



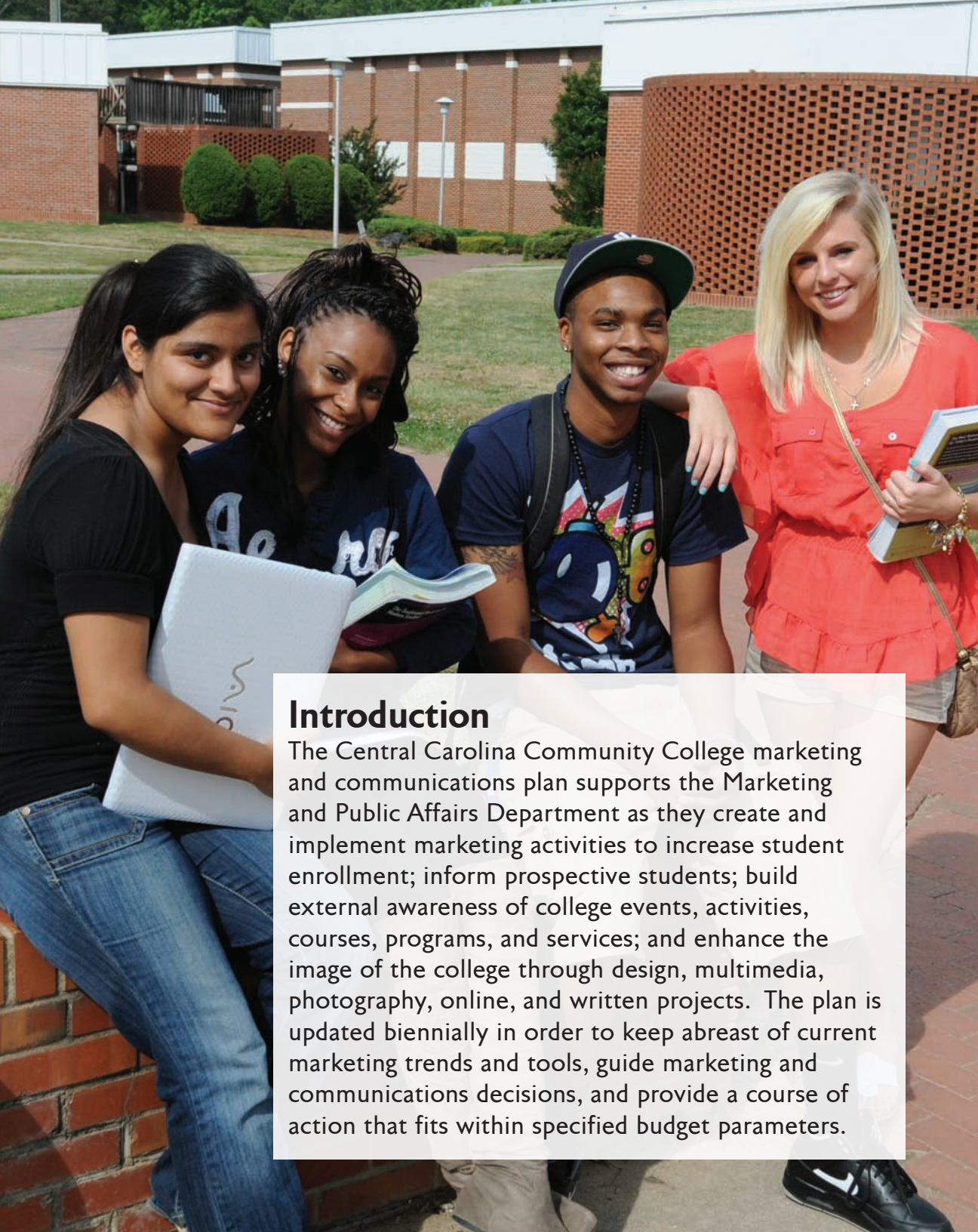
**CENTRAL
CAROLINA**
COMMUNITY
COLLEGE



Marketing and Communications Plan

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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

