student) Government Association advises president's council and board of trustees. • Students are involved in the planning and implementation of all major Seton Hill events and functions. • Students and faculty members conduct research together. • Students, faculty and professional staff travel together to other countries (or states) to learn, make joint presentations at conferences, and provide aid and assistance to communities in need. • Students have faculty members in their field of study as professors (no courses are taught by graduate assistants) and as academic advisors throughout their time at Seton Hill. • The Career & Professional Development Center has an integrated program in the academic divisions that requires internships for all majors and the Working in the Liberal Arts theme to improve job placement and career exploration.
Integrated Technology	→	Integrated Technology	25%	We embrace technology to fit students to the world.	• We provide iPads to all full-time students & faculty • We provide MacBooks to all full-time incoming students • We provide mobile (and assistive) technology to faculty along with training on the best ways to use it for teaching and learning. • Training and ongoing support for the use of mobile technology in teaching and learning is provided by Seton Hill's Center for Innovative Teaching. • Seton Hill is an Apple Distinguished School, a designation reserved for programs that are recognized as centers of educational excellence and leadership, which allows students and faculty to operate from the same platform, creating a seamless environment for sharing and collaboration through technology.



Sign off

A signature below represents your agreement that the information in this document is true and complete. Aha Media Group will consider the content strategy project complete upon receipt of this signed document.

Date



Appendices

Appendix A: Participants of Persona & Identify Pillars Workshops

Persona Workshop Attendees

	Name	Title
1.	Becky Bulebosh	Director of Marketing
2.	Becca Baker	Associate Marketing Director
3.	Sara Day	Associate Social Media Manager
4.	Cory Campbell	Director of Student Engagement
5.	Benn Linger	Information Technology
6.	Brett Freshour	VP of Enrollment Management
7.	Lisa Glessner	Director of Graduate & Adult Studies
8.	Ashley Josay Zullo	Director of Undergraduate Admissions
9.	Jim Bosco	Instructor, Hospitality & Tourism
10.	Jen Reeger	Director of Media Relations
11.	Spencer Ball	Freshman, Hospitality & Tourism
12.	Lindsey Cerilli	Freshman, Student, Hospitality & Tourism
13.	Jessica Jones	Senior, Business Administration
14.	Gabrielle Gasman	Senior, Hospitality & Tourism
15.	Sahara Duncan	Freshman, Hospitality & Tourism
16.	Christian James	Freshman, Hospitality & Tourism
17.	Brianna Kolencik	Freshman, Hospitality & Tourism
18.	Sara Harmotta	Senior, Hospitality & Tourism
19.	Zachery Hartmann	Junior, Communication, Advocacy Media
20.	John Kowalewski	Junior, Business Administration
21.	Arnold Lusby	Sophomore, Undecided
22.	Nicole Makos	Junior, Theatre Design & Technology
23.	Samantha Wotus	Junior, Hospitality & Tourism
24.	Katie Kincade	Junior, Hospitality & Tourism
25.	Sara Mitchell	Freshman, Hospitality & Tourism
26.	Kevin Hoffman	Seven Heads Design



27.	Jason Head	Seven Heads Design
28.	Dan Mall	Seven Heads Design
29.	Robert Jolly	Seven Heads Design
30.	Lisa Maria Martin	Seven Heads Design
31.	Ahava Leibtag	Seven Heads Design
32.	Talia Eisen	Seven Heads Design



Identity Pillars Workshop Attendees

	Name	Title
1.	Becky Bulebosh	Director of Marketing
2.	Becca Baker	Associate Marketing Director
3.	Sara Day	Associate Social Media Manager
4.	Cory Campbell	Director of Student Engagement
5.	Benn Linger	Information Technology
6.	Sister Maureen O'Brien	Director of Campus Ministry
7.	Lisa Glessner	Director of Graduate & Adult Studies
8.	Curt Scheib	Chair Division of Visual & Performing Arts
9.	Charmaine Strong	Dean of Students
10.	Robin Anke	Associate Dean of Students
11.	Sister Mary Kay Neff	Associate Professor Art & Design
12.	Debra Faszer McMahon	Associate Professor of Spanish
13.	Jen Jones	Assistant Professor of Communications
14.	Barbara Flowers	Instructor of Forensic Science
15.	Hannah Kirschner	Freshman, Graphic Design
16.	Erin Slagle	Freshman, Graphic Design
17.	Elaine Montgomery	Freshman, Graphic Design
18.	Alexandra Parady	Sophomore, Graphic Design
19.	Breanna Kelly	Junior, Graphic Design
20.	Dhiraj Totwani	Sophomore, Graphic Design
21.	Jephthe Ferdicks	Sophomore, Graphic Illustrator
22.	Halie Torris	Freshman, Graphic Design
23.	Kevin Hoffman	Seven Heads Design
24.	Jason Head	Seven Heads Design
25.	Dan Mall	Seven Heads Design
26.	Robert Jolly	Seven Heads Design
27.	Lisa Maria Martin	Seven Heads Design
28.	Ahava Leibtag	Seven Heads Design
29.	Talia Eisen	Seven Heads Design

