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
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

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

- High school students, counselors, and teachers
- Parents and family decision makers
- Government/legislators
- Foundation Board
- Community-at-large
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:

- quality
- affordable
- innovative
- convenient
- success
- opportunity
- empower
- excellence
- achievement
- exciting
- achievement

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.
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)
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.
## Enrollment Data

### Fall Curriculum (excluding HCI inmate students)

<table>
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### Fall Continuing Education (excluding HCI inmate students)

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### Spring Continuing Education (excluding HCI inmate students)

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Source: CCCC IE Department
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Source: CCCC IE Department

### Distance Education

### Fall to Fall Comparison (Duplicated Enrollment)

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Source: CCCC IE Department, Data Warehouse; CCCC Distance Education Department, Datatel
Enrollment by County

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*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% of total population
- 5% of county population
- 5% of county population
- 10% of county population

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<td>119,256</td>
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Enrollment as a Percentage of County Population: 15 to 64 age group

- 10% of 15 to 64 age group
- 9% of 15 to 64 age group
- 7% of 15 to 64 age group
- 17% of 15 to 64 age group

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

Home County

**Fall 2011**
- Lee: 33%
- Harnett: 26%
- Chatham: 17%
- Other: 24%

**Spring 2012**
- Lee: 32%
- Harnett: 27%
- Chatham: 16%
- Other: 25%

Credit Hours

**Fall 2011**
- 3 or less: 10%
- 4 - 6: 22%
- 7 - 11: 23%
- 12 or more: 45%

**Spring 2012**
- 3 or less: 10%
- 4 - 6: 23%
- 7 - 11: 23%
- 12 or more: 44%

Source: Assistant Registrar
**Classification**

- **Fall 2011**
  - 62% associate degree
  - 11% diploma
  - 7% certificate
  - 20% special/transitional

- **Spring 2012**
  - 70% associate degree
  - 17% diploma
  - 7% certificate
  - 6% special/transitional

**Sex**

- **Fall 2011 & Spring 2012**
  - 66% female students
  - 34% male students

**Day/Evening**

- **Fall 2011**
  - 81% day
  - 5% evening
  - 14% combined

- **Spring 2012**
  - 80% day
  - 5% evening
  - 15% combined

Source: Assistant Registrar
**Ethnicity**

**Fall 2011**
- 59% white/non-hispanic
- 24% black/african-american
- 1% native american
- 8% hispanic/latino
- 1% asian
- 7% other

**Spring 2012**
- 60% white/non-hispanic
- 24% black/african-american
- 1% native american
- 8% hispanic/latino
- 1% asian
- 6% other

**Age Groups**

- **Fall 2011**
  - under 25: 52%
  - 25 - 34: 23%
  - 35 - 54: 22%
  - 55+: 3%

- **Spring 2012**
  - under 25: 50%
  - 25 - 34: 24%
  - 35 - 54: 23%
  - 55+: 3%

*source: Assistant Registrar*
Curriculum Student Survey
2012-2013

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

96.7% satisfied or very satisfied
change from 2011-2012
1.9%

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

95.4% satisfied or very satisfied
change from 2011-2012
1.3%

source: CCCC IE Department
Through what way(s) have you learned about CCCC?

<table>
<thead>
<tr>
<th>Way of Learning</th>
<th>Percentage</th>
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<tr>
<td>CCCC representative visit to my high school</td>
<td>30%</td>
</tr>
<tr>
<td>Teacher/counselor at my high school</td>
<td></td>
</tr>
<tr>
<td>Social media</td>
<td></td>
</tr>
<tr>
<td>CCCC booth at community/special event</td>
<td></td>
</tr>
<tr>
<td>Direct mail to my home</td>
<td>60%</td>
</tr>
<tr>
<td>Radio advertisement</td>
<td></td>
</tr>
<tr>
<td>Television commercial</td>
<td></td>
</tr>
<tr>
<td>Online advertisement</td>
<td></td>
</tr>
<tr>
<td>Newspaper advertisement</td>
<td></td>
</tr>
<tr>
<td>Outdoor billboard advertisement</td>
<td></td>
</tr>
<tr>
<td>CCCC website</td>
<td></td>
</tr>
<tr>
<td>Campus visit to CCCC</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>0%</td>
</tr>
</tbody>
</table>

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

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?

- Printed schedule in mail: 33%
- CCCC website: 5%
- Word-of-mouth: 8%
- Flyer/poster: 26%
- Other: 28%

What is Your Format Preference for the Course Schedule?

- Printed and mailed to home: 54%
- Electronic on CCCC website: 11%
- No preference: 35%

Source: CCCC Marketing and Public Affairs Department
The Amount of Information I Receive from the College about Continuing Education Classes and Registration Dates is ...

- too little: 15%
- just right: 83%
- too much: 2%

source: CCCC Marketing and Public Affairs Department
What are the most effective ways to provide you with information?

<table>
<thead>
<tr>
<th>Method</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postcard mailed to home</td>
<td>50%</td>
</tr>
<tr>
<td>CCCC website</td>
<td>50%</td>
</tr>
<tr>
<td>Online advertisement</td>
<td></td>
</tr>
<tr>
<td>CCCC representative at community events</td>
<td></td>
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<tr>
<td>Class schedule mailed to home</td>
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<tr>
<td>Electronic schedule on website</td>
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<td>Billboard</td>
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<tr>
<td>Email</td>
<td></td>
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<tr>
<td>Radio</td>
<td></td>
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<td>Word-of-mouth</td>
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<td>Social media</td>
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<tr>
<td>Newspaper</td>
<td></td>
</tr>
<tr>
<td>Telephone calls</td>
<td></td>
</tr>
<tr>
<td>Television</td>
<td></td>
</tr>
</tbody>
</table>

source: CCCC Marketing and Public Affairs Department

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