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

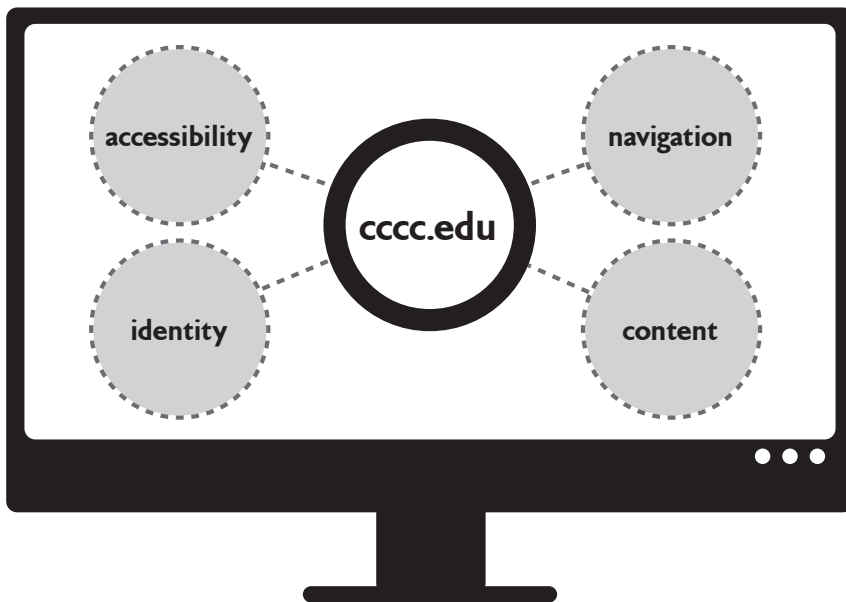


GOAL 4

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

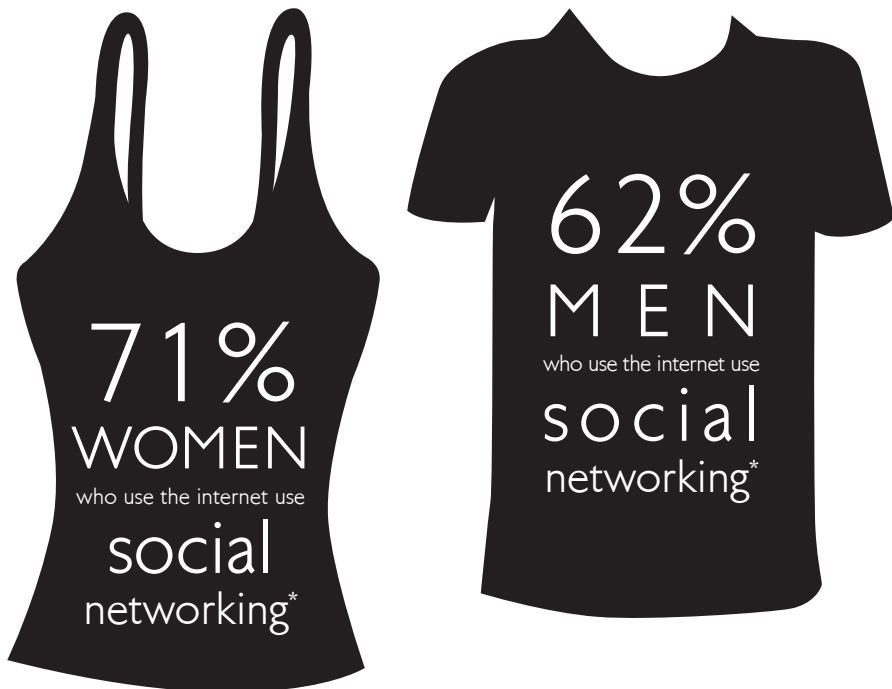


GOAL 5

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



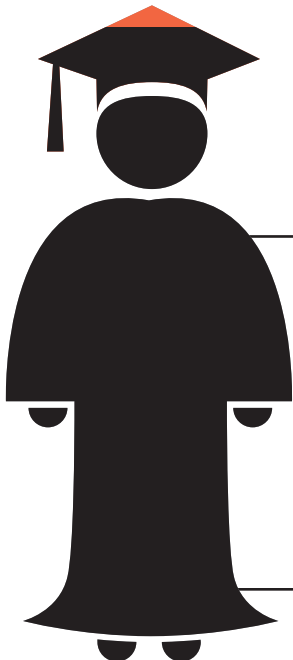
*source: Pew Research Center, February 2013, The Demographics of Social Media Users-2012, pewinternet.org/Reports/2013/Social-media-users.aspx

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)

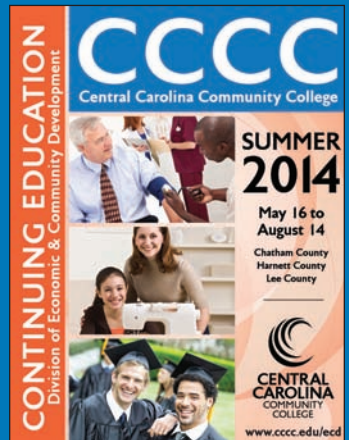
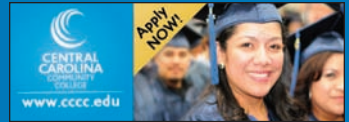
Online advertisements (targeted marketing based on geographic, demographic, and behavioral goals)

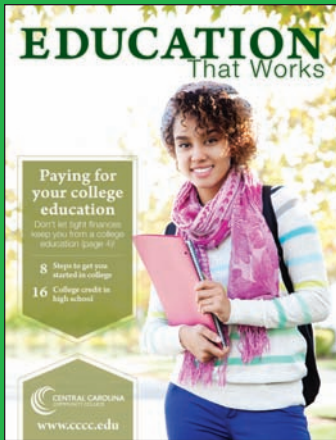
Online social media sponsored advertisements

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,
cccsbc.com, cccsbcn.com,
chathamcbc.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



COMMUNITY COLLEGE TIMES
AMERICAN ASSOCIATION OF COMMUNITY COLLEGES

For N.C. manufacturer, local college is a partner in progress

By Katherine McDonald, Publisher March 5, 2013

Jerry Padley, owner and president of Motion Solutions, can't help but smile when he talks about what his company does: it designs and manufactures automated testing and assembly equipment.

"This is the funnest thing you can do at work," he said. "We design and make assembly equipment for everything from cosmetic cases to intake manifolds. There's a great variety—always something new."



Jerry Padley, founder and president of Motion Solutions, is one of the students' advisors at the company. Padley brings to Central Carolina Community College to help advise workers.

Photo: Katherine McDonald

Since 1989 when Padley moved to Sanford, N.C., from Chicago to work for Systems Automation, in 1992, he and fellow Synchro workers Wayne Dine and Mitch Poir set up Electro-Mechanical Specialists (EMS), with Padley as president. EMS designed and built automated manufacturing systems for companies throughout North America.

Central Carolina Community College
July 10, 13

Register NOW! Fall classes begin August 19th. With so many options, CCCC offers a program for everyone! For more information on how to apply, visit www.cccc.edu/apply.



Creating Success NC Community Colleges
Hope • Opportunity • Jobs

Home | Resources | Students | Faculty & Staff | Questions & Inquiries

Jeff Smith's Success Story

Jeff Smith, a reporter and producer for UNC-TV, was being paid during his time at CCCC. He has been around the world in his job, covering news and reporting that appeals to a national audience in remote areas. He is currently an Associated Press correspondent for the South Florida area and is being nominated for a series on the impact of coal cancer on a town.



Jeff met in class with someone investigating what will be high school where he had the opportunity to interview for a television station. He then studied more communication at a university for a year and was selected as a news anchor.

He likes he wanted and needed more hands-on learning to learn his skills and prepare him to move forward with the career. In addition, he is involved in Center Careers, Community College, graduating in Broadcasting Production Technology and Mass Media Broadcasting.

"I feel like I got a lot out of Central Carolina and the opportunity provided to be a television anchor," Jeff said. "There was no learning curve in terms of the other things that I needed to do my job here. I'm sure. People who graduate Central Carolina is broadcasting here and the other things."

• <http://www.cccc.edu/central-carolina-community-college>
• <http://www.unc.edu>

CCCC Confucius Classroom instructor bids Sanford a fond farewell
01.09.2013 • Admin, Faculty & Staff, College & Community • College General • Students, Graduates

SANFORD - "When the plane takes off, it will be so difficult to say goodbye to North Carolina," Ling Huang said wistfully as she prepared to return to her home in Nanjing, The People's Republic of China.

Huang arrived in Sanford in October 2011 as the visiting instructor for Central Carolina Community College's Confucius Classrooms. The Classroom, a partnership with N.C. State University's Confucius Institute, is an important part of the college's service as a leader in educational opportunities, cultural enrichment, and economic progress in the area it serves.

At CCCC, Huang was known for her enthusiasm in teaching students the Mandarin Chinese language and Chinese culture and customs. Outside the classroom, she continued to share her love and enthusiasm for the cultures of her homeland.

She brought "Traditions of China," a photographic exhibition of the works of award-winning Chinese photographer Young Xiao, to the Dennis A. Wicker Civic Center.



Ling Huang (second from left) was bid a fond farewell by Central Carolina Community College end of the semester.



Ling Huang, Confucius Classroom instructor for Central Carolina Community College from 2011-13, at CCCC.

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.

