CENTRAL
CAROLINA
COMMUNITY
COLLEGE

**Marketing and
Communications Plan**

# Contents

# Introduction

The Central Carolina Community College marketing and communications plan supports the Marketing and Public Affairs Department as they create and implement marketing activities to increase student enrollment; inform prospective students; build external awareness of college events, activities, courses, programs, and services; and enhance the image of the college through design, multimedia, photography, online, and written projects. The plan is updated biennially in order to keep abreast of current marketing trends and tools, guide marketing and communications decisions, and provide a course of action that fits within specified budget parameters.

# Goals and Strategies

# GOAL 1

## Develop and implement marketing and communication activities to increase student enrollment

## Strategies:

1.1 Identify appropriate traditional and non-traditional media vehicles to reach curriculum target market segment

1.2 Identify appropriate traditional and non-traditional media vehicles to market the Economic and Community Development Division, including: continuing education, college and career readiness, small business centers, industry services, emergency services training, and workforce development

1.3 Identify appropriate communication methods to market college programs, offerings, events, and activities

# GOAL 2

**Promote brand identity to increase college awareness and establish CCCC's reputation as a higher education leader in the service area and beyond**

## Strategies:

2.1 Strengthen the unified voice and visual identity through the CCCC Branding Guide

2.2 Improve collateral materials on a continual basis

2.3 Develop and establish key messages to market the college

2.4 Communicate effectively with external audiences (prospective students, parents, donors, alumni, businesses, media, community-at-large) to build awareness of college programs, offerings, services, events, and activities
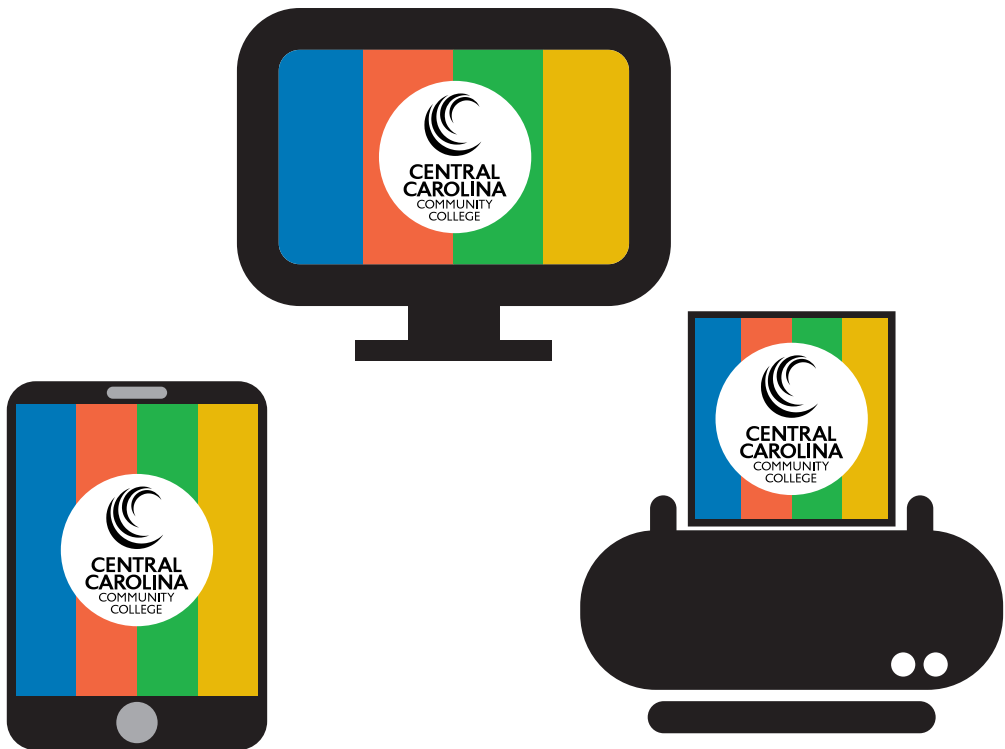
# GOAL 3

**Implement an integrated approach to marketing and communication across divisions, departments, and/or groups of the college**

## Strategies:

3.1    Establish consistency between print and electronic media

3.2    Integrate design elements between external and internal methods

GOAL **4** **Create and maintain an informative and user–friendly college website (www.cccc.edu)**

# Strategies:

4.1   Conduct and expand research of website user needs, experiences, and usability

4.2   Initiate a website redesign based on user data, current design trends, and ability to function across multiple platforms
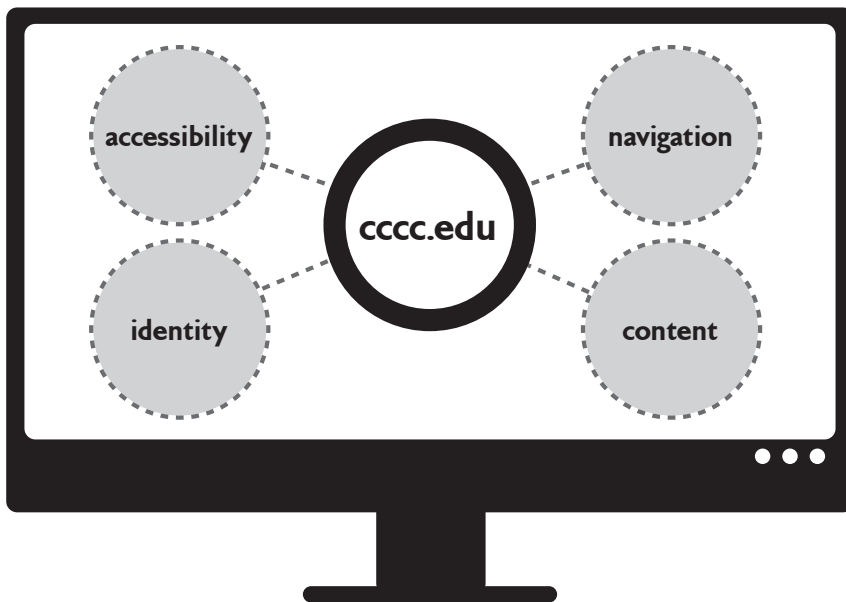
# GOAL 5

