MARKETING With a MISSION

Building the Brand That Became Pennsylvania’s Premier Technical College
This book is dedicated to present and past employees of Pennsylvania College of Technology, Williamsport Area Community College, Williamsport Technical Institute, and Williamsport Area School District. These men and women have, for 100 years, represented the institution with excellence and integrity in order to build its reputation as a national leader in applied technology education.

**Marketing With a Mission**

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If everyone is moving forward together, then success takes care of itself.

Henry Ford
founder of Ford Motors

We value success ... dream of success ... put forth extraordinary effort to achieve success.

An organization that holds value in the marketplace for 100 years can be labeled a success. Its rich history may inspire future generations to reach even greater levels of achievement.

The success of Pennsylvania College of Technology began in the basement of Williamsport High School in 1914. It developed with the nation’s vocational education movement and advanced with the state’s community college system. It represented a unique merging of traditional college education with hands-on, applied technology.

Consistent over the years was a mission to provide a unique, postsecondary educational experience responsive to business and industry needs. The mission was accomplished as men and women expanded their knowledge, developed practical skills and discovered the integrity of work, cooperation, and service to the community.

Marketing this mission through recruitment, public relations, and media exposure built the foundation for an institutional brand recognized as Pennsylvania’s premier technical college.

Management consultant Peter F. Drucker declared, “The aim of marketing is to know and understand the customer so well the product or service fits him and sells itself.”

This book presents the history of a progressive institutional brand that increased its value in the marketplace over a century by fitting programs and services to the real needs of students, employers, and their communities.
Authentic marketing is not the art of selling what you make but **knowing what to make.**

Philip Kotler, Ph.D.
Co-author of the world’s most popular graduate-level marketing textbook, *Marketing Management*

From hand-painted signs inviting a curious community to “Learn to Earn” at the local high school to online videos featuring college students earning “degrees that work,” the institution’s marketing message remained true to a century-old mission.

In 1914, residents of Williamsport, Pa., began to enroll in evening classes at the local high school. The classes were technical in nature, designed to help adults — including returning World War I veterans — gain skills that could help them find good jobs.

A mission to connect education and the workplace drove the marketing message across generations.
Once known as the “lumber capital of the world,” Williamsport evolved from an agricultural and wood-harvesting base into a city of heavy industry. Skilled workers were needed in furniture factories, textile and steel mills, and electronics plants that dominated the region in the 20th century.

Local workforce needs inspired a young man, hired to teach at Williamsport High School in 1920, to take the school’s vocational education to a higher level. Dr. George H. Parkes saw an opportunity to expand high school training into a postsecondary program that would gain national prominence.

Parkes was the first pitchman for a program that grew to become Pennsylvania’s premier technical college. The 1931 publication of his *Training for Industry in Williamsport* handbook launched a public relations and marketing strategy that earned national media attention for a postsecondary education program that honored the working class.
Booklets printed in a school shop described training efforts that nurtured the local economy during The Great Depression.
America’s working-class tradition inspired Parkes to lead an attack on unemployment in Williamsport. He arranged a survey of every city business and found numerous vacant positions. Companies could not find qualified workers, despite the fact that many local residents were unemployed.

Parkes saw an opportunity for vocational education to put people into jobs. He went to “the unorthodox length of promising a job to every student who follows his directions – a thing no other vocational school has ever dared to do,” according to a 1940 Woman’s Day article titled “Wanted: A Revolution in Education.”

By the thousands, Williamsport’s high school students and adults took advantage of vocational training. The program’s impact on the local economy was cited as one of the most progressive efforts in the United States for turning back the effects of The Great Depression.

The Saturday Evening Post, Woman’s Day, Reader’s Digest and Ladies’ Home Journal revealed “The Williamsport Plan” to the nation and recognized Parkes’ role in championing a revolution.
Adult evening classes reflected workforce needs.
Known for iconic cover artwork by Norman Rockwell, *The Saturday Evening Post* recognized Williamsport’s efforts to combat the Depression through education and training. “They Build Men Into Jobs,” an article published April 27, 1940, proclaimed, “What the Depression did to Williamsport was about what it did to most similarly placed industrial communities... but what Williamsport did to the Depression is a story in the best, though of late unofficial, American tradition.”
Through the years, student artists – including this WTI sign-painting student – were inspired by cover art from The Saturday Evening Post.

Advertisements in the April 27, 1940, issue of The Saturday Evening Post reflected the ideals of American readers.

Student newspaper cover, published in 1981, featured a Post-inspired sketch by student Thomas J. Tedesco.
The national spotlight continued to shine on Williamsport’s vocational training program when it became one of the first in the nation adapted to meet defense industry needs. On June 14, 1940, Williamsport’s training of defense industry workers began operating 24 hours a day, seven days a week, in preparation for World War II.

“Anything we wanted, we got for war purposes,” Parkes said. “We went day and night.”

Quick response to the nation’s call, Parkes believed, would enhance vocational education’s reputation. Within a month, the school published *Vocational Training for Defense*, describing how it adapted a standard vocational curriculum to support advanced training in vital, metalworking industries. He said the goal was “to present our plans for emergency training to our co-workers in other communities in the hope that a free exchange of ideas will assist in the next step in our national program of vocational education.”

One of the era’s best known figures for promoting vocational and technical education was John T. Shuman. A Williamsport High School English teacher, he helped develop the local retraining school and authored popular textbooks in the 1930s and ’40s: *Spelling for Trade and Technical Students, English for Vocational and Technical Schools, Machine Shop Work*, and *How to Operate a Lathe*. The machine shop textbook was reprinted five times and used around the country for training manufacturing workers at the start of World War II.
Through The Great Depression and World War II, Williamsport earned hometown favor for its workforce-development efforts and a national reputation for training associated with the National Youth Administration, Civilian Conservation Corps, and the U.S. military.

One company that sent workers for around-the-clock vocational training was the Williamsport-based manufacturer of Lycoming Engines. Lycoming’s engines powered military trucks and ambulances during World War I. After it became part of Aviation Corporation (AVCO) in 1933, the company made aircraft engines, including those for World War II military planes.

On Dec. 2, 1948, Williamsport held a citywide program, including activities at the school, to focus attention on air power.
Williamsport’s commitment to war production was rewarded when it was able to acquire war surplus materials from the government to equip the school’s shops. Parkes said war surplus provided “almost unlimited access” to equipment for “every shop and every trade.”

Among the surplus items secured after WWII was the B-17 bomber that flew the most combat missions in Europe. The Eager Beaver was the first 8th Air Force plane to bomb Germany. It made history again when it arrived in Williamsport, as the first surplus war plane approved for nonflight use in a school.

A decorated nosepiece from the Eager Beaver remained at the school until 2000, when it was donated to the Mighty 8th Air Force Heritage Museum, near Savannah, Ga.
ARMY AIR FORCES
HEADQUARTERS
AIR TECHNICAL SERVICE COMMAND
WRIGHT FIELD, DAYTON, OHIO

4/19/45

Dear George,

This embargo news just came over the ticker in my office, so I’m glad to see that Williamsport has so many “Firsts” for the Technical Institute. Regards to all.

Sincerely,

Bart

WASHINGTON—A THREE HUNDRED AND THIRTY THOUSAND DOLLAR FLYING FORTRESS HAS BEEN PURCHASED BY A PENNSYLVANIA SCHOOL AT THE BARGAIN PRICE OF THREE HUNDRED AND FIFTY DOLLARS.

THE BIG BOMBER WHICH HAS BEEN ON MANY MISSIONS OVER EUROPE WILL BE DELIVERED TOMORROW TO THE WILLIAMSPORT TECHNICAL INSTITUTE FOR USE AS A GROUND AERONAUTICAL LABORATORY. IT WILL BE THE FIRST SURPLUS WAR PLANE TO BE DELIVERED TO A SCHOOL FOR NON-FLIGHT USE UNDER THE EDUCATIONAL DISTRIBUTION PROGRAM OF THE RECONSTRUCTION FINANCE CORPORATION. THE THREE HUNDRED AND FIFTY DOLLARS THAT THE SCHOOL IS TO PAY COVERS THE COST OF HANDLING AND PACKING.

SH 14 SPEW 19

11.52 - 6/19/45.

Telegram describing the B-17 bomber was delivered to Dr. George H. Parkes, WTI director.
You make the best **products** you can, and you **grow** as fast as you deserve to.

David Ogilvy
Author of *Ogilvy on Advertising* and *Confessions of an Advertising Man*, considered the father of modern advertising

The reputation and enrollment of the high school’s vocational program grew until it finally gained status as an official “institute.” Williamsport Technical Institute (WTI) was formally established on July 1, 1941. Parkes was its first director.

An early WTI promotional message proclaimed: “The institute is dedicated to the principle that vocational education should fit itself to the needs of the individual, the community, and the nation.”

The institute’s logo featured symbols of its principles and early programs, including hands, an open book, a lighted torch, factory smokestack, communications tower, and airplane in flight – all framed with artwork inspired by a metal gear.
Examples of WTI stationery and reports show design styles of the era.

Hear an early WTI promotional recording online at www.pct.edu/centennial
Parkes described WTI as “a working school. We learn to do by doing.” An early catalog described WTI’s unique approach to education as combining “the practical and the theoretical” aspects of teaching and learning.

“Practical training, we believe deserves a prominent place in a technical program because the resultant skills are fundamental to the success of the graduate … However, merely manual skill is not enough to assure continued employment and advancement. In addition, the student must develop an understanding as to why things are done, and must have a good background of theoretical and related knowledge.”
Dr. William H. Homisak, who served in a variety of continuing education and community relations positions from 1948-82, greeted visitors during a 1951 WTI Open House.

The institute’s catalog promised comprehensive education for those “who wish to prepare for the industry and business of tomorrow.”
When Dr. Kenneth E. Carl became WTI director in 1953, he echoed the sentiments of his predecessor: “The institute is founded on work. Its students learn to do by doing.”

Students in some programs, including printing, advertising, sign painting, and neon tube bending, learned by creating promotional items to support the institute’s message.

Student projects included a course catalog and a booklet promoting WTI as an asset in efforts to attract new businesses to the area.
Rocket-inspired WTI billboard was created by Thomas B. Mikan, Class of 1963, who also designed Williamsport High School’s top-hat, cane-and-gloves logo.
We Have Trained MANPOWER FOR YOUR NEW PLANT AT WILLIAMSPORT, PA.

We make it easy for you, with the trained manpower available at our Institute. We have the expertise and equipment to handle your plant needs. Contact us today to learn more about how our trained manpower can help your business succeed.

GLASS BLOWING, NEON SIGN SERVICING
The art of bending and pumping tubing for the advertising trade is now an important and profitable business. As a student, you first learn the properties of glass and the characteristics of the materials you work with. Then you are taught to bend right angles, "A" and circular bends, script, black letters, and pumping operations. All bending and pumping operations are taught using 12mm and 15mm tubing.

The course also includes apparatus blowiing and repairing of pyrex diffusion pumps, glass manometers, manifold set-up and maintenance, and the fabrication of pressure gauges. Modern lighting problems are constantly studied, and cold cathode tubes are made and field tested by the students.

When this course is taken in conjunction with sign painting, the student then possesses a rounded experience which will permit him to do any type of sign work.

Course Units: Properties of glass, angle bends, U-bends, circular bends, simple apparatus blowing, hardening and pumping, and related subjects. 1 year.