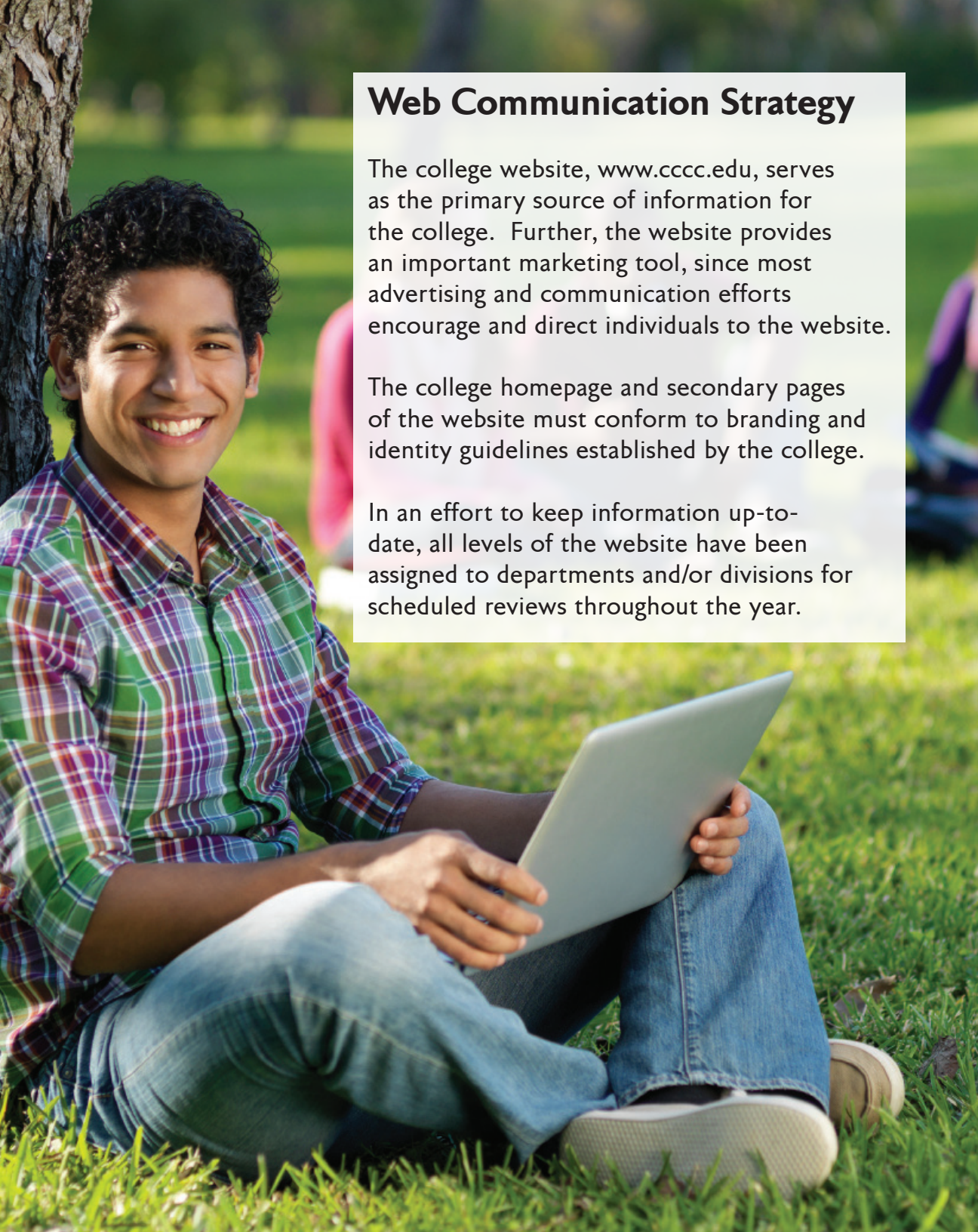


Communications/Public Affairs Strategy

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

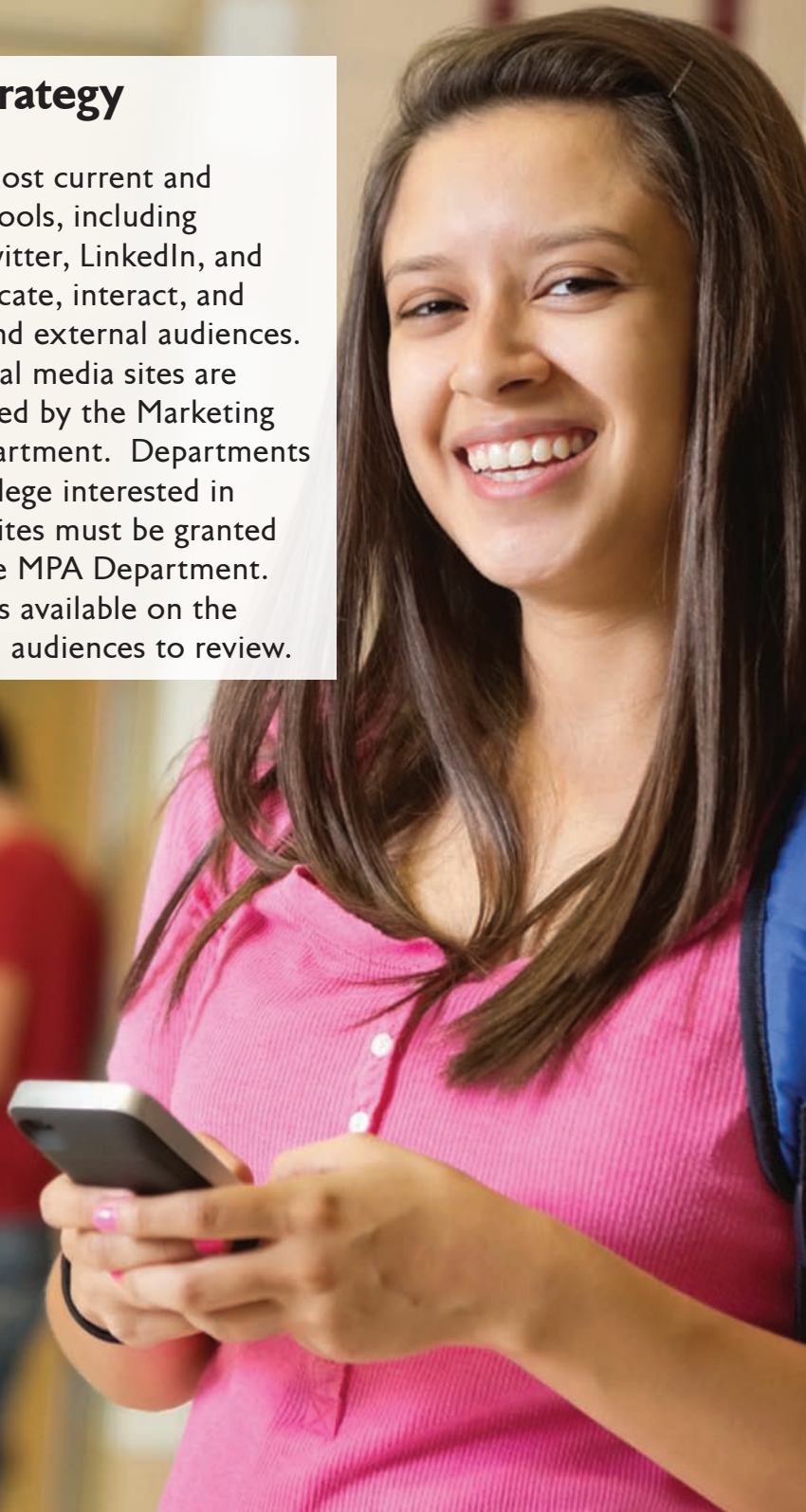
The college website, www.cccc.edu, serves as the primary source of information for the college. Further, the website provides an important marketing tool, since most advertising and communication efforts encourage and direct individuals to the website.