**Increase the college social media presence and social media marketing**

## Strategies:

5.1    Expand social media reach of the college through new and appropriate methods

5.2    Increase engagement with external audiences through social media outlets and achievement recognition

5.3    Monitor and track social media through a monitoring system

71%
WOMEN
who use the internet use
social
networking*

62%
MEN
who use the internet use
social
networking*

*source: Pew Research Center, Febuary 2013, The Demographics of Social Media Users-2012, pewinternet.org/Reports/2013/Social-media-users.aspx

## GOAL 6

**Evaluate the effectiveness of marketing and communication activities through data–driven research and monitoring methods**

## Strategies:

6.1 Conduct ongoing research to support marketing and outreach decisions through primary data

6.2 Analyze secondary data to support marketing and outreach decisions

6.3 Assess paid media buys through post-buy/post-campaign analysis

6.4 Monitor and track news coverage of CCCC through online media monitoring
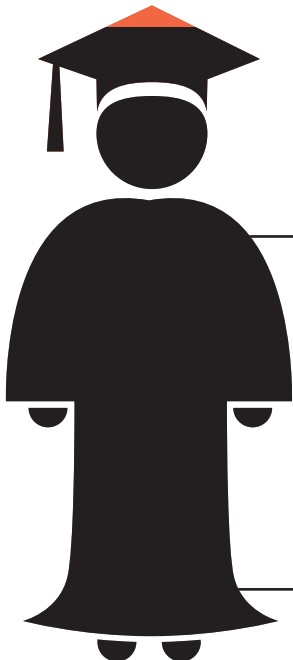
# 97.6%

**Curriculum students indicate CCCC advertising reflects a positive, professional, and accurate image of the college**[*]

*source: 2012-13 Curriculum Student Satisfaction Survey

# Primary Audiences

Prospective students (credit and non-credit)

Alumni

Local organizations

Business and industry

Donors and friends

Media

Board of Trustees

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**High school students, counselors, and teachers**

**Parents and family decision makers**

**Government/legislators**

**Foundation Board**

**Community-at-large**

College marketing communicators create, articulate, and promote messages indicating why individuals should become engaged with CCCC. These are the primary target audiences.

# Key
# Messages

The messages below are applied to the college marketing and communication efforts to establish a unified voice for CCCC. Key attributes have been identified to guide the marketing messages:



A good tagline is short, descriptive, and memorable. It also embodies the attributes of the college and supports the mission and vision. The tagline is under development and will be unveiled in 2014. This external statement will then be used to communicate the CCCC brand and support its identity.

# Media Methods

The college uses a variety of methods to market and communicate with primary and target audiences.

Advertising (paid)

Television spots (broadcast, cable)

Television billboards (sponsorship of weather, traffic segments)

Radio spots

Internet radio

Outdoor billboards

Campus banners

Movie theatre pre-show spots

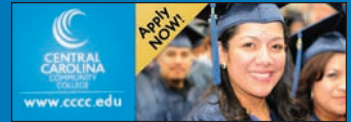Direct mail (postcard, course schedule)

Online advertisements (targeted marketing based on geographic, demographic, and behavioral goals)
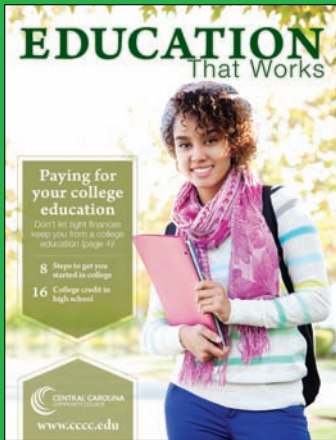
Online social media sponsored advertisements

Magazine and specialty publications

Newspapers

Vehicle wraps

# Publications and Design

"Education that Works" magazine

Admissions and enrollment brochure

Curriculum and ECD rack cards

Posters

Postcards

Flyers

Display boards

Invitations

Banners

Bookmarks

Maps

Logos

Booklets and brochures (college programs, offerings, and services)

Pocket folders

Student handbook

College catalog

Photographs

# Web and Electronic

College website (www.cccc.edu)

Secondary websites (4cnclive.com, ccccsbc.com, ccccsbcn.com, chathamsbc.com, harnettsbc.com, leesbc.com, ncst.org, trianglesouth.com, trianglesouthworkforce.com, wdccfm.com, wuawfm.com, dawcc.com)

Social media (Facebook, YouTube, Twitter, LinkedIn, Instagram)

Video and multimedia

Student achievement recognition through digital badges

Mobile application

# News and Public Affairs

News releases

Feature stories

Alumni and student success stories

Media pitches

Announcements and calendar listings

Media inquiries

Media relations efforts

Graduations

College and student achievements

# Plan of Action

**Creative and design strategy, communications/public affairs strategy, web communication strategy, and social media strategy**

# Creative and Design Strategy

Design, photography, and color selection all contribute to the branding and visual identity standards of the college.

*Design*: Marketing materials adhere to a design that provides uniformity across materials and platforms.  This consistency extends to print and electronic methods.

*Photography*: The college aims to capture lively, exciting photographs of CCCC students, events, activities, and locations throughout the service area.  When appropriate, stock photography may be used to represent students and programs.

*Color palette*: A color palette of blue, green, orange, and yellow connects the creative strategy, visual identity, and official logo of the college.  These four, bold colors bring consistency and vibrancy to the brand.