Graduates available for year 15

To meet your needs WILLIAMSPORT Has Your.... New PLANT LOCATION

EVENING SCHOOL REGISTRATION NOW OPEN

WILLIAMSPORT TECHNICAL INSTITUTE
SIGN PAINTER

PAINTER, SIGN

The instruction offered in sign painting gives the student a broad background which will enable him to make a start in his own business or to work for a commercial sign shop.

The student is taught to visualize and sketch the design for any type of commercial signs, to compose the sign in different media, and then to properly locate and install it.

Course Units: Basic principles of lettering, posters, bulletins, brochures, outlining and shading, use of gold, silver, and aluminum leaf, commercial displays, pen and ink drawings, window signs, and screen process. 3 years.

Graduates available per year 15

--20--

DRAFTING

COMMERCIAL ARTIST, ILLUSTRATING

The course in Commercial Art prepares persons artistically inclined for professional work in either art or illustration. The work consists of drawing and painting in all media: pencil, charcoal, water-color, or oils. A broad training is given in basic design, composition, perspective, methods and professional practice as applicable to advertising arts.

Course Units: Elementary drawing and painting, advanced drawing and painting, basic design and composition, airbrush technique as applied in advertising art, lettering as applied in advertising art, perspective, methods and materials, and practical application. 3 years.

Graduates available per year 15

--20--
Memorabilia from the 1950s was contributed by WTI alumnus William Sober.

Catalog of typefaces was used by WTI printing students.
Job placement was a promise of the WTI brand. The ultimate aim was securing “worthwhile positions” for graduates. The director declared, “A school which does not succeed in placing its graduates is doing only fifty percent of its job.”
By the middle of the century, WTI was an established community resource and leader in vocational education beyond the local region. A 1964 article in *The New York Times* described the program’s history and unique, hands-on learning focus to a national audience.

Exhibitions in the mid-20th century featured topics and themes pertinent to vocational education.

Group of educators includes Dr. Carl (second from left) and Dr. James P. Bressler (far right).
WTI targeted a special population for recruitment when it established the nation’s first comprehensive Vocational Diagnostic Program in 1951. The program used WTI’s instructional shops to create real conditions for testing the abilities of physically challenged individuals in job trials designed to introduce them to potential career opportunities. Participants then had the opportunity to develop skills in a WTI training program.

The pioneering diagnostic program gained national attention when WTI entered into a cooperative effort with the United Mine Workers of America and the U.S. Department of Education’s Bureau of Vocational Rehabilitation to train former mine workers.

By the time its director earned the prestigious National Rehabilitation Association’s Bell Greve Award in 1966, WTI had served more than 10,000 physically handicapped adults.

Carl earned the National Rehabilitation Association’s Bell Greve Award in 1966.
The nation’s first comprehensive Vocational Diagnostic Program was developed in Williamsport.
The Williamsport Technical Institute Story

By George Korson
Journal Correspondent

"But for the UMWA Fund, I'd be a helpless cripple loafing on a Pennsylvania hillside," said Nick Battiste, 36, a welder trainee at the Williamsport, Pa., Technical Institute. "Now I have hope."

Battiste, a member of Local Union 6186, District 2, Windber, Pa., is being taught a new trade—welding—to make a fresh start in life now that a broken back has disabled him for coal mining.

Wearing the chrome-leather cape, bib and sleeves of a welder, Battiste recalled that on July 13, 1953, he was shoveling lumps of coal into a waiting car below when all of a sudden a 600-pound rock fell from the roof pinning him to the mine floor. The thought of his family's future came to him even in his agonizing pain. A month at the Windber Hospital was followed by six months at home—in a cast.

After the cast came a laminctomy (a surgical operation on the vertebrae) in the Johnstown, Pa., Memorial Hospital. The UMWA District fought and won for him a 100 percent disability award from the Pennsylvania Workmen's Compensation Board, which was subsequently reduced to 90 percent disability.

'No Light Work To Be Had'

"I applied for light work around the mine to support my wife and four small children," Battiste said, "but there was no light work to be had."

But Battiste then realized that because of his mine injury he could not look to the mining industry for a living in the future. To resume his place as a self-supporting citizen he had to look elsewhere, in some other occupation. Fortunately, he consulted Thomas Fulton, rehabilitation administrator in the Johnstown, Pa., Area Medical Office, UMWA Welfare and Retirement Fund, who counselled him to try learning a new trade at WTI.

"Coming here to WTI was the best thing that ever happened to me," explained the ex-miner smilingly. "But it would have done no good if I had to go on worrying about my doctors' and medical bills, which take a big bite out of a man's pocketbook.

"This welding course of mine will run 21 months, and if I'm lucky I may get out sooner. Anyway, I can keep my mind on my course knowing that the UMWA Fund will pick up the tab for any medical examinations and drugs I may need while I'm up here."

"This Fund is a wonderful thing. Without it I wouldn't be able to work or nothing. My family and I would be living off public assistance forever."

"This Fund is the best thing John L. Lewis did for us miners. That's right."

The UMWA Fund is responsible for each of its beneficiaries' medical maintenance during his training period at WTI. State Boards of Vocational Rehabilitation pay tuition, room and board.

"The Williamsport Plan," as it is widely known, provides an integrated medical, vocational training and job placement service for physically handicapped mine workers or their dependents and other handicapped adults.

The Williamsport Technical Institute, a division of the Williamsport School District, occupies a unique position in the educational world, one especially suited for the training of handicapped mine workers. It is dedicated to the belief that public education should be fitted to the needs of the individual and the community where he will practice his new trade. Thus, while its standards are high, it has laid one entrance requirement: namely, "Will the training benefit the student and will the student be employable at the completion of training?"

From a modest beginning, as a high school vocational shop, the Williamsport Technical Institute ventured into adult education in 1921 with the retraining of World War I veterans. Dr. George H. Parke, who retired this summer as superintendent of Williamsport's public school system, was then in charge of the school system's industrial department, and he is credited with having laid the foundation of what is now WTI. A mechanic with a doctor's degree in education, Dr. Parke took on the job of retraining the unemployed during the depression. Early in 1931 the first experimental class was enrolled. Five months later 20 percent of that class had moved into new jobs in private industry.

Through the years, WTI continued its special mission. It has trained and placed more than 6,000 handicapped "clients," as well as hundreds of other adults. In 1941, it became a separate technical institute, though remaining as a unit of the Williamsport school district.

Today WTI's full-time enrollment is approximately 1,600, with more than a third of them high school students in vocational courses. Some 450 are physically handicapped persons sponsored by rehabilitation agencies, Veterans Administration, or the Fund.

The grounds and buildings of WTI cover more than 30 acres, exclusive of a hangar and aircraft mechanic shop at a nearby airport. And the plant is being added to constantly.

All instructors have had at least six years' experience in their trades, in addition to professional training required for a teaching certificate in the Commonwealth of Pennsylvania.

According to Director Kenneth F. Carl, WTI teaches approximately 35 different vocational courses, which may lead to a total of 5,000 different jobs. In the machine shop alone, he says, the training equips students for about 230 different jobs.

The Institute is founded on work. Its students learn to do by doing. Its instruction is largely based on live projects. Practical and theoretical training supplement each other in all courses. The Institute believes that manual skill is not enough to assure continued employment and advancement. The student is helped to develop an understanding of why things are.

Related theory and technical study take up nearly one-third of the student's time. He learns not only how to do things, but why they are done in a specific way. He gets to know the fundamental technical principles of the mechanical and physical sciences, thereby developing the ability to apply these principles in solving practical problems in his chosen trade.

WTI offers a wide range of trades. For example, there is the general agricultural course based on directed practical experience chiefly on the school farm. It provides training in animal and poultry husbandry together with actual production of field crops.
"Rehabilitating the Physically Handicapped: The Williamsport Story" was published by the American Vocational Journal in 1972.

Shown at his drafting table is Leo Wiest, a former steel construction worker who was disabled by a fall on the job. He was retrained as a structural steel draftsman at Williamsport Area Community College and subsequently placed on a job in Virginia.

John Surike, who lost his arm in a mine accident, is fully rehabilitated and working as a mason.

Born without arms, William Anderson has refused to let his handicap defeat him. Trained as a sign painter, he works by holding his brush between his chin and left shoulder. He was placed with the Pennsylvania Department of Transportation where he won the Governor’s Outstanding Handicapped Employee of the Year Award.

American Vocational Journal
WTI continued to build a reputation for providing education that responded to changes in the workplace. The 1964 catalog stated, “The staff is continually working on the revision of its courses to keep them up to date with the latest trends, practices, and equipment.”

A major change, driven by the passage of Pennsylvania’s Community College Act of 1963, led to the creation of Williamsport Area Community College (WACC) – the third community college established in the state – built on the foundation of the technical institute.

Newspaper headlines heralded an important change.
In its final year, WTI offered a full-time adult program with options for daytime and evening classes and a part-time evening school program for apprentices, supervisors, and others who wanted to acquire advanced skills. But none of these courses carried transfer credits that could be applied at degree-granting colleges and universities.

As a community college, the institution was repositioned in the postsecondary education marketplace. It could expand programming to include the liberal arts, while maintaining unique offerings that addressed modern workforce needs. Credit programs, which offered transfer opportunities, quickly emerged.
An eyewitness to the birth of community college was Frederick T. Gilmour, who enrolled in WTI’s technical illustration program at the right time to become one of WACC’s first graduates.

“I was quickly and easily recruited into service to the institution, since it was undergoing a tremendous metamorphosis from an internationally known technical school to a fully vested Community College – literally, overnight. All of the attendant organizational and administrative changes, curriculum adjustments, building renovations, public relations aspects, admissions and recruiting – all of it – had to be done almost instantly,” Gilmour recalled.

Among projects he designed were the first catalog cover, a masthead for the first student newspaper, a college seal, and mace – a symbol of authority used in college ceremonies.

Symbols of the new community college were designed “almost instantly.” Some, like the mace shown at right, endure.
In its first catalog in 1966, WACC redefined its position in the marketplace, combining the WTI heritage with expanded opportunities to offer degrees and transfer options. In addition to all general education classes, the School of Liberal Arts and Sciences offered associate degrees designed to transfer to four-year colleges. The School of Applied Arts and Sciences offered two-year, associate degree programs – with at least 24 general education credits in English, mathematics, science, humanities, and social studies – designed to qualify graduates for employment.

Vocational guidance “stayed cool” at the community college, as seen in this advertisement from the student newspaper in 1967.
WACC welcomed visitors to tour campus and attend Open House events.
WELCOME to our Campus

OPEN HOUSE

FRIDAY

October 17, 1969
A student-centered approach to marketing was put into action. Student photographs and testimonials were featured in the catalog, which also shared a message from the president that was intended to inspire new students to make the most of their college experience.

“Statistics show that more than half of all students who start college never complete their courses,” Carl said. “If you want to take yourself out of the half that fails and put yourself into the half that succeeds, there are practical steps you can take. Those practical steps are based on knowledge — knowledge of yourself, knowledge of the range of educational opportunities available, knowledge of the specific college which may be right for you.”

Students’ experiences were captured in their own words in the college catalog.

The best advertising is done by **satisfied customers.**

Philip Kotler, Ph.D.
Co-author of the world’s most popular graduate-level marketing textbook, *Marketing Management*
Through the years, testimonials were key features of college promotions.
“This year they only hired one ... and I was the one!”

Ryan Zuroski
Computer Information Technology

“For students who don’t know where to start, but want a degree, General Studies is great.”

Rachel Scheiderich
earned a General Studies degree, then continued her education to become a mathematics teacher.

“I just have a drive to do stuff. I just want to be able to succeed. I want to be able to say ‘I did that!’”