Appendix B: Pictures of Persona Workshop

- ① 16 year old male athlete, international
- ② 17 yr. female, musician, Pitt. (prospective dad)
- ③ 52 father, 4 yr. edu, h.s. teacher, 3 kids
- ④ 26m, computer nerd, W.V., thinking MBA (dog)
- ⑤ 19 transfer student, female
- ⑥ Female, 35, job, but no degree, wants a BA, Pitt
- ⑦ 24 year old male alum in NYC, acct.
- ⑧ Male, 47, looking for coaching job
- ⑨ 20 yr old female artist from Reading, PA
- ⑩ 30 yr. old PhD candidate looking for job
- ⑪ 18 (h.s. senior), degree in hospitality & tourism (Pitt-general)
- ⑫ 36, Greensburg, looking for events for kids

- ⑬ 16 yr. old female, Pitt., wants 4 yr. school
- ⑭ 49 yr. old mom of soccer player (schedule)
- ⑮ 17 year old male student (FL) different athletic programs
- ⑯ 40 year old business faculty member. post a field trip schedule
- ⑰ 20 year old AA → BA
- ⑱ 66 yr. alumna (\$) wants to make a donation
- ⑲ 18 year old (1st generation) in a non-popular major
- ⑳ 38 yr. old female, Greensburg city council w/ irregular degeneration
- ㉑ 32 year old reporter for Gazette - apple watches?
- ㉒ 43 father of current student - kids - bill for daughter

Undergrad
Prospective Students

- 16 yr, m, international, athlete
- 17 yr, female, Pitt, music
- 19, f, transfer
- 20, f, Reading, PA, transfer
- 18, f, h++, general Pitt
- 16, f, Pitt, 4 yr. school

Prospective Grad Student

- 26 m, computer nerd, w. v. (MEN)

Prospective ADP

- F, 35, no degree
- F, 20, AA → BA

Community

- 36, m, ^{on} Greensburg, looking for events
- 33, f, macular degeneration
- 32, f, Cosmetology, appraiser

Prospective Parents

- 52 father, 3 kids, Pitt
- 4

Current Parent

- 49, m, ^{on} soccer schedule
- 43, m, wants to pay tuition for current student daughter