# Communications/Public Affairs Strategy

The college has implemented a strategy to maintain, facilitate, and enhance communication about CCCC with external audiences. Components of the strategy include:

- Create and distribute news stories to local, state, and national media

- Generate features that highlight successful students and alumni

- Pitch stories to the media

- Respond to media inquiries for information, interviews, photographs, and filming

- Organize and execute news conferences

- Advise administration, faculty, and staff who are contacted by the media

- Identify and execute key media relations efforts
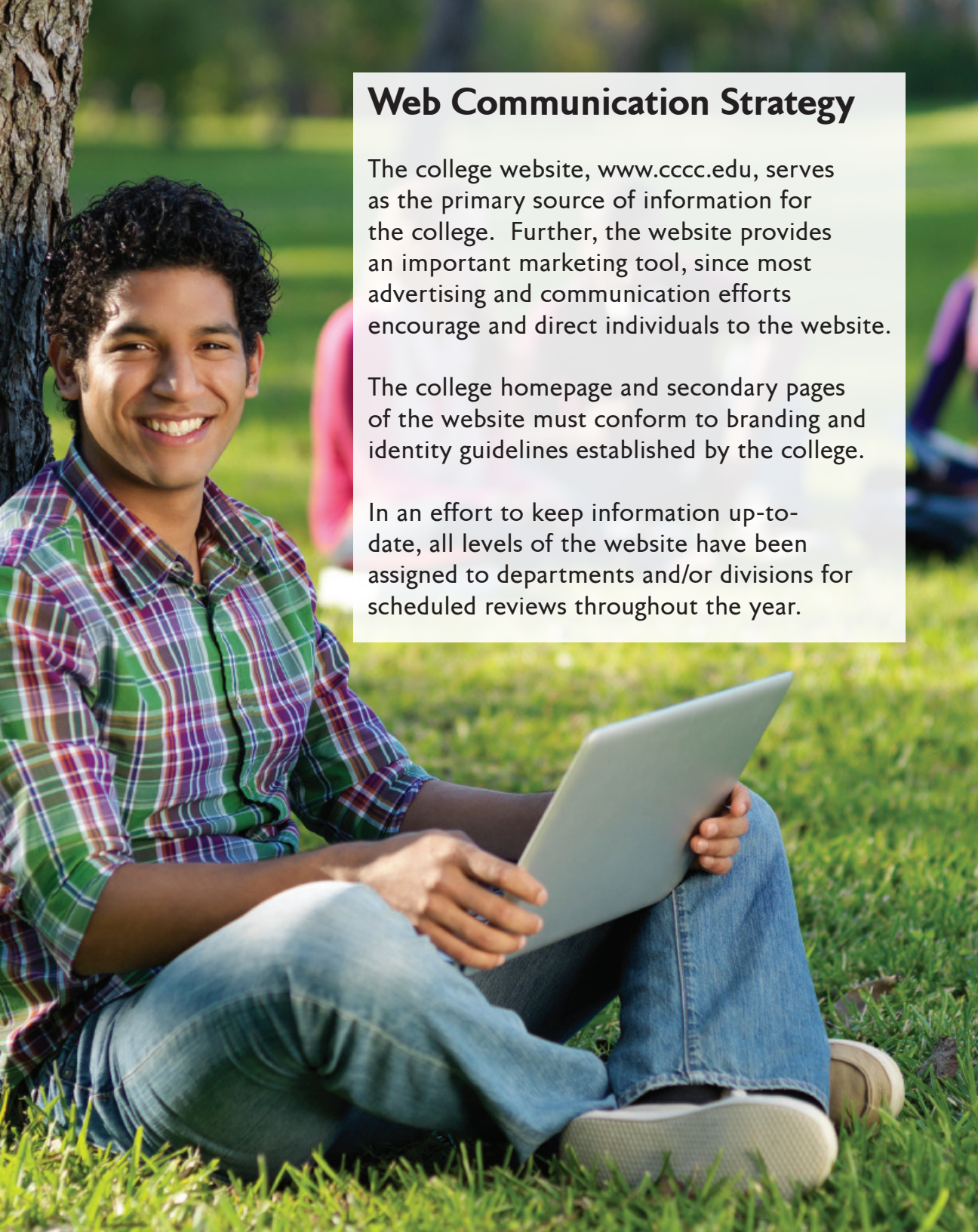
# Web Communication Strategy

The college website, www.cccc.edu, serves as the primary source of information for the college. Further, the website provides an important marketing tool, since most advertising and communication efforts encourage and direct individuals to the website.

The college homepage and secondary pages of the website must conform to branding and identity guidelines established by the college.

In an effort to keep information up-to-date, all levels of the website have been assigned to departments and/or divisions for scheduled reviews throughout the year.