LIZ WEBSTER, ’03
Plastics & Polymer Engineering Technology, continued her education at Penn State before going to work in pharmaceutical sales

“No other college I was applying to could compare to the facilities at Penn College.”

— Malika Rice, graphic design
Senior Graphics Specialist, Ametek, Inc.
In an effort to attract more female students, WACC promoted housing options for women in its catalog: “The transformation of a floor of the Lycoming Hotel into a dormitory brought about a major change in the lives of 50 women students. The cooperation among the women and their outstanding rapport with their housemother, Mrs. Mary Braucht, has made this facility a pleasant innovation. The College regrets its present inability to provide housing for men.”

Supervised housing in a downtown hotel attracted female students.
Transfer options were promised by Otto L. Sonder Jr., dean of the School of Liberal Arts and Sciences: “If your grades, motivation, and general college performance are good, you will have no difficulty transferring to an accredited four-year college. In fact, many of our recent graduates have gone to state colleges like Lock Haven, Mansfield, Bloomsburg, Clarion, and Millersville. Others have transferred to such schools as Cornell University, The University of Maryland, Lycoming College, Brigham Young University, The University of West Indies, PMC Colleges, and the largest single number have transferred to the Pennsylvania State University.”

Among the earliest transfer students was Thomas Zimmerman, Class of 1967, transferred WACC credits to earn additional degrees and later joined the college faculty.
A Grit newspaper editorial reprinted in the catalog, praised the new community college:

“The development of The Williamsport Area Community College has been spectacular... Few communities have such excellent facilities for higher education at their very doorstep as is offered by this enterprising institution. How fortunate we are to have men among us who can dream dreams and work with dedication and determination to make them come true.”

The 1969 catalog became a model for catalogs published through 1974. WACC’s Office of Publications, led by Cee Myers, director of publications, edited and designed the catalog. The WACC printing department did the typographic composition and printing.

In 1974-75, a new “bulletin and announcement of courses” replaced the catalog in midyear. This was the only time in the college’s history when it published the booklet twice in one academic year. The second version was designed, edited, and formatted by Laver Associates, and printed in the WACC graphic arts department.

In the second publication, a new college president, Dr. William H. Feddersen, spoke to the vibrancy of WACC’s evolution: “Most college catalogs become dated rather quickly. These trapped words still can be viewed, however, as historical road signs pointing the direction of tomorrow’s journey. This can be an exciting journey as we develop human potential and prepare for meaningful employment.”

Student life and graduate success were highlights of early WACC promotions.
In 1976-77, the catalog was redesigned to accommodate a growing number of programs and services. It featured a simpler format with fewer photos and more text, including a semester-by-semester curriculum plan for each program of study. Catalogs published over the next two decades featured this design.

Two versions of the annual “catalog” were published once in the college’s history, in 1974-75.

WACC’s catalog artwork reflected the times. The first full-color catalog cover was introduced in 1988.
Marketing is the delivery of experience.

Philip Kotler, Ph.D.
Co-author of the world’s most widely used graduate-level textbook in marketing, *Marketing Management*

The WACC experience was illuminated by the *Spotlight* student newspaper; pieced together for posterity by the *Montage* yearbook; made bright by *Colours*, a short-lived literary publication; and transmitted through the airwaves by the campus radio station (WACC Radio, WWAS, WPTC). Student-produced media were primary sources of information for the campus and the community.

The community also experienced WACC through continuing-education programs and community-service initiatives, such as a homebuilding program that turned students’ practical construction experience into new family homes.

**SPOTLIGHT**

WACC inaugurated a student newspaper on Feb. 23, 1966, with an inspirational message from President Carl:

“It will be interesting to see this newspaper develop as the medium through which our students and staff have an opportunity to report the news and express their insights of the College campus and the area we serve. A newspaper must honestly report current affairs to its readers. It molds public opinion and herein lies the great responsibility which must rest on every newspaperman, a responsibility that he must never forget. There are many facets of college life which we do not have as yet. This newspaper can do much to arouse student and faculty interest in the development of such extra-curricular activities. It is expected that all who work on this publication will profit from the experience. There will be many opportunities for you to use the experience you have thus gained.”

Over the years, *Spotlight* reported on major campus events, including a 1973 faculty strike, changes in leadership, and the loss of school district sponsorship in 1985. The paper also proved to be an important tool for marketing. Special editions supported recruitment and public events, such as Open House and National Newspaper Week.
Spotlight was a consistent source of news and information on campus for 21 years.
BOARD NAMES PRESIDENT

Thirty-five-year-old Dr. William H. Feldstein, Clarinda, Iowa, says he hopes to assume his responsibilities as president of the college early in April. Unanimously approved by the Board of Trustees at a special meeting Friday, March 19, Dr. Feldstein will be the second president in the 54-year history of the college. Dr. Feldstein will replace Dr. Kenneth E. Carl, former president who resigned unexpectedly in June of 1973. Vice-president Dr. C. Herschel Jones has been acting as chief executive since.

Currently dean and director of the Clarinda Campus of Iowa Western Community College, Dr. Feldstein is a former administrator at Bucks County Community College.

Many similarities

According to reports made by the Board of Trustees, Iowa Western Community College, which Dr. Feldstein has directed for the past two years, has many similarities with WACC. It has a...
A saving of at least $4.6 million should result
from the board of trustees action last Monday, according to Dr. William H. Feddersen, college president.
The first stage of Phase I, the construction of three new campus buildings, will cost $4.4 million. Dr. Feddersen said the college and the state will each pay half of this amount.
The state is paying its half by bonds, the president said. This means the state will be paying $4.0 million each year for 20 years. Because of accumulated interest on the loan, the state will end up paying $8.8 million instead of the original $4.4 million, Dr. Feddersen said.

The board voted to pay the college’s half of the loan back by cash to avoid the paying extra cost. The cash payments will be made over a three-year period.
Dr. Feddersen said that $1.4 million of the college’s $8.2 million will come from federal grants. Capital funds at the college.

A lack of federal funds from the
Comprehensive Employment and Training Act (CETA) has left the college without a housing coordinator.
According to Dr. David M. Hiday, dean for student and career development, CETA restrictions is hindering of the position and the college will lose a position after last year’s housing coordinator, Mark W. Dorey, resigned a week before classes began.
Dr. Hiday said that there is a definite need for a housing coordinator and said the college will reapply for CETA funds if this aid is made available through Congressional action this month.
He also explained that CETA’s restrictions for the position call the college chooses a coordinator from the qualifying applicants.
If no funds are made available before next semester, Dr. Hiday said a proposal for hiring a coordinator, paid by the college, will be brought before the board of trustees.

Daring to be different, The SPOTLIGHT
This week presents, in recognition of National Newspaper Week, a new format.
The change in format is designed to call attention to the vital role newspapers play in the everyday lives of their readers. Furthermore, the change here at the college is designed to serve as an impetus to learning in an ever-changing world of mass communications.
The SPOTLIGHT welcomes any comments about the format. They may be made in person by dropping in at The SPOTLIGHT office, Room 316, Kump Academic Center, or by mailing a letter to the office.
In 1987, *Spotlight*’s final year of publication, its faculty adviser said: “A small group of students has continued to produce one of the college’s most significant, visible products: the *Spotlight*. The goal... the objective... the aim... of the *Spotlight* is fundamentally twofold: To provide as realistic an atmosphere as possible in which students may learn about journalism, photography, and mass media, and to provide a means whereby information by and for students may be published … These students are developing, growing, and learning; they are getting their money’s worth – and then some. But, beyond that, they are doing an outstanding service for their fellow students and for the institution.”

“Daring to be different,” *Spotlight* editors responded to a challenge from faculty adviser Anthony N. Cillo to create a unique format in recognition of National Newspaper Week in 1978. The design replaced headlines with boldface type on the opening words of each article and earned a first-place award from the prestigious Columbia Scholastic Press Association.
Special Open House editions of the student newspaper supported recruitment efforts.
Montage

The Montage yearbook was produced annually from 1968 through 1983 by students and faculty/staff advisers. Cover designs, graduate portraits, and other highlights shared over those 16 years reflected a diversity of artistic expression that was part of the popular culture.

Montage covers 1968-83 showcased student art and design.
Yearbook pages captured periods of growth and change for students and the institution.
The Williamsport Area Community College is proud to be growing in dimensions, both physical and mental, so that it can better serve this world. Students from different parts of the world and the United States come here to increase their knowledge and skills. Here at WACC, one learns more than just bookwork—he learns to communicate with other students from a vast variety of nationalities, cultures, occupations, and age groups. Our students are definitely contributing their share to a better world.

What is the Williamsport Area Community College? We discover buildings, students, teachers and courses that are all unique, yet in one respect they are alike—variety. WACC is made up of a combination of building structures, old and new. Each WACC student comes from a different life style, which results in a unique campus personality. The unique personalities of the faculty are easily recognized also. The college offers a great variety of courses ranging from forestry to printing to engineering. Varieties of buildings, personalities, faculty members and courses are WACC. Variety is the spice of WACC.

Although a faculty strike threatened the Williamsport Area Community College with a cropping of chaos, suspicion and disorganization, the phrase "All Together" ironically fits.

Faculty, administrators, and students have learned through firsthand experience that it takes mutual concern and respect to operate a college community successfully. Education is the mirror with which we build the future. College provides the student with a mirror through which he can objectively look at himself, learn responsibility and achieve maturity. The mirror can not be clouded by such suspicion and resentment, or the whole purpose of education is lost.

So it is all together now, working harmoniously to make WACC a solid institution which will provide society with refined talent.

by Lobbies Updegoff
Graduates’ portraits immortalized hairstyles and fashions. Yearbook page designs also reflected changing styles.
Be sure you are right, then go ahead.
—Davey Crockett
Foreword

We came to WACC amidst a sea of changes. The country had just gone through the trauma of a presidential'changing. The College had just hired a bold, young president. The thirty-three kids at the college had endured a hard life, which made it tougher looking than what it was now.

We sat in the meetings on opening day reflecting briefly on the changes, but we were really more interested about ourselves. Where would the (not take us? What was in store for us? How would we respond to what lay ahead in a rapidly changing world?

The WACC yearbook was our first opportunity to show our skills, our ideas, our hard work, our hand and our talent. We drew, photo, walked and jogged to WACC. We acquired souls and experiences and became something about each other. We also proved that a year of WACC was, in fact, changing itself.

Registration

The year began with a flurry of activity—times confusing, always exciting.

Cover Designs

Left: Don Kerber
Right: Ken Bingham
Center: Jan Foster
Pops: John Burtner
Left: Boston College House

What the next understanding may
COLORS / COLOURS

Described as “a magazine published now and then by the students and faculty” Colors debuted on campus in October 1971.

The first edition won the Medalist Certificate presented by the Columbia University Scholastic Press Association in March 1972. It also won the Philadelphia Region Award for 3M Co.’s nationwide 1971 “print job of the year” competition.

J. Fred Decker, who coordinated production and contributed original works, wrote in the magazine: “Grateful thanks are due to the many people who helped make this magazine possible. It is the result of an amicable, creative cooperation between Applied Arts and Liberal Arts students not possible at other schools.”

Changing its spelling to Colours, the magazine reappeared in the winters of 1974 and 1976. Again, students contributed original content and served as typists, proofreaders, editors, photographers, and layout artists, working under the direction of Damon Thompson, assistant professor of English.
Spotlight reported in 1976 that Colors/Colours followed an earlier literary publication, called Pith, issued in the spring of 1969 at the suggestion of Hugh MacMullan, chairman of the English department. MacMullan came to the faculty in 1965 after a Hollywood career that included serving as dialogue director on film classics Casablanca and Yankee Doodle Dandy.