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**

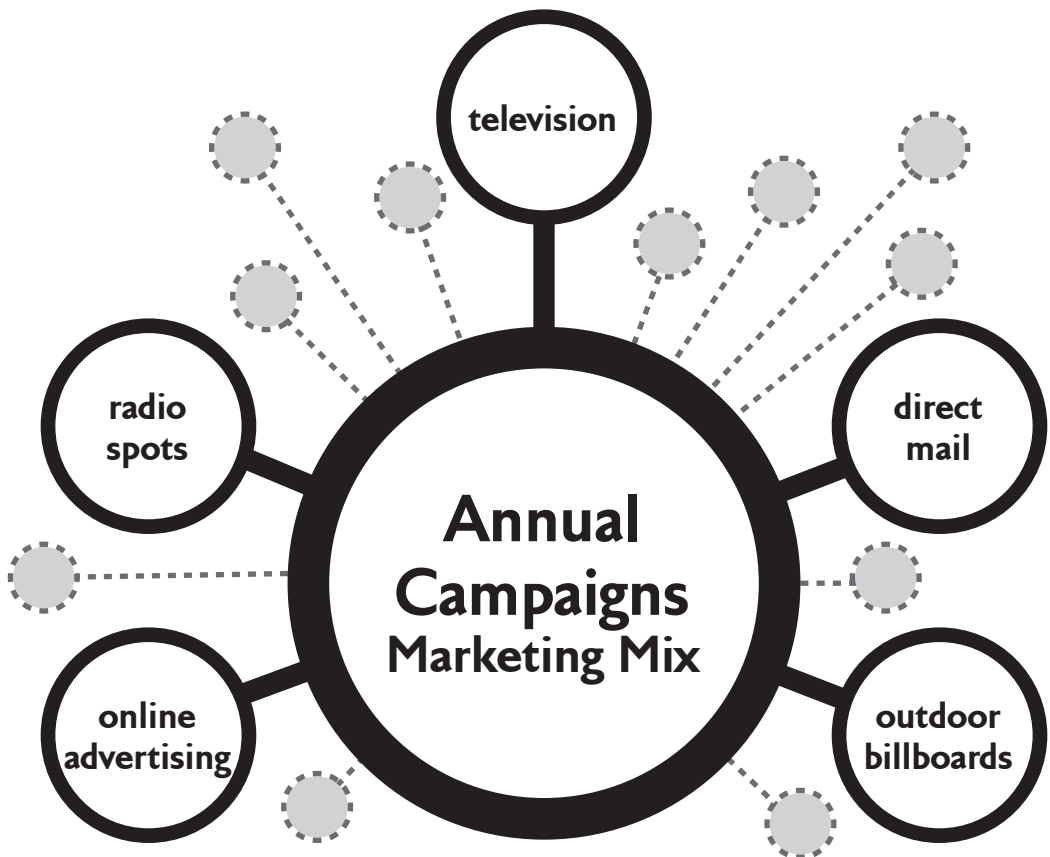


Annual Campaigns

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.



Appendix

Enrollment Data

Fall Curriculum (excluding HCI inmate students)

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 2007	fall 2008	fall 2009	fall 2010	fall 2011	fall 2012

Fall Continuing Education (excluding HCI inmate students)

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
	fall 2007	fall 2008	fall 2009	fall 2010	fall 2011	fall 2012

Spring Curriculum (excluding HCI inmate students)

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 2007	spring 2008	spring 2009	spring 2010	spring 2011	spring 2012

Spring Continuing Education (excluding HCI inmate students)

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
	spring 2007	spring 2008	spring 2009	spring 2010	spring 2011	spring 2012

Fall to Fall Comparison (Unduplicated Enrollment)

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
	fall 2006	fall 2007	fall 2008	fall 2009	fall 2010	fall 2011

source: CCCC IE Department

Distance Education

Fall to Fall Comparison (Duplicated Enrollment)

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

Spring to Spring Comparison (Duplicated Enrollment)