# Social Media Strategy

The college uses the most current and relevant social media tools, including Facebook, YouTube, Twitter, LinkedIn, and Instagram to communicate, interact, and engage with internal and external audiences. The official CCCC social media sites are maintained and operated by the Marketing and Public Affairs Department. Departments and/or areas of the college interested in creating social media sites must be granted permission through the MPA Department. A social media policy is available on the Intranet for all internal audiences to review.
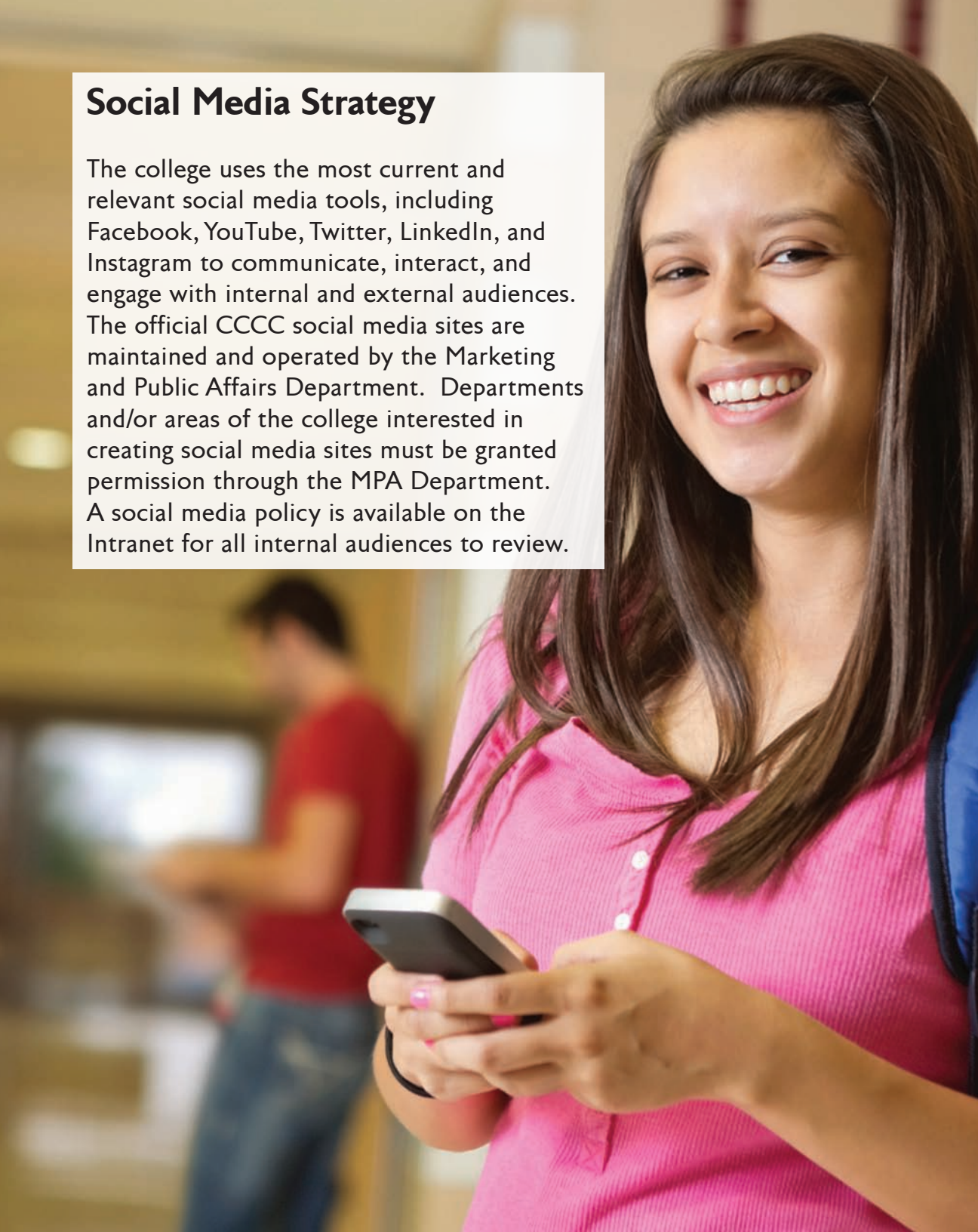
# Integration Tools

In an effort to implement a cohesive brand across the college, a variety of tools have been created. These tools are accessible online for college faculty, staff, and administrators:

## College Branding Guide

## Official logos, letterhead, labels, and PowerPoint template

## Print templates

## Production request form

## Social media policy

## Tip sheets for photography, story and cutline, and media interviews

# Annual
# Campaigns

Each year, the college produces multiple campaigns for the following: fall and spring curriculum registration; fall, spring, and summer continuing education registration; and overall branding.

## Marketing Mix

Collectively, creative development and production, advertising, print collateral, and electronic promotion all go into the college's marketing mix to support these annual campaigns.  In order to most effectively reach identified target audiences, high-reach and frequency media are often used.  The media mix typically consists of a combination of television and radio spots, direct mail, online advertising, and outdoor billboards.

television

radio spots

direct mail

**Annual Campaigns**
Marketing Mix

online advertising

outdoor billboards
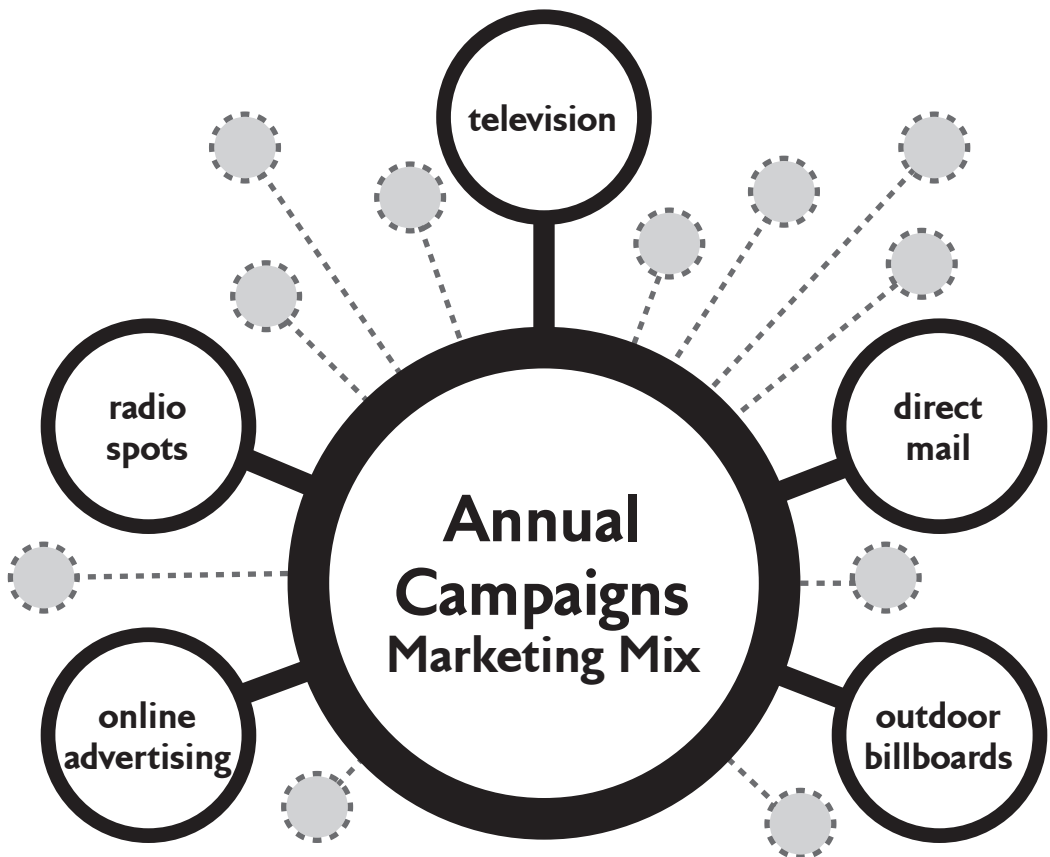
# Appendix

# Enrollment Data

## Fall Curriculum (excluding HCI inmate students)

| | fall 2007 | fall 2008 | fall 2009 | fall 2010 | fall 2011 | fall 2012 |
|---|---|---|---|---|---|---|
| chatham | 761 | 870 | 914 | 884 | 828 | 720 |
| harnett | 1,238 | 1,140 | 1,426 | 1,379 | 1,260 | 1,241 |
| lee | 1,526 | 1,574 | 1,734 | 1,747 | 1,545 | 1,646 |
| other | 928 | 989 | 1,111 | 1,160 | 1,166 | 1,258 |