Hugh MacMullan brought Hollywood-nurtured talents and sensibilities to WACC.

Movies, hosted by the Cinema Club, became a popular diversion for WACC students and a creative outlet for students who designed posters to promote the films.
WACC Radio – WWAS – WPTC

When it became the first Pennsylvania community college to offer programs to address “a statewide shortage of trained newsmen and broadcasters” in 1968, WACC announced plans to add a campus radio station. Sloan O’Donnell, assistant professor of English and director of the college’s news bureau, developed the programs.

WACC Radio went on the air in October 1970, broadcasting to the Lair student union; later coverage reached students living in Hoover Dorms on Campbell Street. When the station moved to Unit 6 in 1973, it also could be heard in the Academic Center cafeteria.

A 10-watt transmitter was installed in 1979. Two years later, a 100-watt transmitter extended the station’s FM coverage to the entire Williamsport valley. In 1984, the station (called WWAS-FM) moved into the new Hager Lifelong Education Center.

In 1997, as WPTC 88.1 FM, the station developed a niche following, offering weekend jazz programming. While students continued to hone skills by developing the station’s regular music, news and event programming, community volunteers also went on air to support the expanded programming.

The station went online in the 21st century, with broadcasts available worldwide through a live Internet stream, until the program closed in 2013.

The radio station’s popularity was proclaimed by the Montage yearbook.

Student and community talent contributed to radio station programming.
Marketing materials – from the earliest days of WTI – were produced “in-house” by students and faculty. Access to a commercial-quality print shop on campus supplied a priceless resource to support marketing initiatives. A “printed by” statement identifying materials as products of student work provided evidence of the quality instruction.

Instructional printing facilities made it possible to produce creative, high-quality marketing materials “in house” at an affordable cost.
WHAT IS “GRAPHIC ARTS”?  

“Graphic Arts” conveys to the eye . . . information and ideas . . . in the form of writing, drawing or photography . . . by means of printed reproductions.
Seen here as a member of the WACC faculty, WTI alumnus and 2002 Master Teacher Dale A. Metzker provided leadership in the college’s “in-house” printing efforts for many years.
A tradition of sharing holiday cards designed by students, faculty, or staff began with the technical institute and continued for more than half a century.
As this holiday season - this time of giving and receiving, we began thinking about a meaningful message to share with all of you. We found it in a wonderful verse from Romans 5:6, which says:

"TO LOVE MEN AS GOD LOVES THEM - FOR THE SAKE OF THEIR INFINITE POSSIBILITIES."

We believe this is how important it is to love and serve the good students. Each life is the most important at all times.

May you have a wonderful holiday season and remember you are part of the student family.

Best Wishes for the Holiday Season
Announced by all the trumpets of the sky, arrives the snow.

season's greetings
A home-building project started at WTI provided practical experience for students learning construction-related trades and introduced new family homes into the community.

Styles of the homes – designed in architectural technology classes – changed over the years. The first two were ranch-style homes, built in the city’s East End at 1534 Sherman St. and in the Newberry section of town. The third, a contemporary-style home at 1224 Memorial Ave., sold in March 1966 for $1,700, according to the student newspaper.

WACC IV was the name given to a home at Rural and Fifth avenues, completed in 1967. WACC V and WACC VI, located across the street from each other on Hillview Avenue in Old Lycoming Township, were finished by 1976.
STUDENTS BEDROOM

In addition to ample closet space, the student bedroom, 11 ft. by 14 ft., on the southeast corner, provides a built-in desk and bookshelf and loads of garment storage space.

Especially convenient is the large garment storage room adjacent to the student desk. It is entered through a walk-in door that is raised above the floor level. Convenient fold-in steps are retracted when not in use. Inside is enough garment storage space for the entire family.

NURSERY OR SEWING ROOM

The west end of the hallway runs into a variety room that can be put to any use the owner desires.

BATH

A four-tiled tub and shower combination, with build-in vanity, a full-size overhead extractor features the new...

BASEMENT

A staircase with intermediate landing and railing, leads off the...
In later years, the emphasis on off-campus construction projects shifted from selling to giving. Students completed projects for local sports complexes, churches, and service organizations, including Habitat for Humanity. The college’s connection to that charity, which built modest homes for deserving families in the community, was strengthened even more by hospitality students and recognition from a national magazine.

The November 1993 issue of *Better Homes and Gardens* offered readers a chocolate holiday house kit based on a design by a student. This inspired a holiday tradition of auctioning chocolate houses created by baking and pastry arts students to benefit Habitat for Humanity.
On-campus construction projects became a feature of college tours with the opening of the Thompson Professional Development Center in 1987. The center was used by campus and community groups.

“If we seem very proud, it’s because we are very proud,” the president told reporters at its opening. “This facility will stand as a permanent testimonial to the quality of instruction we offer here at the college.”

Ten years later, students designed and built another facility. The Victorian House, used for overnight guests, blended modern construction with details and design reflecting the heritage of historic homes adjacent to campus.

Capturing the essence of the city’s past and making a campus meeting place available to local organizations exhibited the college’s ongoing connection to its community.

Students designed and built campus facilities to respect the history of the surrounding area. The Professional Development Center (above) featured 100-year-old, “boom”-era wood from the nearby Susquehanna River. The Victorian House reflected the beauty enshrined in historic homes preserved along the adjacent Millionaires’ Row.
A long history of community service strengthened the institution’s brand. Students and faculty used their skills in a wide variety of trades and service capacities, showing how town-gown relations can improve the quality of life in a community.

In addition to outreach through community service, the institution also consistently – from its earliest days – offered short-term, noncredit classes to help men and women develop work-related skills, hobbies, and interests that could enrich their personal lives.

Continuing education attracted a diverse audience to the campus. Through the years, the classes changed to fit popular culture, but the intention – to help local people develop their interests and potential – remained the same.

Posters, newspaper inserts, and schedules mailed to local residents promoted WACC’s noncredit, continuing education offerings over the years.
Pairing Wine & Food

How do you select an appropriate wine with a dinner? Are you limited to white wine with white meat or are there other options? Is there a way to deconstruct how food and wine really taste to everyone? In this short dinner class, come explore and discuss the possibilities that foods influence how a wine will taste and learn what we know about food flavors is the key to making successful wine choices for a dinner or a simple get together with friends.

Wednesday, May 16
6:30 p.m.
Le Jeune Delf
$85 includes all costs and special fee of $35

The Other White Wine

Excluding Chardonnay, what are varieties (white) that are unique to a wine region of the world where it is considered a great example of wine production? Alsace, Chasselas, Gruener Veltliner, and Pinot Blanc are just a few of the wines we will try as we explore the wines of white wine-making and the food-friendly wines that are a part of that tradition. Dinner will be served.

Wednesday, May 30
6:30 p.m.
Le Jeune Delf
$85 includes all costs and special fee of $35

Cover Paul E. Men, a Penn College Master Teacher and member of the School of Hospitality Faculty, teaches courses in Classic Cuisine's of the World, Menu Planning and Cost Control, Wine and Beverage Management, Historic Culinary Perspectives, Wines of the World, and Hospitality Systems Management in the School of Hospitality. He also is co-creator and host of the "You're the Chef" public television cooking series. He was awarded from Finsure Phil Fenn Visiting Professorship.

MARKETING WITH A MISSION 75
Your creative selling message must build awareness of the brand and of its special advantages over a period of time. It must sustain this **awareness** that the brand will be remembered when the **need** arises.

David N. Martin

*Author of* Romancing the Brand *and creator of “Virginia is for Lovers,” which Advertising Age called “one of the most iconic ad campaigns in the past 50 years”*

The 1980s began and ended with dramatic change on campus. The decade opened with a new president, Dr. Robert L. Breuder, and campus construction that replaced antiquated facilities and supported the growth of WACC’s unique and diverse portfolio of career-based programs.
Groundbreaking and dedication ceremonies for Building Trades, Metal Trades, and Learning Resources centers ushered in a new era of campus development.

The Board of Trustees
of
The Williamsport Area Community College
cordially invites you to attend the
Groundbreaking Ceremony
for the new
Building Trades Center, Learning Resources Center, Welding Facility
Wednesday, September 5, 1979 at 16:30 a.m.
at the
City Campus on West Third Street
Refreshments following in the Klump Academic Center Cafeteria
Engineering and Design Technologies

Dr. Paul McQuay, Division Director

Programs
- Advertising Art
- Architectural Technology
- Civil Engineering Technology
- Engineering Drafting Technology
- Graphic Arts
- Industrial Drafting
- Machine Tool Technology
- Machine General
- Printing
- Sign Painting
- Technical Illustration
- Tool Design Technology
- Welding

The most significant change for the Engineering and Design Technologies division during 1980-81 was the completion of the Aver-Lycoming Metal Trades Center. The new facility houses both the college and high school welding programs and accommodates 125 students. Modern, "state-of-the-art" equipment and systems make the welding area one of the most advanced training facilities in the country.

In addition to housing the welding program, the new Metal Trades Center integrates many aspects of the machining and welding facilities. The conveyor links the new center with the machine shop building, allowing easy access to each facility. Toolrooms have been combined, as have student lockers and faculty areas. Five classrooms in the new building are used for theory classes in both programs. The new Metal Trades Center also houses an instructional resource area for planning, reviewing, preparing and storing instructional media and the division's administrative office.

The new welding area is among the largest postsecondary welding facilities in the country. The area is used intensively, from 8 a.m. until midnight in some semesters. Non-credit and industrial training programs are also held in the building on weekends and in the evenings.

Learning Resources Center

David Simonsen, Director

The College's library and media services moved into the new Learning Resources Center in early January 1981. Use of the new facility, which provides more efficient service for students and faculty, tripled during the spring 1981 semester.

The move involved the transfer of 43,000 books, 2,000 bound volumes of magazines, and several hundred loose items from the Aver building to the new facility. Stroehmann Brothers' Bradford Company loaned the college 45 bread trays which were invaluable in organizing and carrying out the move. Staff worked through the Christmas holidays and into January to complete the move before spring classes began.

Prior to the move to the new building, the entire book collection was reviewed by library staff. Obsolete materials were examined by faculty prior to removal from the collection. Faculty and students had the opportunity to purchase books no longer needed. Those not sold were donated to the James V. Brown Library.

Instructional development activities continued throughout the 1980-81 year. Mr. A. Neale Wintner, coordinator of media services, was active both as an advisor and in actual production work. Activities included:

- Creation of a videotape program in machine technology, with Mr. Seth Bierly, instructor.
- Development of a solar heating and air conditioning lab, with Mr. Frank Leach, instructor.

Following the move of the library to the new Learning Resources Center, use of library services by students and faculty tripled.

- Videotaping a principles of business course taught by Mr. Thomas Leitzel, instructor.

Learning Resources also participated in planning and presenting staff development activities. Program on instructional techniques were presented to faculty in August. The October program focused on energy.
Montage yearbook celebrated building dedications.
Unique, hands-on instruction in modern facilities provided a new marketing advantage to the community college. At the same time, the cost to maintain industry-standard equipment to create viable, hands-on learning experiences contributed to rising costs for sponsors and students.

WACC’s 20 school district sponsors found it difficult to maintain their share of tuition costs. They looked forward to an end to a 20-year sponsorship agreement in 1985. Because WACC was required to seek annual budget approval from the districts, public meetings became contentious and the drama often was reflected in local media coverage.