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

Enrollment by County

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

total
chatham,
harnett,
& lee

chatham

harnett

lee

other

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

chatham

119,256

harnett

58,752

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

chatham

73,819

harnett

35,486

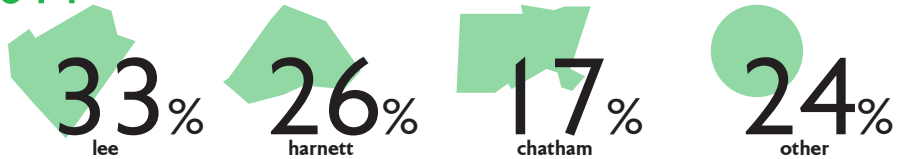
lee

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

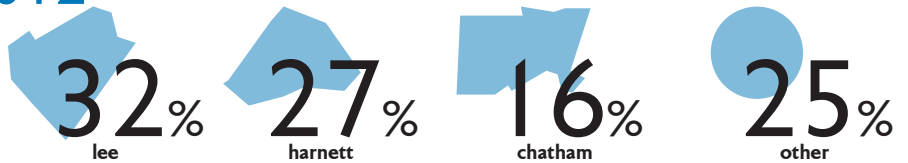
Curriculum Student Summary

Home County

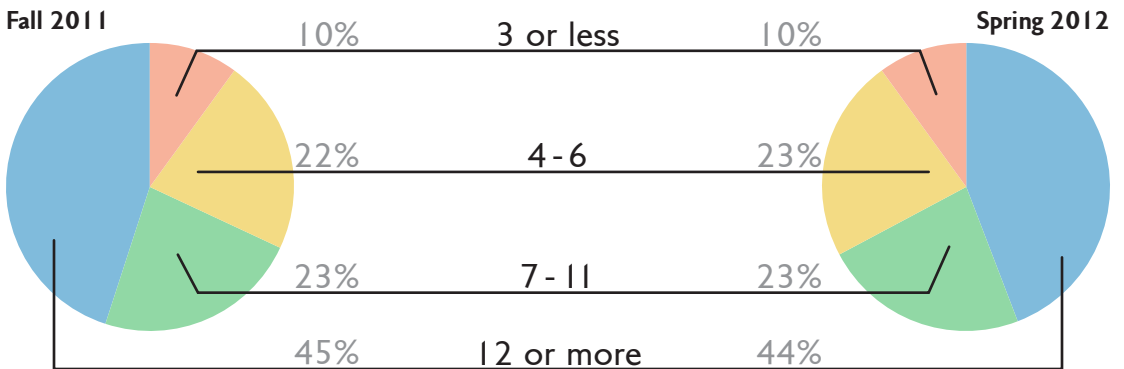