## Fall Continuing Education (excluding HCI inmate students)

| | fall 2007 | fall 2008 | fall 2009 | fall 2010 | fall 2011 | fall 2012 |
|---|---|---|---|---|---|---|
| chatham | 1,314 | 1,216 | 1,246 | 1,189 | 1,358 | 1,272 |
| harnett | 2,139 | 1,979 | 1,963 | 1,970 | 1,757 | 1,999 |
| lee | 2,139 | 2,076 | 2,016 | 2,117 | 2,063 | 1,854 |
| other | 2,028 | 1,517 | 1,992 | 1,654 | 1,840 | 1,673 |

## Spring Curriculum (excluding HCI inmate students)

| | spring 2007 | spring 2008 | spring 2009 | spring 2010 | spring 2011 | spring 2012 |
|---|---|---|---|---|---|---|
| chatham | 694 | 833 | 894 | 794 | 748 | 632 |
| harnett | 1,051 | 1,134 | 1,304 | 1,291 | 1,253 | 1,170 |
| lee | 1,395 | 1,548 | 1,679 | 1,641 | 1,441 | 1,454 |
| other | 854 | 976 | 998 | 1,061 | 1,122 | 1,060 |

## Spring Continuing Education (excluding HCI inmate students)

| | spring 2007 | spring 2008 | spring 2009 | spring 2010 | spring 2011 | spring 2012 |
|---|---|---|---|---|---|---|
| chatham | 1,257 | 1,553 | 1,209 | 1,287 | 1,332 | 1,379 |
| harnett | 2,286 | 2,069 | 1,995 | 1,931 | 1,805 | 2,032 |
| lee | 2,241 | 2,431 | 2,034 | 2,248 | 1,982 | 2,107 |
| other | 1,779 | 1,731 | 1,767 | 1,856 | 1,740 | 2,164 |

source: CCCC IE Department

## Fall to Fall Comparison (Unduplicated Enrollment)

| | fall 2006 | fall 2007 | fall 2008 | fall 2009 | fall 2010 | fall 2011 |
|---|---|---|---|---|---|---|
| curriculum | 4,893 | 4,648 | 4,820 | 5,400 | 5,288 | 4,846 |
| continuing education | 7,280 | 7,783 | 7,342 | 7,560 | 7,149 | 7,312 |

# Distance Education

## Fall to Fall Comparison (Duplicated Enrollment)

| | fall 2006 | fall 2007 | fall 2008 | fall 2009 | fall 2010 | fall 2011 |
|---|---|---|---|---|---|---|
| curriculum | 2,876 | 3,174 | 3,843 | 5,296 | 5,693 | 5,128 |
| continuing education | 167 | 221 | 346 | 448 | 423 | 457 |

## Spring to Spring Comparison (Duplicated Enrollment)

| | spring 2007 | spring 2008 | spring 2009 | spring 2010 | spring 2011 | spring 2012 |
|---|---|---|---|---|---|---|
| curriculum | 3,020 | 3,342 | 4,226 | 4,920 | 5,328 | 5,215 |
| continuing education | 187 | 291 | 381 | 435 | 344 | 349 |

# Enrollment by County

|  | total chatham, harnett, & lee | chatham | harnett | lee | other |
|---|---|---|---|---|---|
| curriculum | 5,245 | 1,091 | 1,948 | 2,206 | 1,582 |
| continuing education | 9,994 | 2,265 | 3,654 | 4,075 | 3,790 |
| *totals | 14,747 | 3,249 | 5,423 | 6,075 | 5,295 |

source: CCCC IE Department
*Totals are unduplicated for Curriculum and Continuing Education combined; because some students take courses in both areas, the total is less than the total obtained by adding the Curriculum and Continuing Education rows together.

# Enrollment as a Percentage of Total County Population

**6%** students as % of total pop

**5%** students as % of county pop

**5%** students as % of county pop

**10%** students as % of county pop

**total 242,203** population

| 64,195 | 119,256 | 58,752 |
|---|---|---|
| chatham | harnett | lee |

# Enrollment as a Percentage of County Population: 15 to 64 age group

**10%** students as % of 15 to 64 age group

**9%** students as % of 15 to 64 age group

**7%** students as % of 15 to 64 age group

**17%** students as % of 15 to 64 age group

**total 147,501** population

| 38,196 | 73,819 | 35,486 |
|---|---|---|
| chatham | harnett | lee |

source: CCCC IE Department; US Census Bureau, 2011 Estimates; Data Warehouse

# Curriculum Student Summary

## Home County

fall 2011

33% lee    26% harnett    17% chatham    24% other

spring 2012

32% lee    27% harnett    16% chatham    25% other

## Credit Hours

Fall 2011                                Spring 2012

| | | |
|---|---|---|
| 10% | 3 or less | 10% |
| 22% | 4 - 6 | 23% |
| 23% | 7 - 11 | 23% |
| 45% | 12 or more | 44% |

source: Assistant Registrar

# Classification

**Fall 2011**

**Spring 2012**

| | Fall 2011 | Spring 2012 |
|---|---|---|
| associate degree | 62% | 70% |
| diploma | 11% | 17% |
| certificate | 7% | 7% |
| special/ transitional | 20% | 6% |