The college was respected for the quality and diversity of its programs. Many area taxpayers were WTI/WACC graduates or employers of those graduates who understood the role the college played in the local economy.

Still, as the college prepared to celebrate its 20th anniversary, tensions escalated between WACC and its sponsors, and community outreach took on an even greater significance for recruitment and public relations.

Open House was an important event to encourage community support.
Rising sun artwork brightened the official logo and 20th-anniversary campaign. The graphics also appeared on a yearbook cover and Student Government Association logo.
A 20th-anniversary newspaper advertising campaign, featuring local business leaders, highlighted WACC’s role in the community.
"Their business helps keep us in business"

At Hunsberger Supply, we're proud of our reputation for service. We get to know our good customers well; that's how we keep them. Over the years the Williamsport Area Community College has been one of our best customers. We like what we know about them. We like what they do for the community. And we like what their business does for our business.

We congratulate the Williamsport Area Community College on their twentieth anniversary year.

Hunsberger Office Supply
830 Arch St.
P. O. Box 3241
Williamsport, Pa. 17701
326-7492

"The difference between stationery* and stationary confuses a lot of people"

At Plankenhorn's Stationery, we know the difference. We know it's important to be stationary but flexible. Our company has been in business since 1899. And while we're still in the same place, we haven't survived for 86 years by standing still. The Williamsport Area Community College's ability to grow and change with the times proves to us they know what they're doing. We provide you with the best selection of stationary supplies and printing services. The Williamsport Area Community College supplies all of us with a comprehensive array of educational opportunities.

We congratulate the Williamsport Area Community College on their twentieth anniversary year.

PLANKENHORN STATIONERY CO.
P. O. BOX 1404 - 144 WEST FOURTH STREET / WILLIAMSPORT, PENNSYLVANIA 17701 / TELEPHONE 717-236-2676

*The "e" in letter matches the "e" in stationary.
The summer of 1985 marked a turning point for the college and its marketing message. The razing of Unit 6 – which was built as a trolley car barn and served as a knitting factory before becoming the administrative headquarters of WTI and WACC until it deteriorated beyond redemption – became a symbol of change.
A former city trolley car barn served as administrative headquarters for WTI and WACC.
Even as modern facilities were built on the campus, the future of the community college remained in jeopardy.

Just days away from a deadline to find a new local sponsor or close WACC’s doors, the state approved the City of Williamsport as a temporary, local sponsor. In supporting the move, Williamsport Mayor Stephen J. Lucasi called WACC “a necessity we can’t afford to lose.”

State lawmakers, led by Rep. Alvin C. Bush, also approved variable stipend legislation that was intended to help to offset tuition increases that would be realized by WACC students living outside the city, in the school districts no longer providing tuition sponsorship. Still, the college faced a significant loss of tuition revenue because of the temporary change in sponsorship.

WACC suffered a 12-percent enrollment decline in Fall 1985. Officials said the losses were disappointing, but thanks to increased marketing efforts, were not as devastating as projections that went as high as 48 percent earlier in the year.

President Breuder greeted students with a message of hope. He said the campus would remain focused on its goals, including the addition of “a new campus building that could change the future of our college and our community” by introducing programs not available elsewhere in the eastern United States.

“The future looks brighter every day here at The Williamsport Area Community College,” he declared. “As we enter our 21st year as a community college, we are strengthened by a rekindled pride in our heritage and a new desire to be the very best we can be – for our students and for our community.”

The president’s enthusiasm was rewarded when two prominent industry magazines published articles featuring his plans for the new Advanced Technology and Health Sciences Center.

The articles appeared in the October/November issue of Community College Journal, reaching 50,000 readers nationwide, and the November/December issue of Viewpoint magazine, published by the renowned International Business Machines (IBM) Corp. and circulated to 130,000 readers in the United States and Europe.

Published in advance of the center’s opening, the articles spoke to the potential for WACC to influence growth in a technology-driven workplace; one quoted the president as saying: “You’re going to see more and more smokestacks going down around here. And, we’re going to make sure that they’re replaced by automated manufacturing plants and high-tech industries.”

IBM’s Viewpoint magazine (shown above and at right) declared “the past is prologue” on campus.
Where the past is prologue

The Willamette Area Community College

By Douglas Mawson

As noted above, this is a continuation of a series which began in last week's issue. The college's slogan, "Where the past is prologue," reflects its mission to connect the past with the present and prepare students for the future.

The college, located in a historic downtown area, offers a variety of programs that blend traditional and contemporary elements. Students can choose from associate degrees, certificates, and continuing education courses.

The college's commitment to the community is evident in its partnerships with local businesses and organizations. It provides a range of services to support students, including academic counseling and career development.

At Willamette, students are empowered to become leaders in their fields, and the college's success is measured by its graduates' accomplishments and contributions to society.

The college welcomes students from diverse backgrounds and offers support to help them achieve their educational goals. Whether you're a traditional or non-traditional student, Willamette is committed to your success.

Marketers interested in exploring the potential of this market are encouraged to contact the college for information on how they can support and benefit from its programming.

For more information on the Willamette Area Community College and its programs, visit www.wacc.edu.

MARKETING WITH A MISSION 87
When Tom Large says The Williamsport Area Community College’s new Advanced Technology and Health Sciences Center is one of the best in the nation, believe him. As partner-in-charge of the center building project—a project which earned his firm a Pennsylvania Art Commission Design Award—he knows the facility as well as anyone.

Soon the doors of this spectacular new $20 million center will open, introducing a new generation of technologies which will guide the workforce of the future. The center and its factory of the future—an extensive array of robots and computer-controlled instrumentation—will offer “unparalleled education programs, equipment, training and a place to interface with the industries in which students will eventually find employment.”

The Advanced Technology and Health Sciences Center is the latest example of the Community College’s commitment to providing quality, state-of-the-art instructional facilities; in all, the College has added six new campus facilities since 1980!

Consider The Williamsport Area Community College for:

- modern facilities, including a new $20 million advanced technology center that is receiving nationwide attention
- contemporary programming in such new career areas as fiber optics, laser technology, automated manufacturing, telecommunications and biomedical electronics
- hands-on, individualized instruction on state-of-the-art equipment
- over 60 degree and certificate programs, in traditional and emerging occupations
- excellent job-placement rates
- financial aid for eligible students

Call today 1-800-387-9222
Or, in the Williamsport area, call 327-4761

The Williamsport Area Community College does not discriminate in admission by race, color, religion, sex, national origin, age, handicap, veteran status, political affiliation and operates as a non-discriminatory body throughout the institution.

Newspaper advertisement – seen here in an actual “paste-up” created by in-house staff – highlighted the new center.
The high-tech facility also was featured in college advertising. In 1989, it was named the Robert L. Breuder Advanced Technology & Health Sciences Center, in honor of the president whose vision and determination brought it to completion.

Fueled by challenges of sponsorship and enrollment decline, and inspired by the potential of its new “high technology” center, WACC implemented a new marketing plan in 1985.

Dr. William J. Martin, dean of student services, told Spotlight in Fall 1985 that television commercials, prepared in-house, were part of the mixed-media plan.

“There was no other way to counteract the negative press the college was receiving during the sponsorship dilemma than with face-to-face contact,” Martin said. Contributions from community benefactors help fund the TV ads, which ran for six weeks on WNEP-TV, WBRE-TV and local cable.

Newspaper ads featured “A Different Kind of Campus” theme and a local radio station, WILQ-FM – offered free air time for college commercials. In addition to television, radio, and newspaper advertising, the campaign introduced a toll-free telephone number – 1-800-FOR-WACC – to receive inquiries from potential students and launched off-site recruitment events in Wilkes-Barre/Scranton, Harrisburg, and Altoona.

Martin predicted the marketing plan would have a long-term impact: “I think this post-sponsorship marketing approach is the beginning of a new age for the college.”
In 1985, the college also launched a Center for Business and Industrial Advancement, intended to streamline services to area businesses and respond to an increasing demand for training in the use of microcomputers in the workplace.

WACC trained employees of regional businesses, including Alcan Cable, Marathon Carey-McFall, Tetley Tea Co., Frito-Lay, Avco-Lycoming, GTE Sylvania, Stroehmann Brothers, and the Pennsylvania Department of Transportation.

While reinforcing its brand by considering the technological needs of the workforce external to the campus, WACC also developed an internal governance system that gave faculty, staff, and students an opportunity to influence planning and decision making.

At its inception, 83 faculty and staff members were elected or appointed to serve on five committees. Eleven students were selected based on nominations, academic standing, and leadership qualities. The first meeting was held Oct. 20, 1986. Veronica M. Muzic, professor of English, was elected as the first College Council chairperson.

The introduction of microcomputers to the workplace launched a successful business/industry training initiative in the 1980s.
Muzic also was an influential leader in a campus women’s initiative that began with a growing number of nontraditional students and extended into the local community.

A number of adult female students “felt the need for a peer group” and began to meet outside of class in faculty offices. Eventually they established the Women’s Forum, which planned activities and raised funds to endow a scholarship for female students.

Among many prominent women who visited WACC as part of Women’s Week and Women’s Series events sponsored by the group in the 1980s were Yolanda King, daughter of Martin Luther King Jr.; U.S. Rep. Pat Schroeder; and prominent writers/artists including Alice Walker, Judith Viorst, and Maya Angelou.

“I can still see a line along Third Street, waiting to come to the book signing with Maya Angelou,” Muzic recalled. The audience that night filled the Academic Center Auditorium to capacity.
In addition to encouraging women through cultural activities, WACC earned a reputation for addressing workplace stereotypes through education and awareness.

Career Exploration in Nontraditional Occupations (CENO), funded by the Pennsylvania Department of Education, helped discourage gender-based bias in career choice. Activities – targeted at high school and college students, adults seeking a career change, and business and industry personnel – included hands-on activities that were nontraditional for their gender. Females visited classes related to automotive, carpentry, drafting, engineering, and welding. Men investigated opportunities in dental hygiene, floriculture, nursing, secretarial science, and word processing.

The Pennsylvania Department of Education recognized CENO as an Exemplary Vocational Education Program in 1989.
As the 1980s grew to a close, enrollment grew. New recruitment videos and diverse advertising campaigns attracted high school students from around the state, as well as adults living within commuting distance to campus. But approaching quickly was a deadline to establish a permanent sponsor for the community college.

Looking to the future was an important theme in WACC’s recruitment marketing and public relations in the late 1980s.
A new institutional brand was born on July 1, 1989, when Gov. Robert P. Casey signed legislation transforming WACC into Pennsylvania College of Technology, a wholly owned affiliate of The Pennsylvania State University.

“Through this legislation, we’re creating an exciting new center of resources and opportunities that will serve serious students, researchers, business and government throughout the commonwealth,” the governor said.

He said benefits of the affiliation would include improved access to technology training for more Pennsylvanians, savings to state taxpayers by reducing duplication of specialized programs and services, and improved efficiency in high-speed transfer of innovations in technology to businesses and industries.

Rep. Bush expressed great enthusiasm: “We have turned a problem into an opportunity. There is no question that the Williamsport Area Community College has been one of the single most important institutions in north central Pennsylvania. Now, as the Pennsylvania College of Technology, supported by its affiliation with Penn State, it will become one of the most significant institutions in the entire Commonwealth.”

The college catalog required reprinting in summer 1989 to incorporate a new logo, marking the Penn State affiliation.
The president’s Annual Report reflected the excitement of the historic agreement and promised continuing commitment to the values of Penn College’s forerunners.