fall 2011



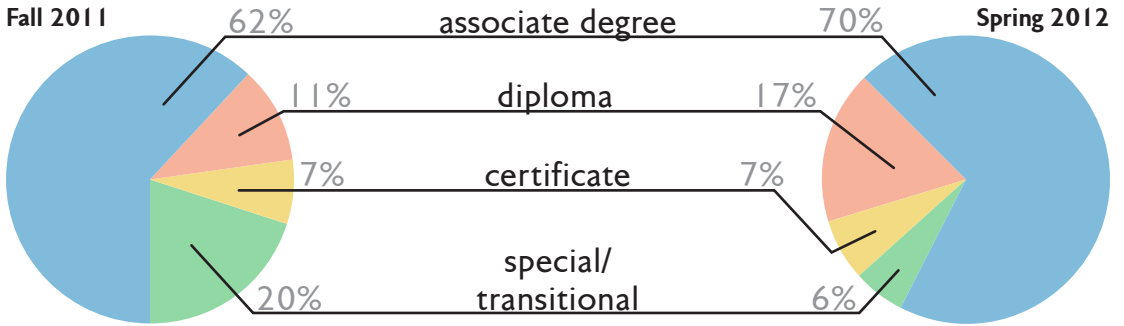
spring 2012



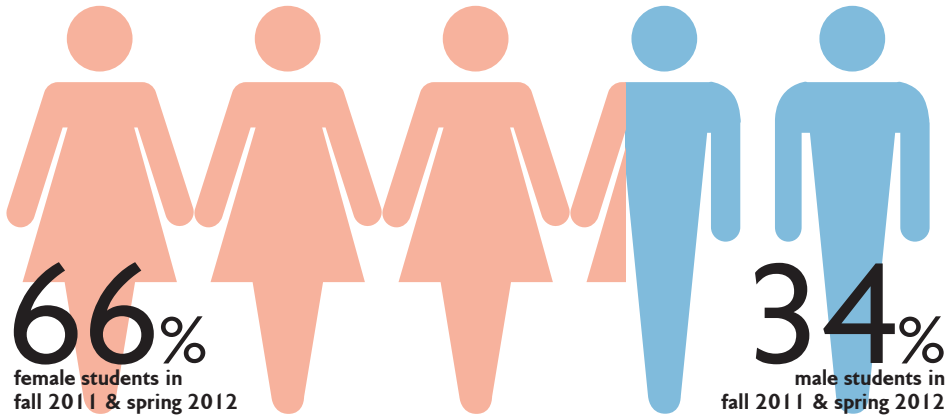
Credit Hours



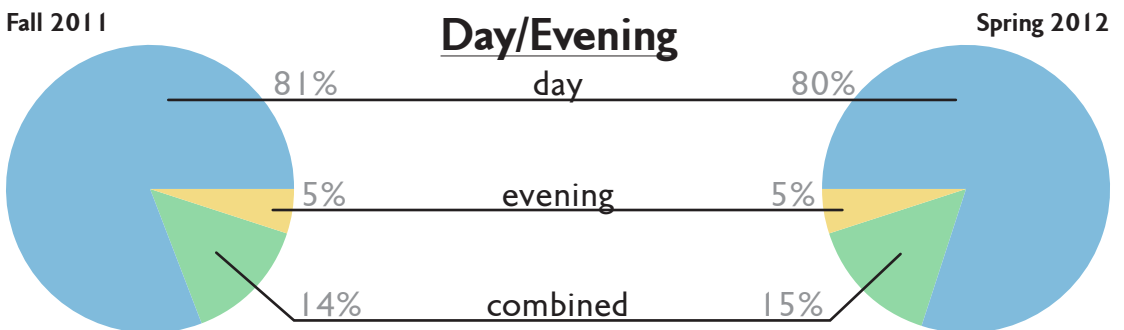
Classification



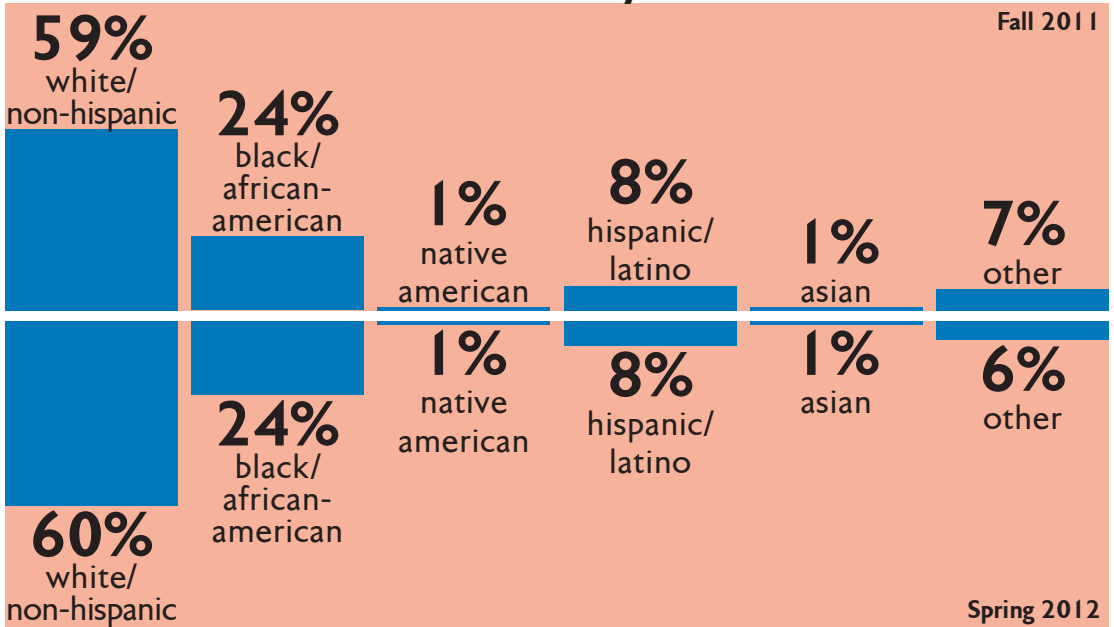
Sex



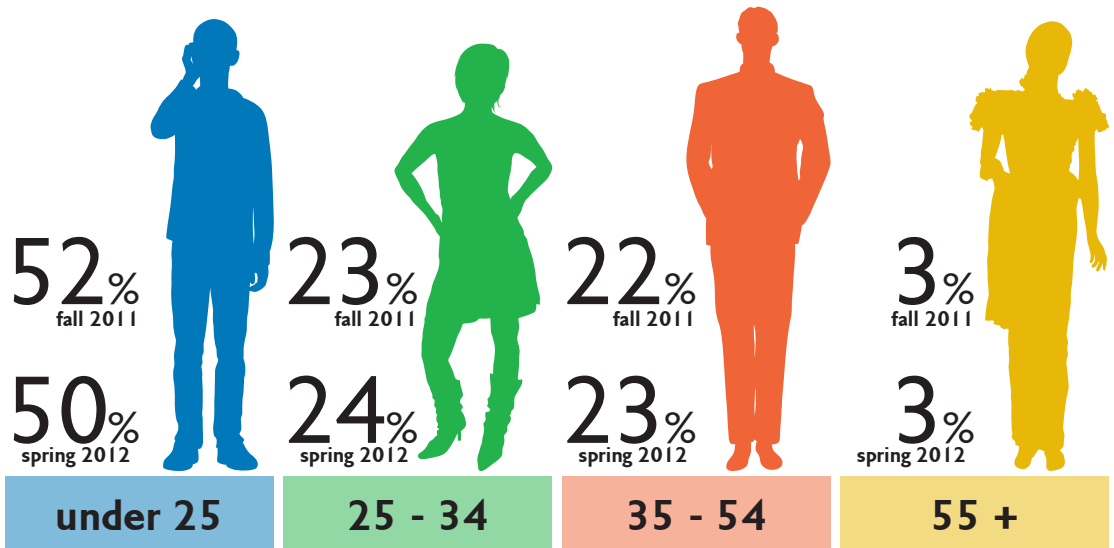
Day/Evening



Ethnicity



Age Groups



Curriculum Student Survey

2012-2013



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

change from
2011-2012

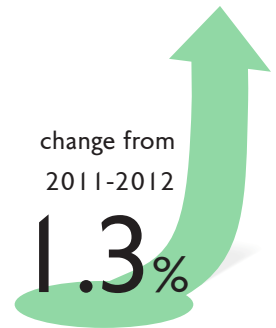
1.9%



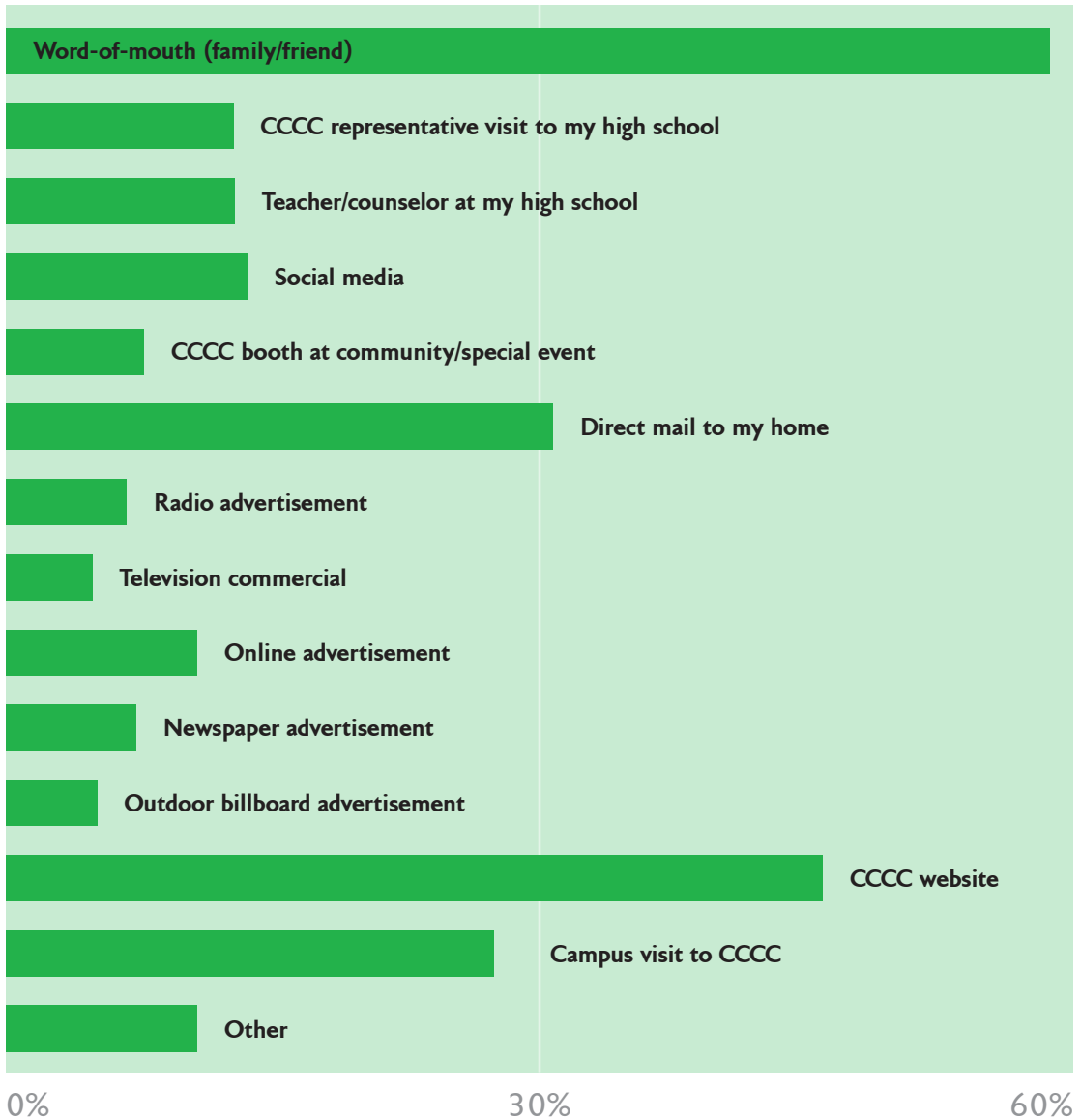
CCCC website, including your ability to find what you need there