# Sex

**66%**
female students in
fall 2011 & spring 2012

**34%**
male students in
fall 2011 & spring 2012

# Day/Evening

**Fall 2011**

**Spring 2012**

| | Fall 2011 | Spring 2012 |
|---|---|---|
| day | 81% | 80% |
| evening | 5% | 5% |
| combined | 14% | 15% |

source: Assistant Registrar

# Ethnicity

**59%** white/ non-hispanic

**24%** black/ african- american

**1%** native american

**8%** hispanic/ latino

**1%** asian

**7%** other

**1%** native american

**8%** hispanic/ latino

**1%** asian

**6%** other

**60%** white/ non-hispanic

**24%** black/ african- american

# Age Groups

**52**% fall 2011

**50**% spring 2012

**under 25**

**23**% fall 2011

**24**% spring 2012

**25 - 34**

**22**% fall 2011

**23**% spring 2012

**35 - 54**

**3**% fall 2011

**3**% spring 2012

**55 +**

source: Assistant Registrar

# Curriculum Student Survey
## 2012-2013

**96.7%**
satisfied or
very satisfied

**CCCC advertising reflects a positive, professional and accurate image of the college**

change from
2011-2012
**1.9%**

**95.4%**
satisfied or
very satisfied

**CCCC website, including your ability to find what you need there**

change from
2011-2012
**1.3%**

source: CCCC IE Department

# Through what way(s) have you learned about CCCC?

| | |
|---|---|
| Word-of-mouth (family/friend) | |
| CCCC representative visit to my high school | |
| Teacher/counselor at my high school | |
| Social media | |
| CCCC booth at community/special event | |
| Direct mail to my home | |
| Radio advertisement | |
| Television commercial | |
| Online advertisement | |
| Newspaper advertisement | |
| Outdoor billboard advertisement | |
| CCCC website | |
| Campus visit to CCCC | |
| Other | |

0%          30%          60%
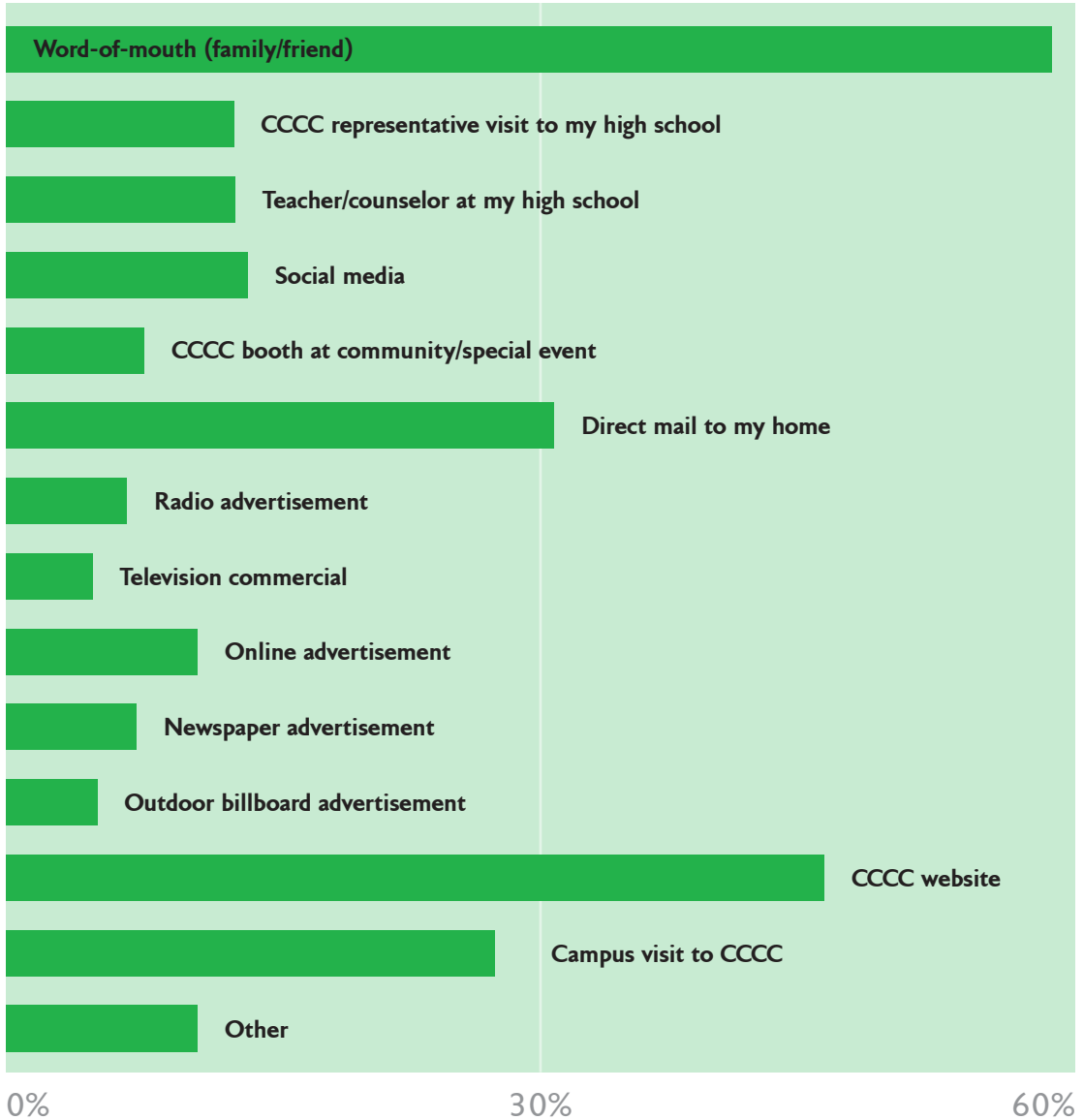
note: Individuals that completed survey were asked to mark all that apply

# What are the most effective ways to learn information about CCCC?

Word-of-mouth (family/friend)