“What have not changed are the fundamental principles, which have guided this institution since its inception. Whether you consider the industrial arts training for adults in the early 1900s … the veterans’ retraining of the 1940s at the Williamsport Technical Institute … the community leadership of the Community College in the 1960s and ’70s … or the emerging role of advanced technology training in the 1980s … you will be constantly reminded that the underlying goal of all our efforts has been to provide excellent, lifelong education that promotes ‘the dignity and worth of all individuals.’ And that goal, I can assure you, will never change.”

“Don’t call it WACC, College joins Penn State family,” reported the Grit newspaper in July 1989.

As the name changed, so did the official college logo. The Williamsport Sun-Gazette reported the college would not retain the “impressionistic rising sun” that was part of the WACC logo, but would incorporate the Penn State mark with its familiar Nittany lion.

“Given Penn State’s reputation, that should provide plenty of prestige and recognition,” said Dr. Miles D. Williams, dean of personnel and community relations.

The Sun-Gazette also reported that the institution had some unfinished business, including choosing a nickname for the school. What seemed like an obvious choice, “Penn Tech,” appeared not to be in the running.

“There is a Pennsylvania Institute of Technology somewhere in the state that is called Penn Tech,” Williams told the newspaper. Within a few days, an updated newspaper report revealed that officials had chosen Penn College as the new abbreviated version of the name.
Marketing efforts focused on establishing a new brand as a Penn State affiliate. Now outside the boundaries of the community college system, the institution was free to develop baccalaureate degrees and on-campus housing – making it marketable to a more traditional student prospect from outside the local region.

The college announced plans to launch five Bachelor of Science degrees in Fall 1992: construction management, dental hygiene, manufacturing engineering technology, plastics and polymer engineering technology, and welding and fabrication engineering technology.

“The four-year programs will be developed in technical areas with strong two-year foundations already in place. It’s not as if we are compromising our tradition as a two-year college; we’re building on it,” the president said.
Prepare now for advancement opportunities!

Dental Hygiene
B.S. Degree

Convenient Distance Learning Option

"This program was one of the best things that ever happened to me. It is well developed, fit my busy schedule and gave me the education and direction to change my career."

Pennsylvania College of Technology

Welding & Fabrication Engineering Technology
Bachelor of Science

Welding Technology
Associate of Applied Science

Welding Certificate

PLASTICS & POLYMER TECHNOLOGY

Industrial Technology Division

Pennsylvania College of Technology

Formerly The Williamsport Area Community College

Pennsylvania College of Technology
For many years, high school students attended a popular Secondary Vocational Program on the WACC campus.
The opportunity to lead a statewide Tech Prep consortium placed Penn College at forefront of a movement to revolutionize high school vocational-technical education in the 1990s.

An alternative to traditional secondary vocational education, Tech Prep encouraged programs to place greater emphasis on math, science, and English coursework and to help students understand how important, basic skills directly relate to the world of work.

Penn College’s Tech Prep consortium, formed in 1991, impacted nearly half of all Pennsylvania school districts – including 19 districts and 32 area vocational-technical schools. This exposure increased name recognition for the institution across the state and placed the college in a leadership role in the growing K-12 outreach movement.

It also coincided with the closing of the Secondary Vocational Program that had been part of the institution since its earliest days. Secondary vocational classes actually started before Williamsport’s adult training program, upon which WTI, WACC, and Penn College were founded.

Originally, Williamsport’s secondary and postsecondary vocational classes operated out of the high school; in 1941, the founding of WTI brought an opportunity to market the secondary program beyond the boundaries of one school district. As a community college with 20 sponsoring school districts, participation in the secondary programs grew to include many schools within commuting distance.

In creating a more traditional, four-year campus environment after the Penn State affiliation, the institution’s focus shifted away from offering secondary programs on campus. Through Tech Prep, and later the Outreach K-12 initiative, Penn College maintained a role in connecting secondary, postsecondary, and career experiences.

A Governor’s Achievement Award in 2005 recognized Penn College’s efforts to establish a more unified curriculum across high school career and technical programs and postsecondary programs. The award was given to the NanoTrek project, offering college-level electronics courses in high schools. It was organized by Outreach K-12 at Penn College and funded by the state Department of Community and Economic Development.

By 2011, when the Penn College NOW dual-enrollment program earned accreditation from the National Alliance of Concurrent Enrollment Partnerships, more than 1,600 students had earned college credits valued at more than $2 million through the program.

Penn College partnered with two high schools in 2012 to pilot a program to help students prepare for college-level math classes. College representatives administered sample math placement tests to juniors at Williamsport Area and Jersey Shore Area high schools. Based on test results, students received appropriate levels of support and/or remediation in their senior year to help them transition successfully into college.
Connecting WTI, WACC, and the more recent Penn College alumni, as well as other supporters, to a new institutional brand was a priority after the Penn State affiliation.

A full-color magazine, featuring news and feature articles about Penn College programs and people, was developed and distributed by the College Information and Community Relations office beginning in 1991. More than 55,000 copies of each issue are distributed to students, prospective students, faculty, staff, and supporters of Penn College.

One College Avenue, recipient of numerous higher education marketing awards, also developed an online version of the magazine in the 21st century.

Web Extra
additional content at oca.pct.edu

One College Avenue magazine premiered in 1991, sharing news and information about students, alumni, faculty, staff, and friends of Penn College. Cover images show the magazine's evolution.
To recruit a more traditional student body, the college developed new facilities to create a full campus experience. On-campus student housing and a hub for student activity – featuring a fitness center, health and counseling centers, bookstore, dining facilities, and spaces for student meetings – were added.

The college also led an effort to preserve an old movie theater and turn it into a showpiece for downtown Williamsport. The rejuvenated Community Arts Center brought opportunities for cultural enrichment for students and the local community.

The Community Arts Center became a showpiece in the city. Its success in providing students and the community with opportunities to see world-class performances enhanced the college’s reputation for positively impacting the quality of life in the region.

In 2008, the center was chosen to host the Governor’s Awards for the Arts. In welcoming the governor and guests, Dr. Davie Jane Gilmour, Penn College president, said: “In a technology-driven 21st century, the creative arts continue to play a key role in our society. As individuals and as communities, we dream new ideas and grow in new directions because we feel inspired by our surroundings and by the creative expressions of our fellow human beings.”

Bush Campus Center and The Village at Penn College gave birth to a residential campus.
Creating a rich, full experience for students also led to cultural enrichment in the city.
What helps **people**, helps **business**.

_Leo Burnett_
Advertising executive, named one of the 100 most influential people of the 20th century by *Time* magazine

Television viewers across the nation got a close-up look at Penn College in November 1993, when *CBS Evening News* correspondent Wyatt Andrews profiled adult students who enrolled after losing their jobs in a local factory closing. Former C.A. Reed employees attending Penn College appeared in a segment featuring the North American Free Trade Agreement and government retraining resources.

The top institutional objective for 1993-94 was to develop and implement a comprehensive marketing plan, based on campus and community input.

Surveys and open forums gathered faculty and staff ideas on marketing opportunities and needs. Workshops on recruitment and marketing practices encouraged employee involvement. An independent agency conducted a public opinion survey.

The result of these efforts was a new marketing position statement based upon institution’s reputation and aspirations: Pennsylvania College of Technology is Pennsylvania’s premier technical college.

*CBS Evening News* introduced Penn College to television viewers across the nation.

Marketing position statement inspired action and achievement.
The opening of the Lumley Aviation Center in 1993 marked an exciting new chapter for one of the institution’s oldest programs. It also attracted out-of-state student prospects and international business clients to Penn College.

Within a year of the center’s opening, Penn College offered rapid response to assist students from a New York aeronautics school that closed unexpectedly. Quick transfer action allowed 36 students from the school to complete a program of study at Penn College. Again, the college’s reputation was enhanced by its responsiveness and service.

The Aviation Center earned international acclaim in 1996 when it was named the worldwide Textron Lycoming Authorized Training Center. In addition to credit programming, the center served as the training base for Textron’s domestic and international customers and employees.
Making public relations personal was the concept behind a Penn College television program that premiered on local cable in September 1995. *Penn College & You* featured a 30-minute interview followed by a half-hour of open phone lines, allowing viewers to ask questions.

Host Thomas F. Speicher developed the idea for the series while transitioning from a job as the college radio station manager and part-time instructor to a position in the College Information and Community Relations office.

The series' premiere featured the college president discussing topics including the high cost of education and the impact of colleges’ tax-exempt status on town-gown relations.

“The program facilitated a productive dialogue with members of the public,” Breuder said. “By communicating directly to the public and discussing their questions and concerns with them, we are able through this program to build lasting relationships.”

An episode of *Penn College & You*, featuring School of Hospitality’s Chef Paul E. Mach launched a second college television series. Originally produced by the local cable system, *You’re the Chef* – which received a 2002 Mid-Atlantic Emmy nomination became a public television offering through WVIA-TV in 1998.
The college introduced a new career-exploration documentary series on public television in 2008. The premiere episode of the *degrees that work.* TV television series earned a bronze Telly Award – recognizing the best in local, regional, and cable-television or online video/film productions. It went on to earn three additional Telly Awards and three Communicator Awards of Excellence from 2008-11.

Produced in conjunction with WVIA Public Media, the award-winning series also was shared online via Teacher’s Domain, an online library of free media resources developed by Boston public television. In addition to offering video and online broadcasts, *degrees that work.*TV presented free teacher resources to encourage classroom use.

Emily DeRocco, president of The Manufacturing Institute and senior vice president of The National Association of Manufacturers, is interviewed for *degrees that work.*TV.

“They’ve got the 21st century relationship between education and business,” he said. “The model of the 21st century school, I think, in many instances, is making sure that your curriculum prepares your students for jobs. They’ve been doing that for quite some time.”

When the college celebrated its “Diamond 10” anniversary in 1998-99 – marking 85 years of operation, including 10 years as a Penn State affiliate – enrollment exceeded 5,000 and more than half of the student body came from outside the local region.

The year also marked the inauguration of a new leader. Dr. Davie Jane Gilmour, the college’s first woman president, rose from the faculty ranks to become its chief executive.

The celebration continued when the college received its first $1 million donation. The gift, provided by an anonymous donor who grew up in Williamsport, funded the construction of a formal campus entranceway on a 20-acre site along Maynard Street.

Built on the site of a long-abandoned factory, the entranceway led to the development of a valuable commercial zone for the city and helped the college achieve status as one of the region’s chief assets in annual economic outlook reports.

Proud pillars and a large sign featuring the official logo greeted visitors at the gateway. The addition of the area’s largest American flag and a commemorative walkway, with more than 500 bricks purchased by alumni, faculty, staff, and others, marked the entrance as one of the city’s most iconic landmarks. Following Sept. 11 terrorist attacks in 2001, campus and community residents gathered beneath the entranceway flag.

“The large American flag at our Main Campus gate helped bring us together, a symbol of our iron will,” President Gilmour said. “Neighbors and strangers alike gathered, and Penn College stood proudly as a vital anchor for its community.”

Open, inviting campus increased visibility and awareness of the college brand.
Entranceway opened public view of campus.

Impressive 30-by-60-foot American flag proudly waves over the campus entrance.
“We are proud of our history and of a tradition that sets us apart from others in higher education,” Gilmour told guests who gathered for Diamond 10 celebrations. “We have roots deeply planted in this community. We are not, nor should we be a gated community unto itself. We are a part of Williamsport’s past, present, and future.”