Alumni

- 24, m, NYC, acct.
- 60, f, wants to make donation

Faculty

- 40, m, business - wants to part schedule

Careers

- 47, m, coaching job
- 30, f, PhD candidate

→ ⑦ 17, m, FL, athlete

⑧ 18, f, unpopular major

Students = 3

Grad student = 1

ADP = 1

Community = 1

Parents = 1

7

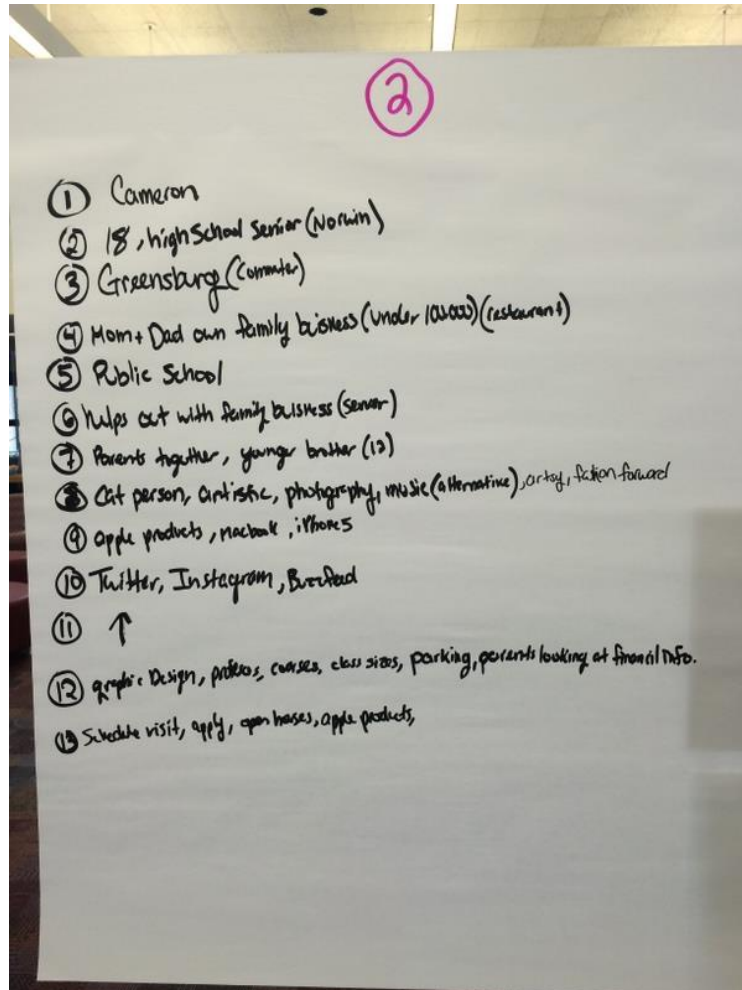
- ① Student = 17, m, athlete
- ② Student = 18, f, graphic design
- ③ Transfer student = 20, ~~class schedule~~
community personal
- ④ ADP student - personal, 35, F
- ⑤ Grad student, m, computer nerd, WV,
24
- ⑥ Community Members = interested in
arts, sports, F, 45
- ⑦ Parent - current - keep up to date on schedule -
M, 52 pay tuition