CCCC representative visit to my high school

Teacher/counselor at my high school

Social media

CCCC booth at community/special event

Direct mail to my home

Radio advertisement

Television commercial

Online advertisement

Newspaper advertisement

Outdoor billboard advertisement

CCCC website

Campus visit to CCCC

Other

60%                    30%                    0%
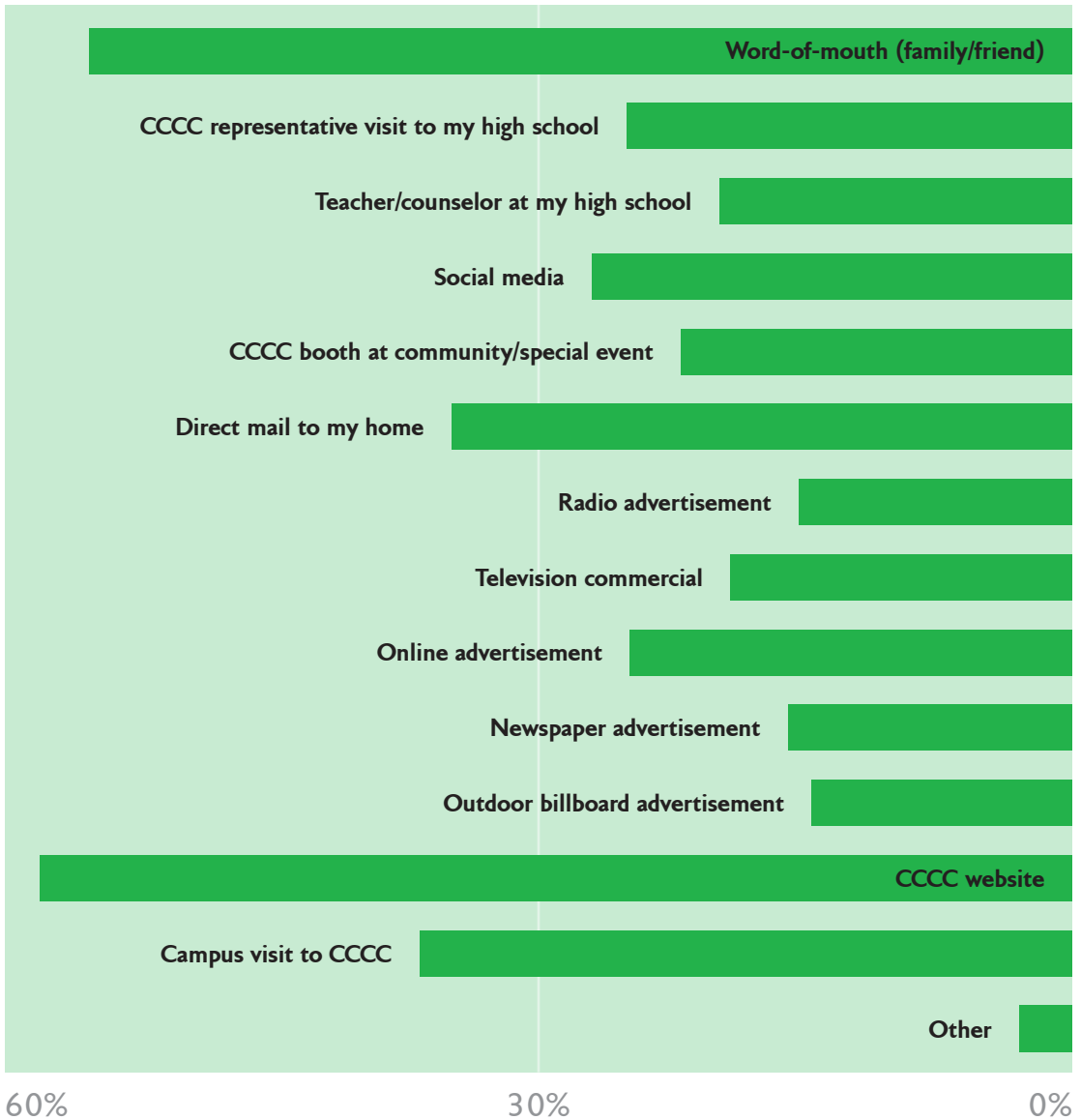
note: Individuals that completed survey were asked to mark all that apply

# Continuing Education Survey
## 2013

## How Did You Find Out About This Continuing Education Course?

33% — printed schedule in mail

5% — CCCC website

8% — word-of-mouth

26% — flyer/poster

28% — other
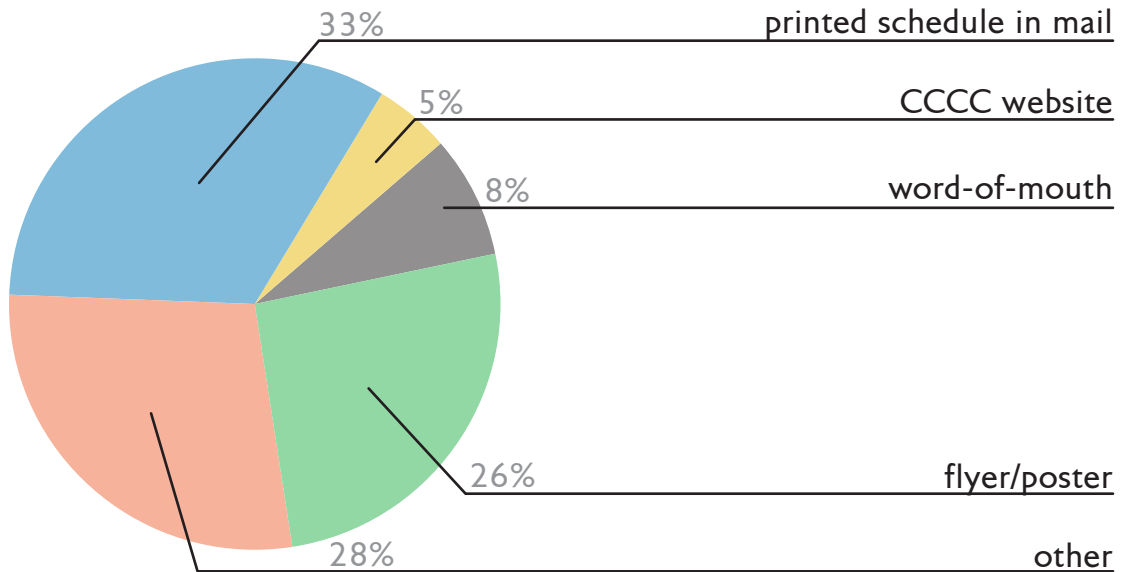
## What is Your Format Preference for the Course Schedule?