In conjunction with the Diamond 10 anniversary, the college began collecting audio and video interviews to capture the stories of individuals who made history with the institution. The first interview was conducted by library director Lisette N. Ormsbee, who interviewed Dr. Donald B. Bergerstock, a retired dean. Later, librarian and archivist Patricia A. Scott interviewed six graduates during a WTI alumni reception.

Retired history professor and 1984 Master Teacher Dr. Daniel J. Doyle continued the project through 2013. His first interview subjects were four founding leaders of the institution: Dr. William Homisak, Dr. Kenneth E. Carl, Joseph G. Sick, and Dr. James B. Bressler.

In the Winter 2006-07 issue of One College Avenue, writer/editor Tom Wilson described the relevance of the interviews: “By themselves, their accounts provide disparate threads of memory; woven together, they form a portrait of the pioneering spirit that brought a technical school out of a basement and into national pre-eminence.”

Archivist Scott saw the interviews as “breathing life into papers and photographs filed away in the archives and vividly recreating the appearance of campus long after certain buildings and their uses have fallen to dust.”

Doyle confirmed: “It’s important to understand the history that has preceded this point and … established a crucial foundation that allowed Williamsport Area Community College and Pennsylvania College of Technology to evolve into the institutions that they became.”

Diamond 10 Anniversary celebrated future promise and pride in past achievements.
The college continued to emphasize real-world connections in marketing and embrace new technology in sharing its message. In 2000, *Yahoo! Internet Life* ranked Penn College fourth among two-year institutions in “America’s Most-Wired Colleges,” recognizing a 1:6 computer-to-student ratio on campus.

Real-world recruitment materials included a video that earned a prestigious Communicator Awards’ Crystal Award of Excellence in 2001.

**Billboard featured message of national prominence.**
Technology was a key element for success in careers at the start of the 21st century. Creating greater awareness of career opportunities in emerging technology fields became an important part of college marketing.

Following in the tradition of earlier WTI and WACC career exploration initiatives, Penn College took on the challenge of demonstrating the importance of math and science – crucial building blocks for all technology applications – to middle and high school students.

In 2001, Penn College introduced Science, Math Applications in Real-World Technologies for Girls (SMARTGirls), designed to encourage them to persist in math and science studies. SMARTGirls participants applied math and science concepts to problem-solving activities in campus lab activities.

In 2011, the college hosted a Nontraditional Employment Opportunities (NEO) Guys event, encouraging teen males to “think outside the box” and consider careers based on interests and strengths, even if the field of study seems nontraditional for their gender. Participants attended on-campus workshops in health sciences and culinary/hospitality areas.

Programs encourage girls and boys to strengthen foundational math and science skills in order to be successful in college and technology-related careers.
Next to doing the right thing, the most important thing is to **let people know** you are doing the right thing.

**John D. Rockefeller**
American industrialist, philanthropist and founder of Standard Oil Co.

*PCToday* brought Penn College news and information to students, faculty/staff, alumni, and the general public via the Internet beginning in 2001. Updated daily, the website features articles and photographs of activities, events, programs, and services offered on campus.

The Internet became a primary resource for marketing with the introduction of Penn College’s [www.pct.edu](http://www.pct.edu) website in 1995.

The website earned national status in 2007 when Penn College was the highest-rated school in the north, and second in the nation in the National Research Center for College & University Admissions’ annual rankings of websites.

Website development and design of the award-winning site was done exclusively in-house by staff in College Information and Community Relations, supported by Admissions and Information Technology Services.

The national ranking resulted from a research-based analysis of more than 3,000 postsecondary institutions that considered the functionality and design of college and university websites providing information to potential students. Among the recognized features of Penn College’s site were ease of navigation and access to admissions information, ability to track application status, online video clips featuring students describing their experience, a virtual tour of the campus, photographic features of student projects, checklists to assist in the application process, and links to college news and community information.

Public access to news and information is provided by the *PCToday* website.
Historical significance and community connections marked other facility-related events, including the rededication of a former manufacturing plant as an instructional facility.

The college acquired a former furniture factory adjacent to campus through a gift-purchase agreement; the college paid HON Industries Inc. $750,000 for a $3.4 million building. In 2003, the facility reopened as College Avenue Labs, with instructional space for collision repair, manufacturing, drafting, and civil engineering.

The president said the project struck an emotional chord on campus: “Whenever a business leaves town and local people lose their jobs, it’s difficult for the community. When HON announced it was closing, our first thought was to get our people over there to help those workers figure out what they wanted to do with their futures. We always provide career services when an area business announces a layoff or a closing. Of course, this time it came very close to home; it affected our neighbor. We were very surprised when that neighbor turned around and offered us an opportunity to turn ... an empty factory into a lively, instructional facility. We appreciate that HON wanted to continue to make a difference in our community.”
Preserving a visible symbol of the institution’s connection to its community was the idea behind a $9 million refurbishing of the 90-year-old Klump Academic Center in 2004. At its 1914 opening as Williamsport High School, the building became home to vocational-technical classes that were the foundation of WTI, WACC, and Penn College.

A time capsule placed in the renovated center featured an inscription of a Euripides quote used as a theme for the rededication: “Time will explain it all.”

Souvenir clock, designed by Penn College alumnus and designer Phillip C. Warner, celebrated the rededication of a campus and community landmark.

President Gilmour welcomed the public to a renovated Academic Center. Local newspaper and cable television features celebrated the center’s history in 2004.
Campus expansion made news headlines during the first decade of the 21st century.

New facilities added just inside the main entrance to campus – Student & Administrative Services Center (2003) and the Roger and Peggy Madigan Library (2006) – and new student housing at Rose Street Apartments (2003) were among the most visible changes to campus.

More than 500 gifts and pledges totaling $1.57 million supported construction of the Roger and Peggy Madigan Library.

Graphic design instructor and 1998 Master Teacher Keith A. Vanderlin (above) helped develop educational specifications to support The Gallery at Penn College in the Madigan Library, which attracted visitors interested in traditional, experimental, and contemporary art.
Creative marketing pieces celebrated new facilities.
Campus expansion again made the headlines in Fall 2010, when the college completed its most extensive building program to date. The $45 million program, labeled Stage X, to identify the number of major renovations conducted on campus, rejuvenated several instructional facilities and added new housing for freshman students.

Formal ceremonies were held in each of the facilities impacted by Stage X.

Among the facilities rejuvenated as part of Stage X was the Robert and Maureen Dunham Children’s Learning Center, which was later dedicated in honor of the chairman of the Penn College Board of Directors and his wife. The nationally accredited center serves the families of students, employees, and the community and supports instruction in the early childhood education program.

Invitations and souvenirs were part of the Stage X celebration.
Competitive **advantage** is a company’s **ability** to perform in one or more ways that competitors cannot or will not match.

*Philip Kotler, Ph.D.*

Co-author of the world’s most widely used graduate-level textbook in marketing, *Marketing Management*

Penn College established a solid marketing niche based on unique degrees and a commitment to address public interests and workforce needs through noncredit offerings. This philosophy of lifelong learning impacted economic vitality and positioned Penn College as a statewide and national model.

While still operating as a community college, the institution gained support from the National Science Foundation to test the feasibility of establishing a Technology Transfer Center. The two pilot projects – in plastics research and computer integrated manufacturing – were successful. A new center to improve productivity and competitiveness by accelerating the transfer of applied technology and advanced manufacturing technologies to industry – especially small and medium-sized companies – was introduced to the campus.

Technology transfer impacted the college’s reputation and industry’s bottom line.

The Technology Transfer Center & Continuing Education at Penn College offers noncredit classes for the general public. For a catalog of course offerings or more information, please call (717) 327-4775.

The TTC is an authorized training center for AUTODESK / NOVELL MICROSOFT® / SMARTCAM
Building public awareness for workplace training efforts became a marketing priority. WACC’s reputation for returning results for government and business/industry investment was heralded across the state. Soon, grant funds were supporting large training efforts, impacting hundreds of businesses and thousands of workers.

Within a decade, Pennsylvania awarded its first statewide customized job-training project contract to Penn College. A 1997-98 project helped to upgrade skills of 2,700 employees of six OSRAM Sylvania plants across the state to help the company maintain global competitiveness.

Two years later, the state established its first Guaranteed Free Training Program (WEDnetPA) and selected the college to act as coordinating agent for the alliance, which also included the state’s 15 community colleges and 14 state system universities. In its first 18 months, WEDnetPA trained 18,000 employees. In a decade, it became the state’s largest worker-training program. Managed by Penn College, the program provided more than $18 million worth of training to more than 800,000 Pennsylvania workers at nearly 14,000 companies.

Penn College also developed the largest weatherization training program in the state. The Weatherization Training Center, established in 1984 with support from a state grant, provided training for agency workers who weatherized homes for low-income and elderly residents.

Increased demand for energy-conservation services, fueled by the nation’s economic stimulus plan, led the WTC to grow from training an average of 300 workers a year to more than 2,000 in 2009-10. Penn College also established a statewide worker and instructor certification system that became a national training model for the weatherization industry.

In 2012, the center was renamed the National Sustainable Structures Center to reflect a broader mission of providing building science and energy conservation training for commercial and residential use.
The college’s efforts to support the plastics industry gained national attention in 2005 when, in collaboration with Penn State and the state’s Workforce Investment Board, it earned a $3.75 million U.S. Department of Labor grant to develop a statewide plastics education and industry network.

Offering one of only five plastics-related accredited degrees in the nation, Penn College also operated the Plastics Manufacturing Center, giving plastics companies access to modern training and research/development facilities, faculty expertise, and workforce-ready graduates.

By 2012, the center evolved into one of the nation’s top providers of plastics research, development and education and was renamed the Plastics Innovation and Resource Center. A feature article in Plastics Engineering, a magazine published by the Society of Plastics Engineers, launched a rebranding campaign for the center.

Plastics Innovation and Research Center serves as a national leader.
When a new industry brought employment opportunities to the region in 2008, Penn College set the pace for training and developing a competent workforce.

The development of hydraulic fracturing (fracking) technology unleashed the potential for securing previously untapped Marcellus Shale natural gas reserves in Pennsylvania and neighboring states. Suddenly, an influx of energy companies and related service providers offered a variety of job opportunities.

In partnership with Penn State Cooperative Extension, Penn College developed the Marcellus Shale Education & Training Center (MSETC) to provide economic impact studies and workforce assessments to clarify the potential for growth and to train qualified workers for the natural gas industry.

In 2012, the center was renamed the Shale Training & Education Center, recognizing the potential for exploring energy sources in other shale and sand formations throughout the Appalachian Basin. Penn College entered into affiliate agreements with Penn State campuses to deliver relevant training across the commonwealth.

A $14.9 million federal grant, awarded in 2012 to a consortium led by Penn College, focused on expanding career awareness initiatives relating to oil/natural gas and related industries. ShaleNET U.S. — comprised of Penn College, Westmoreland County Community College (Pa.), Stark State College (Ohio), and Navarro College (Texas), received funding to establish standardized programs to encourage students to enter and advance in these fields.

In November 2012, Penn College’s education and training efforts were featured in an article, “Gas Boom County Strives for Economic Afterglow,” published by The New York Times.
In August 2012, Business Magazine, published by the Manufacturer and Business Association, declared that Penn College “inspires work-force growth.”