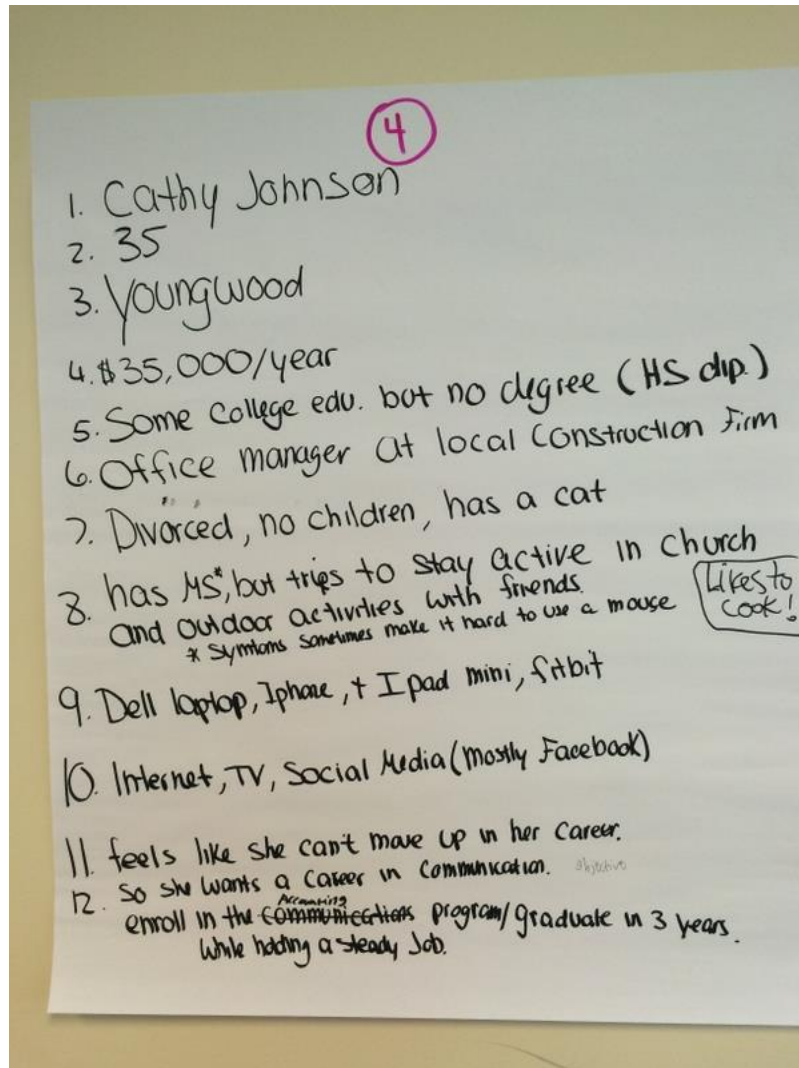
DO NOT USE A REAL PERSON

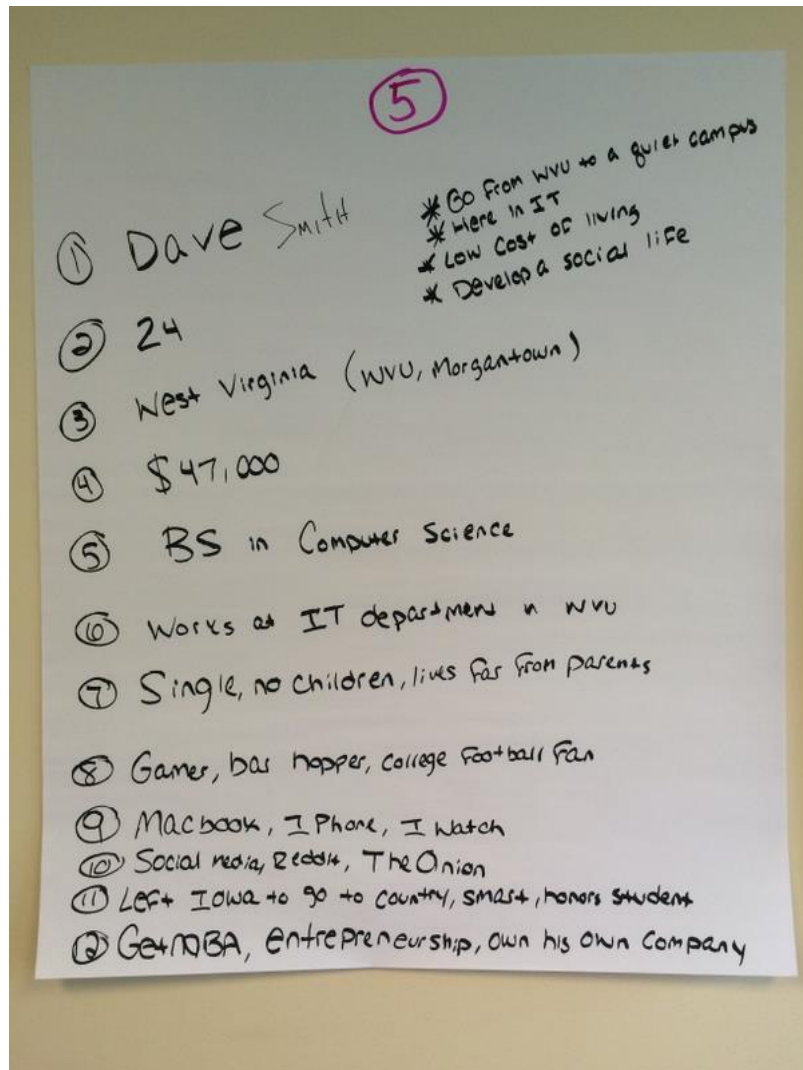
⇒ PERSONA TYPE & GOAL

- ① Name
- ② Age
- ③ Live
- ④ \$ - salary or household income
- ⑤ EDUCATION
- ⑥ OCCUPATION
- ⑦ FAMILY
- ⑧ LIFESTYLE
- ⑨ DEVICES
- ⑩ NEWS + INFO
- ⑪ BACKSTORY
- ⑫ TASKS + OBJECTIVES:
 - Why are they here?
 - What do they want to do?