change from
2011-2012

1.3%

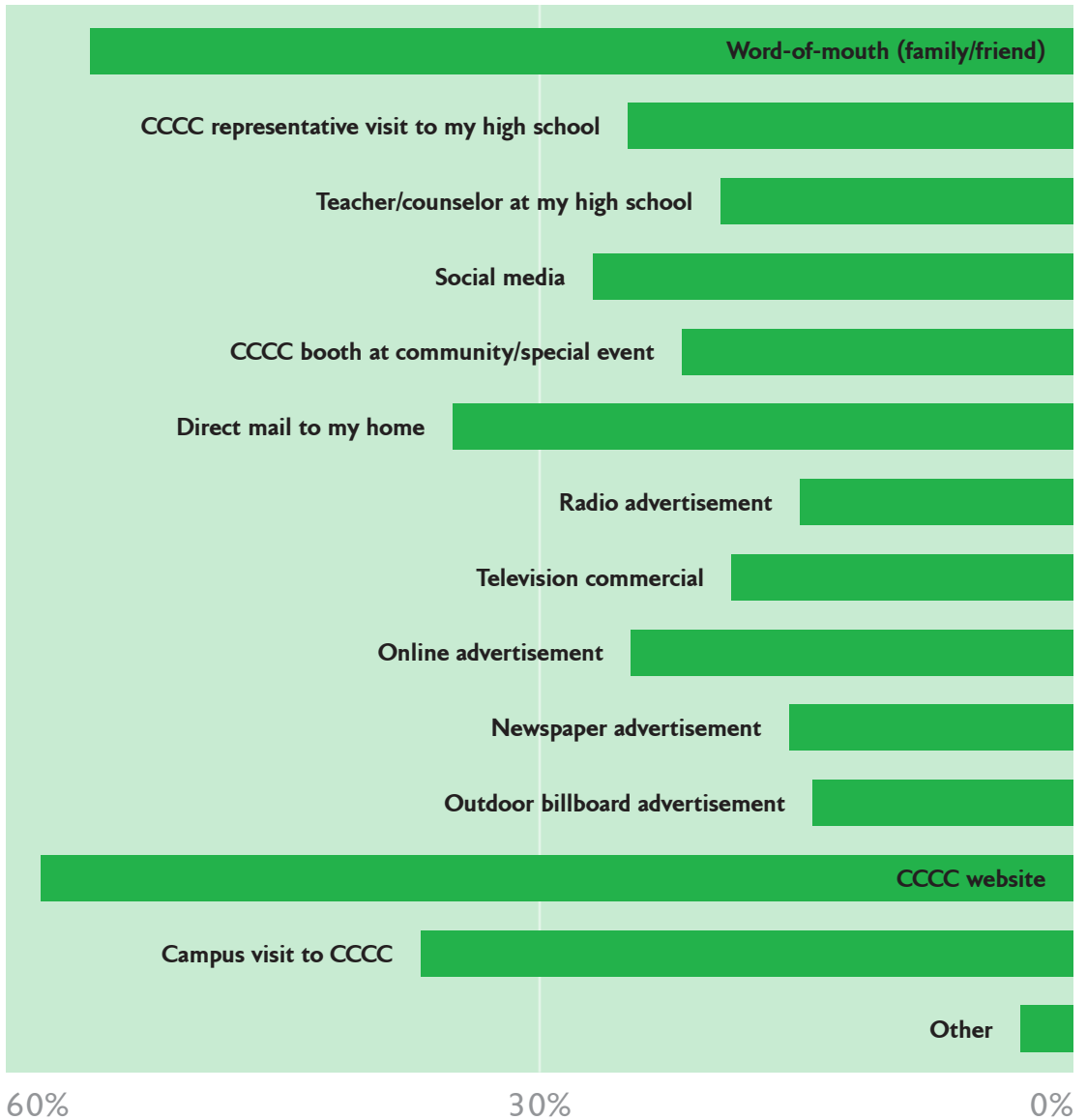


Through what way(s) have you learned about CCCC?



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

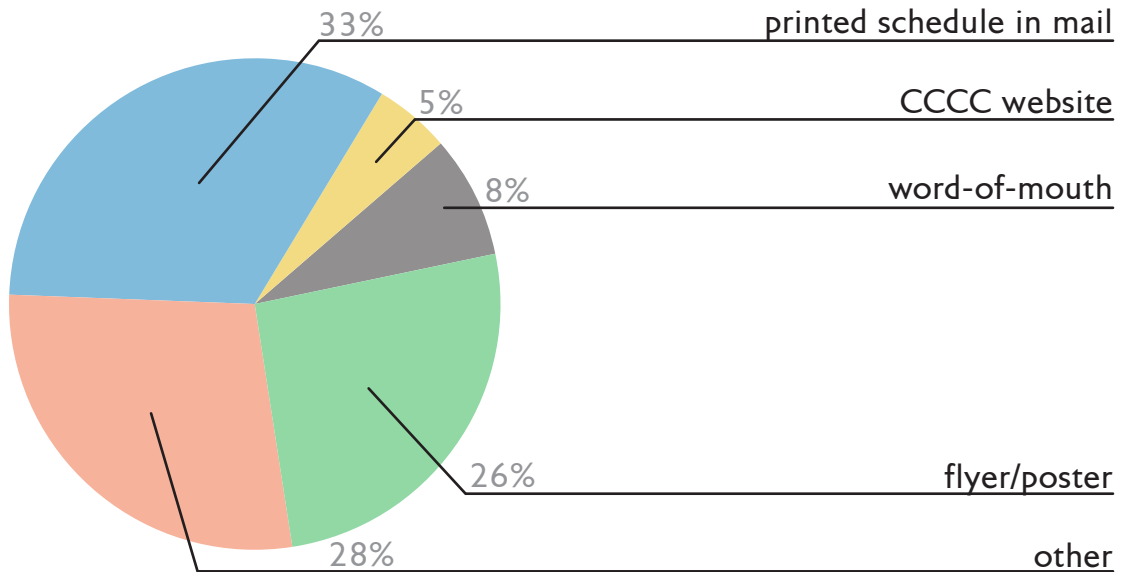
What are the most effective ways to learn information about CCCC?



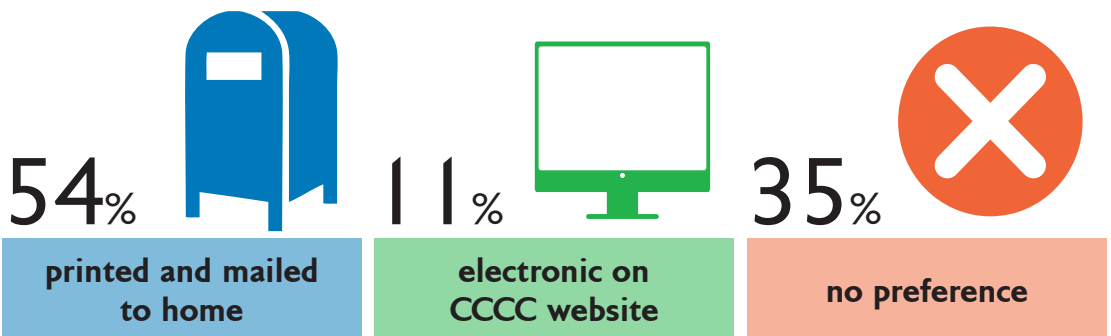
note: Individuals that completed survey were asked to mark all that apply