“It’s time to make sparks fly,” the magazine proclaimed. “New ideas ignite growth. To escape a crippling recession and jump-start the engines of industry, the United States must educate and inspire the work force now. Fortunately, one of the nation’s premier technology colleges already has boots on the ground across the Commonwealth – in the form of expertise and training that delivers quality results for industry. Pennsylvania College of Technology has a unique history of serving work-force needs.”
In addition to marketing and public relations activities related to business and industry needs, the college actively pursued relationships to build social networks within the community.

“I think Williamsport is a college town, it just doesn’t recognize it yet,” said Williamsport Mayor Michael R. Rafferty when the Williamsport-Lycoming Chamber of Commerce formed a College Town committee in 2003. The mayor, a WACC graduate, earned the college’s Distinguished Alumni Award in 1985.

*The Williamsport Sun-Gazette* praised the combined efforts of local government, business leaders, colleges, and students to spread the word about positive college-community connections: “In an age of corporate downsizing and plant closings, the colleges are among the city’s most reliable employers – giving hundreds of people good-paying, full-time jobs with health benefits, pension plans and little worry about layoffs.”

College Town activities included Student of the Month recognition and a planning exercise called “Williamsport: Your College Town, Your Design Vision,” in which students envisioned the city’s future. Penn College students developed a College Town website that featured a calendar of events, interactive map, and surveys regarding “student-friendly” businesses.

College Town effort partnered students and staff of Penn College, Lycoming College, and Newport Business Institute with local government and business leaders.
Students played an important role in sharing the Penn College message – in the community, on campus, and with future students. In 1996, student ambassadors – selected on the basis of leadership, involvement, academic achievement, and Penn College pride – began leading campus tours. Under the leadership of Chester D. Schuman, who served as admissions director for 34 years, the ambassadors enthusiastically welcomed prospective students and their families to Penn College.
Schuman’s role in building name recognition for the college went beyond his three decades as admissions director. He also led the Penn College into the record books. From 2003-08, Coach Schuman’s golf teams captured media attention and public acclaim for garnering 155 consecutive wins.

When Schuman passed away in 2011, former golf team members and student ambassadors joined his family, friends and Penn College colleagues in raising more than $31,000 to endow the Chester D. Schuman Scholarship Fund. President Gilmour said, “It is the perfect tribute to a wonderful man that his positive influence on others will continue in perpetuity through this endowed scholarship.”

Wildcat athletics also gained fame in sports other than golf. In 1998, the Penn College archery team earned its first National Collegiate Archery championship; more NCA championships for Penn College men and women archers would follow over the next decade. Penn College hosted its first NCA championships in 2000 – bringing college and university athletes and fans from around the nation to Williamsport.

In 2009 – competing with more than 30 other colleges in California – Penn College won three team and one individual championships, finished third overall (highest in the school’s history) and qualified two archers for the World University Games.
Penn College was approved for exploratory membership in Division III of the National Collegiate Athletic Association in 2013-14. Officials said it was a “major step forward” in continuing to build strong athletic programs consistent with college values regarding athletics, academics and community involvement.

The Wildcats – fielding 12 intercollegiate varsity teams – began competing in the Pennsylvania State University Athletic Conference in 2004 and United States Collegiate Athletic Association in 2008. The college won the PSUAC Chancellor’s Cup five consecutive years and placed in the top seven of the USCAA Director’s Cup each year. In total, Penn College earned more than 40 conference championships and made many national tournament appearances.
Like a sports team inspired by the excitement of its fans, Penn College thrived thanks to the support of individual and corporate donors, alumni and employee supporters that contributed to its success.

Penn College’s commitment to employees attracted a national spotlight in The Chronicle of Higher Education’s 2009 “Great Colleges to Work For” survey – the second-largest workplace-recognition program in the country, after Fortune’s “100 Best Companies to Work For.” The college earned “Honor Roll” status as one of the nation’s top 10 medium-sized institutions.

President Gilmour celebrated the honor by declaring, “People make the difference at Penn College … There is an energy and enthusiasm on our campus that is unique and rewarding for all of us who are fortunate to be part of it.”

An annual donor reception and pastry buffet honors friends and supporters.

From a license plate to a magnificent wall honoring the most generous donors, Penn College celebrated relationships that contribute to institutional advancement.
In 2010, Penn College earned an *America’s Best Colleges*’ top tier ranking among baccalaureate colleges in the north region. Penn College first appeared in the rankings, published by U.S. News Media Group, in 2002. The college was ranked among the top 10 public colleges in the north region in 2013.

The largest educational advertising awards competition in the country presented its highest award for a “total public relations campaign” in 2012 to Penn College. The gold award from Educational Advertising Awards, sponsored by *Higher Education Marketing Report*, honored the college’s connection to the Little League World Series.

Involvement with the international youth baseball series, founded in Williamsport, began more than a half-century earlier. WTI students excavated the site for Little League’s stadium in 1959; WACC students built concession stands and remodeled the stadium’s dining hall.


Connections with Little League Baseball strengthened public relations.
For years, students in health-related programs served as volunteers, providing medical assistance to players and fans during the series. In 2009, Penn College began hosting a picnic on campus for players, coaches, managers, and umpires, just prior to the Grand Slam parade, which opens the series. Guests received commemorative pins honoring the college-Little League connection.

Commemorative pins were designed by Penn College designer and alumna Sarah K. Patterson.

Coloring books and playing cards designed to promote career awareness were designed by Penn College designer and alumna Deborah K. Peters.
The college president, student ambassadors, faculty, and staff participate in the parade, distributing college-designed backpacks, coloring books, and playing cards to children along the parade route. The coloring books and playing cards feature the Penn College mascot in a variety of real-world work scenarios to help kids become more aware of career opportunities in new and emerging technologies.

While the College Information and Community Relations staff designed materials and organized the College’s picnic and parade participation, director Elaine J. Lambert explained that Little League is truly an all-college event.

“The entire campus community comes out in support of this initiative,” she said. “The college has partnered with Little League in various ways for more than half a century. In recent years, we have used this ‘hometown advantage’ to share a message about the importance of quality technology education with visitors around the world during the championship series. It’s an honor to have this initiative, which is so close to our hearts, selected among the nation’s top public relations campaigns.”

In November 2012, the Little League connection rose to a higher level when President Gilmour was named the first woman to chair the Little League International Board of Directors.
Creating a strong brand is not easy. It will require careful analysis on the one hand and thoughtful introspection on the other.

It will require discussion and debate. Most of all, it will require commitment and focus. But the reward is there.

Perhaps more than any other tool in the marketer’s tool kit, the creation of a strong brand offers true opportunity in today’s competitive marketplace.

Robert A. Sevier, Ph.D.
*Building a Brand That Matters*

Consistent use of a popular “degrees that work” tagline, which describes the institution’s focus across several generations, established a common theme in Penn College recruitment marketing in recent years.
In addition to its status as one of the top public baccalaureate colleges in the north, according to America’s Best Colleges, Penn College continues to be one of the nation’s Top 100 Associate Degree Producers, according to Community College Weekly.

An integrated marketing plan approved in 2008 established goals to re-energize interest in associate degrees and increase articulation agreements with community colleges in order to promote 2 + 2 baccalaureate degrees available both on campus and online. It encouraged marketing to promote “career ladders” for individuals – including military veterans – seeking advancement or new career opportunities.

Military veterans and others are encouraged to consider career-ladder opportunities.

Recruiting veterans to campus since 1914, the college earned GI Jobs Military Friendly Schools status honoring those that do the most to “embrace America’s veterans as students.”
Strategies for promoting majors that have the greatest potential for enrollment growth also were developed in conjunction with the marketing plan. With programs related to more than 100 careers, marketing materials target a diverse audience of prospective students. Since its early days, the institution has met the challenge of recruiting students interested in a range of programs, from health, business, culinary, and design to transportation, natural resources, construction, and engineering technologies.

Over the years, marketing materials have presented unique and diverse career opportunities.
Pennsylvania College of Technology

Physician Assistant
BACHELOR OF SCIENCE

Heavy Construction Equipment Technology:

- Technician Emphasis
  - Get a hands-on education to become a skilled technician in heavy equipment
  - Coursework includes:
  - Power Train Systems
  - Haul Truck & Final Grade Equipment
  - Preventive Maintenance

- Caterpillar Equipment Emphasis
  - Caterpillar dealers work closely with Penn College to prepare students to take the Cat licensing exam and earnlogs
  - Coursework includes:
  - Coursework in Heavy Equipment
  - Coursework in Power Train Systems
  - Coursework in Haul Truck & Final Grade Equipment

- Operator Emphasis
  - Equipment Technology: 2 Year Associate Degree Program
  - Coursework includes:
  - Power Train Systems
  - Haul Truck & Final Grade Equipment
  - Preventive Maintenance

Pennsylvania College of Technology

Would You Like to Share the Pleasure of...
Food Service
With happy, satisfied customers?
Two-Year Associate Degree Program
Two-Year Certificate Program

The Food Service Industry Seeks You...
Careers Are Open in Many Food Areas

degrees that work.

Office Technology

"Penn College was great for a working Mom like me!"

A.A.S. Degree
Medical or Executive Emphasis
School of Business & Computer Technologies

Pennsylvania College of Technology

Marketing With A Mission
The diversity of programs offered is evident in this section of recruitment pieces.
Career awareness – making prospective students, parents, and K-12 educators aware of new career opportunities in emerging technologies – continue to be a crucial aspect of Penn College recruitment marketing.

In addition to recruitment and career awareness activities in schools and through public television, the college introduced its message through social media beginning in 2009. Among the most successful endeavors in recent years were YouTube videos featuring Penn College students and alumni.

Global outreach also continued to expand in recent marketing campaigns. Penn College was among colleges and universities advertised in a special Newsweek Asia college guide.
The competitive higher education marketplace of the 21st century demands better, bolder marketing and recruitment efforts. At the same time, colleges and universities face public scrutiny as costs threaten to limit access to many who need and want the benefit of postsecondary education.

In 2012, President Gilmour was named to the Governor’s Advisory Commission on Postsecondary Education. She was one of 31 postsecondary education and business leaders from around the state asked to develop long-range strategies for the future of higher education. In November, the commission released recommendations it said would “provide a robust road map for the next decade that puts the user in the driver seat and helps make education more affordable and accessible for all.”

A key point of the recommendations was providing for workforce needs. The Penn College president said she was proud to represent the college’s unique role as a leader in that effort for nearly a century.

Always determined to meet the most challenging circumstances with bold moves, in 2012, Penn College announced a new vision to become a national leader in applied technology education.

With a history of innovation and flexibility to meet emerging, real-world needs, Penn College is positioned to celebrate a 100th anniversary while aspiring to even greater levels of success.
While celebrating the 20th anniversary of the establishment of Penn College in 2009, President Gilmour announced the launch of a five-year “Countdown to the Centennial” to honor the full history of the institution. The countdown began with an exhibition in The Gallery at Penn College, which featured photographs and artifacts of the institution since its inception in 1914.

A book capturing the essence of that exhibition, titled *Were You There?*, was published in 2010. A second Centennial book, *Legacy of Leaders*, published in 2012, honored the institution’s founding directors, more recent presidents, and others who helped to establish the institution as a statewide and national model. This *Marketing With a Mission* book is third in the Centennial series; another book is slated for publication in 2014.

Learn more and share your memories of Williamsport Technical Institute, Williamsport Area Community College, and Pennsylvania College of Technology online: [www.pct.edu/centennial](http://www.pct.edu/centennial)
www.pct.edu/centennial

Net proceeds from the sale of Marketing With a Mission will become permanently restricted funds that will be invested to create income used for annual scholarship awards from the Penn College Endowed Alumni Scholarship.

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