- ① Baseball
Provincial, Get out of City Go getter
1. Nick Sprawls, lacrosse
 2. 17
 3. City of Pittsburgh, Montreal
 4. ~~100,000~~ ^(unpaid) Summer job?
 5. HS Junior
 6. Elementary school teacher - BS Ed
 7. 2 older brothers, mom doesn't work, bad back
 8. Video Games, doesn't travel, local sports + activities
 9. Android, Family laptop (shares)
 10. Internet, local news online
 11. Older bros. he is smaller doing a diff. sport motivated to go to school, siblings didn't
Dad went to school, he's the baby
 12. Outcomes, better life than his childhood, lead the way for the family
Join the lacrosse team? Inconsistent re: major Can he afford it?
- 







⑦

Male, 52
wants to pay tuition online & see kids soccer schedule

Cranberry, sub(expensive)

Acct ^{total HI} \$150K (wife, Suzana, 48, receptionist)
\$150K @ PNC (dentist's office)
Mabels \$20K

Penn State, undergrad, met wife @ pitts pirate
when she was 28 ^{same} she became a
single mom, son, Cooper

They got married when Cooper was 10
Dog, Bailey Helps pay to put Cooper through college (Cooper went to public school)

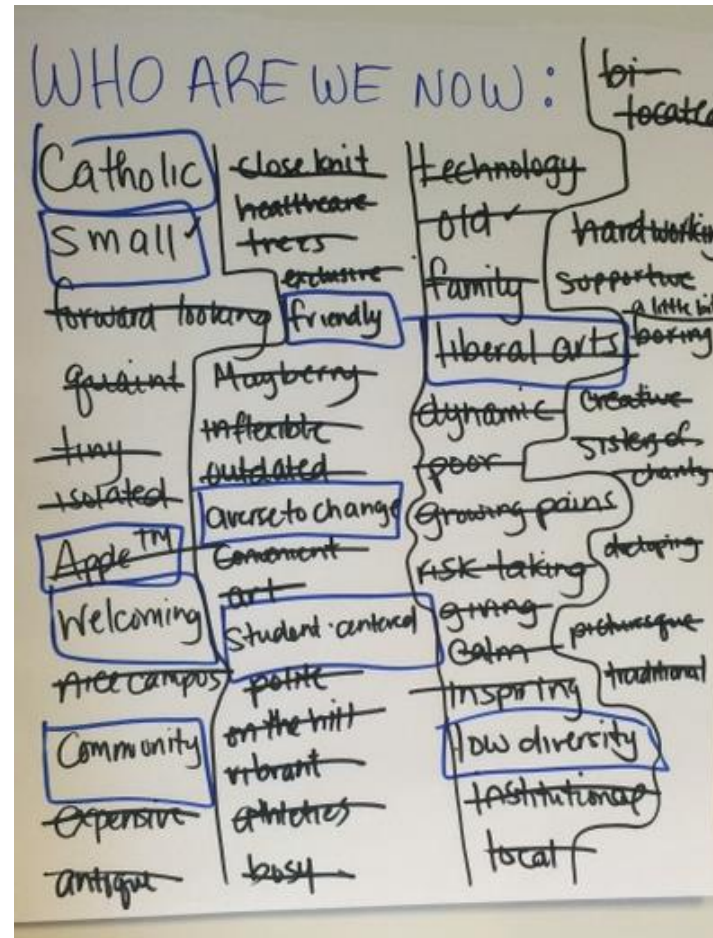
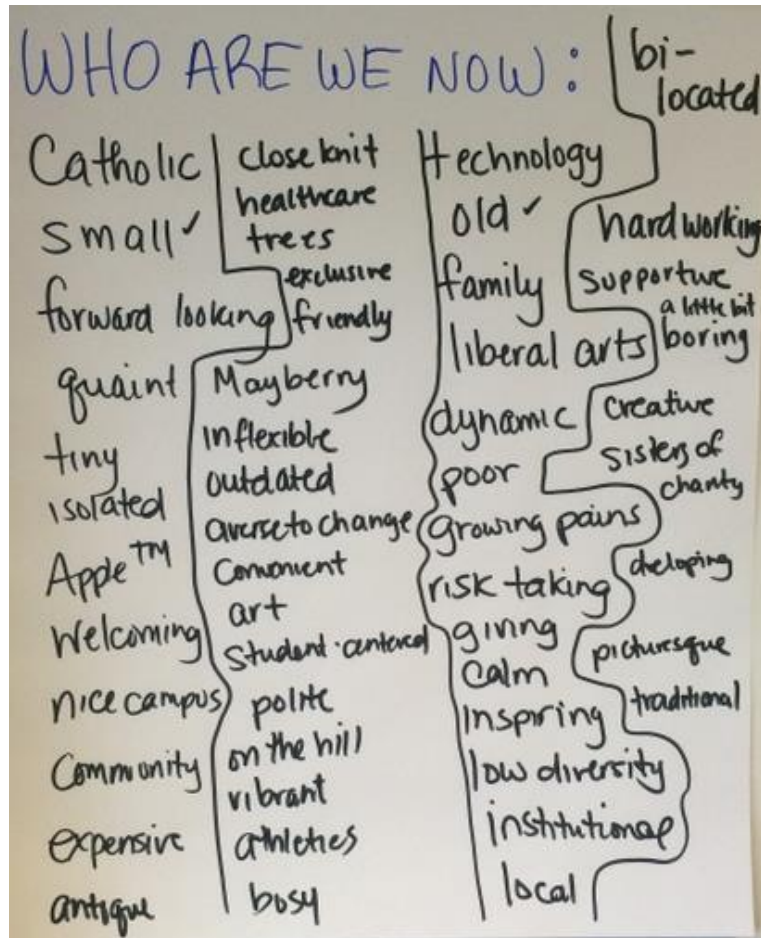
He didn't really want to get married, no interest in more kids
Boring, wears suits but from Bos Covs, drives old ~~car~~ ^{car} Sub
Apples, chillies, kings, ^{coffee} Starbucks but not fancy
Blackberry - old school
Vacations at the beach once a year