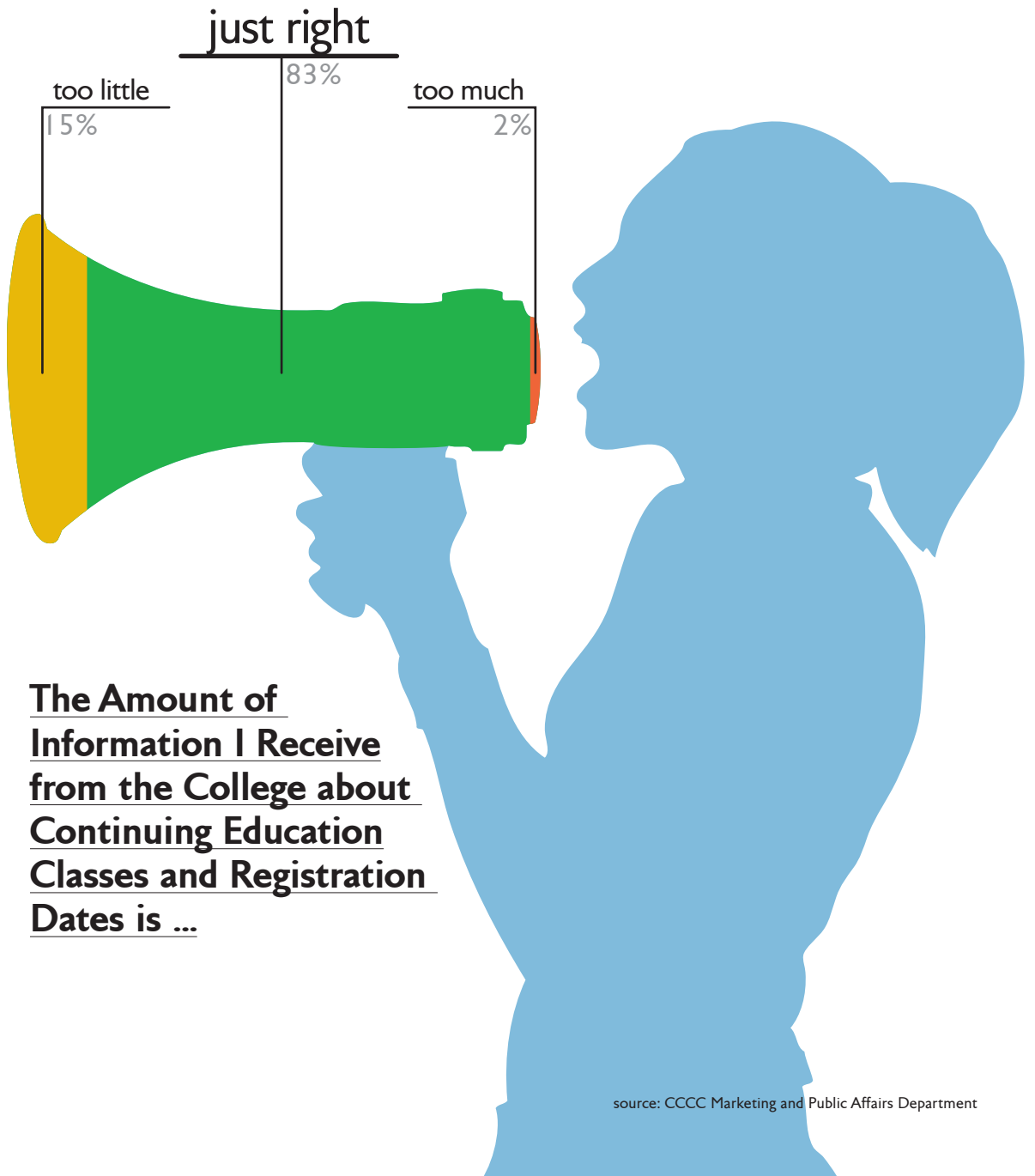
Continuing Education Survey 2013

How Did You Find Out About This Continuing Education Course?



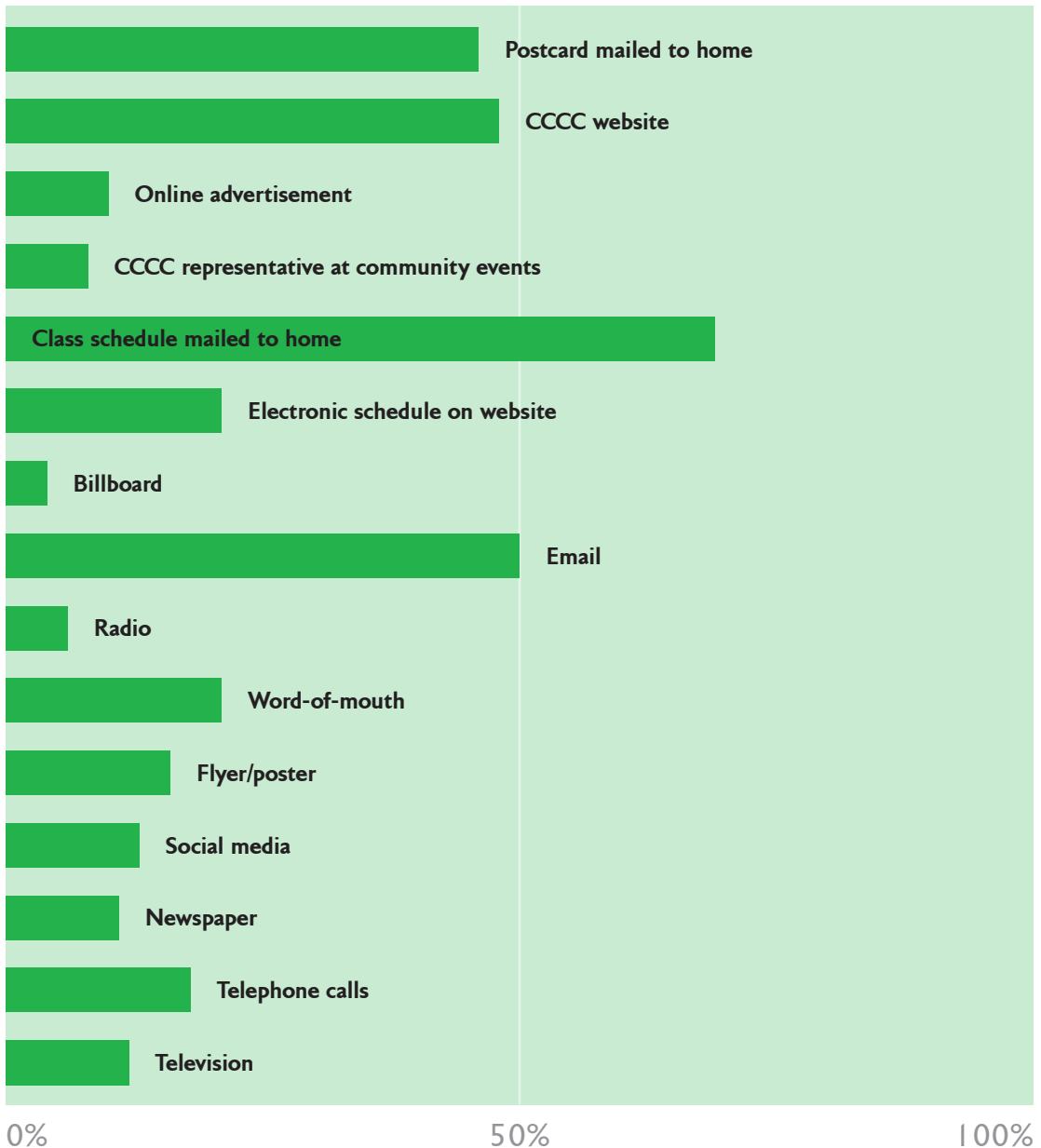
What is Your Format Preference for the Course Schedule?





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?



CCCC Marketing Team





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