54% printed and mailed to home

11% electronic on CCCC website

35% no preference

source: CCCC Marketing and Public Affairs Department

too little
15%

just right
83%

too much
2%
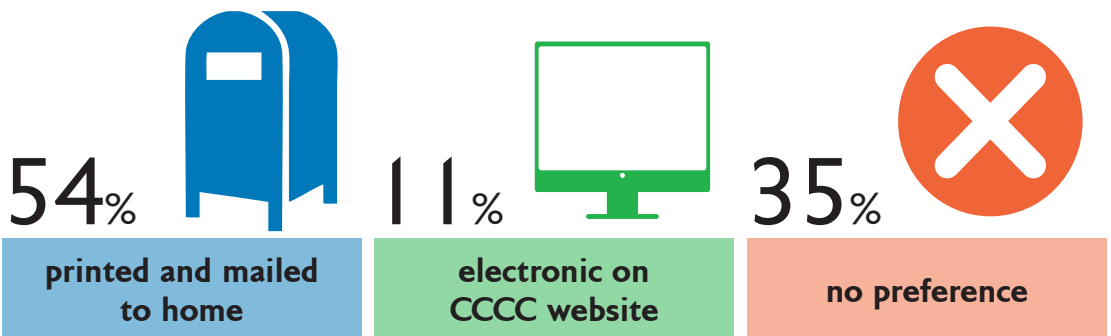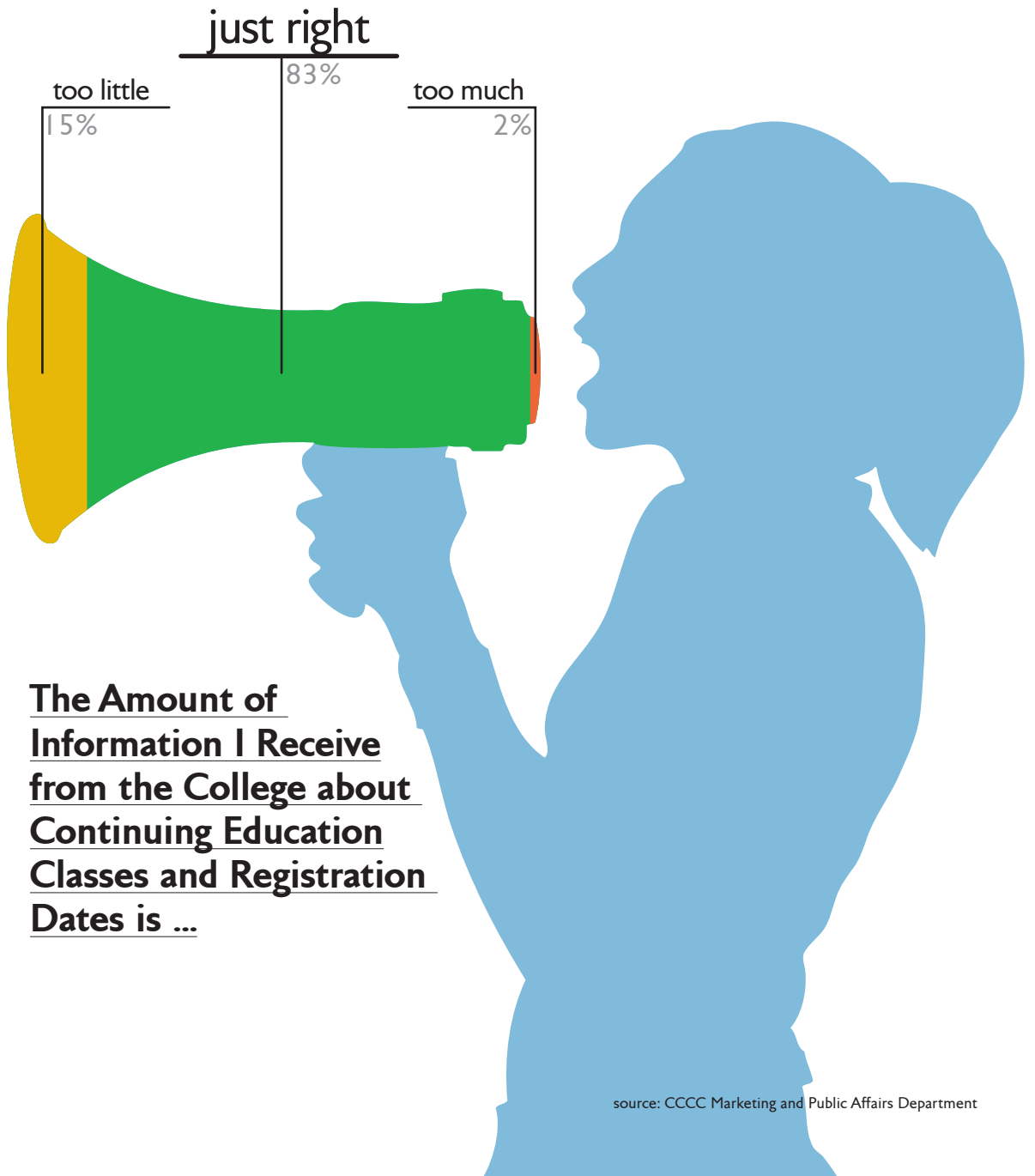
**The Amount of Information I Receive from the College about Continuing Education Classes and Registration Dates is ...**

# What are the most effective ways to provide you with information?

- Postcard mailed to home
- CCCC website
- Online advertisement
- CCCC representative at community events
- Class schedule mailed to home
- Electronic schedule on website
- Billboard
- Email
- Radio
- Word-of-mouth
- Flyer/poster
- Social media
- Newspaper
- Telephone calls
- Television

0%   50%   100%

note: Individuals that completed survey were asked to mark all that apply

# CCCC Marketing Team

Director of Marketing and Public Affairs

Marketing Coordinator

Marketing Writer

Web Technician

Graphic Artist & Multimedia Specialist

Marcie Dishman

Morgan Steele

Kathy McDonald

Cristina Oliver

Neil McGowan

**Marketing Team**

**CENTRAL CAROLINA COMMUNITY COLLEGE**