Desktop (not good) ASUS Hack Friday sale, he has a tablet but doesn't use

Reads Pitt Post Gazette, no social media, no ~~per~~ exercise gets a he every year for Christmas



Appendix C: Pictures of Identity Pillars Workshop



Who DO WE WANT TO BE				
listening	prestigious	diverse	known	
Smart	Apple™	Supportive	diverse	responsive
liberal arts	quaint	inclusive	dynamic	Scientific
multicultural		Innovative	Spirited	Seeking
Vibrant	Student	global opps	Savvy	Spiritual
respected	Centered	friendly	happy	exciting
Flexible	exclusive	promising investment	Successful	
Progressive	community	Accessible	Athletic	
Great	Potential	modern	welcoming	
job	Smart	Advancing	vintage	
placement	investment	Social	Affordable	
Catholic		family	accepting	
forward	quality	intertwined	Leading ↑	
thinking	impressive	Connected	the way	
Community	traditions	Experienced	unordinary	
professional	a home	Conducive	promotional	
happening				
accommodating				
growing	creative	risk taking	opportunity-	
Entrepreneurial	Supporter of the arts	Comfortable	focused	
			changing	

Who DO WE WANT TO BE				
listening	prestigious	diverse	known	
Smart	Apple™	Supportive	diverse	responsive
liberal arts	quaint	inclusive	dynamic	Scientific
multicultural		Innovative	Spirited	Seeking
Vibrant	Student	global opps	Savvy	Spiritual
respected	Centered	friendly	happy	exciting
Flexible	exclusive	promising investment	Successful	
Progressive	community	Accessible	Athletic	
Great	Potential	modern	welcoming	
job	Smart	Advancing	vintage	
placement	investment	Social	Affordable	
Catholic		family	accepting	
forward	quality	intertwined	Leading ↑	
thinking	impressive	Connected	the way	
Community	traditions	Experienced	unordinary	
professional	a home	Conducive	promotional	
happening				
accommodating				
growing	creative	risk taking	opportunity-	
Entrepreneurial	Supporter of the arts	Comfortable	focused	
			changing	

<u>Current</u>	<u>Move to</u>
Catholic	multicultural
Small	vibrant
welcoming	Catholic
Community	Student-centered
friendly	opportunity-focused
averse to change	Smart investment
Student-centered	traditions
liberal arts	diverse
low diversity	advancing
Apple™	welcoming
	accepting
	leading the way ↑

<u>Current</u>	<u>Move to</u>
Catholic	multicultural
Small	diverse
welcoming	vibrant
Community	Catholic = welcoming = inclusive accepting service focused
friendly	Student-centered
averse to change	opportunity-focused
Student-centered	Smart investment
liberal arts	traditions
low diversity	diverse
Apple™	advancing
Integrated technology	welcoming
	accepting
	leading the way ↑

Catholic	⇒ catholic learning & serving celebrating welcoming welcoming inclusive accepting service-focused
Small	⇒ Diverse
Student Centered	⇒ Student Centered
Integrated Technology	⇒ Integrated Technology