AUDIT REPORT
FOR

prepared by
Sandra Golden & Associates

April 2005
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Introduction

Sandra Golden, President, and Lawrence Golden, Executive Vice President, Sandra Golden & Associates, visited Cape Cod Community College on March 29 – 30, 2005, to conduct an audit of its college marketing and public relations programs and activities. They met with more than 100 individuals, including faculty, administration, support staff, Board members, marketing/public relations, enrollment management, Hyannis Center, Foundation, high school students and counselors and CCCC students.

Our thanks go to these individuals for their time and information. We especially want to thank Michael Gross for organizing and coordinating our visit.

Prior to the visit, the consultants reviewed college print and promotional materials, as well as college and community data. The college materials are analyzed in the following report, along with additional information and observations based on the meetings.

Discussed in the audit report are the consultants’ observations and recommendations. Summaries of the group interviews/focus groups are available in a separate document. Interviews from the audit looked at what is happening now, what perceptions there are of image, what individuals feel is effective in marketing and what they feel could be improved. Consultants' recommendations introduce each section in bold/italics.

Following each is a discussion for each recommendation.

Further information is also being gathered through a community perception research study being conducted concurrently; its findings and recommendations will be in a separate report. The audit and research issues will also help shape the presentation and development of a marketing workshop to be held in April and designed to continue to achieve enhanced image, increased enrollment and ongoing student service and success by creating a marketing-driven operation through the following elements:

- Create a college-wide understanding of marketing and a process of marketing empowerment by all personnel who have contact with the colleges’ clientele.

- Develop a Marketing Task Force that cuts across college lines and operates on team-building principles. Create a Marketing Task Force with an in-depth understanding of marketing and a mandate to:

  - become an organizational framework for the ongoing college operation of marketing;
  - develop a marketing plan based on input from diverse college constituency and empowerment to those who will implement the plan; and
  - create a process for implementation through a written plan of doable, measurable activities with assigned responsibilities, timelines and
evaluation and reporting processes and activities.
Observations and Strengths

Cape Cod Community College faces several unique issues. Geographically and culturally, it functions as an island, removed from the mainland. Particularly in the last semester, enrollment has been down, most dramatically (9.8%) in the part time students and the 30+ age bracket. This mirrors population changes on the island, including a decrease in the 30+ year olds, which had been the largest age group in past years. Further, the high school age student is also decreasing at many of the area’s high schools. What this means is in order for the college to grow, it needs to create programs and activities to garner a larger percentage of the market share and/or to reach new target markets.

The college has many positive aspects on which to build and has the opportunity to create new approaches and enhance existing ones to grow enrollment. Among current strengths:

- Quality of instruction is excellent. This is a comment we heard in many groups, including students, and was one of the highest rated factors for the college on the community perception research survey.

- Many capable staff, faculty and administrators are in place across the board and are supportive of enhancing marketing efforts.

- The college has high awareness and a good image in the community. The president was acknowledged in many of our audit groups for her involvement in the community.

- The curriculum includes a broad range of transfer courses, career programs, and support services, and flexible scheduling including evening and distance education.

- In addition to the main campus, the college provides access and transition services, including to non-native English speakers, through its Hyannis Center.

- An Honors Program, Learning Communities and Service Learning are available.

- There is commitment to sustainability and a “green campus.”

- Extended studies programs include on-campus programs offered by universities for bachelors and masters degrees.

- A unique Coaches and Mentors support program exists and has received national recognition.

- A new Technology Center is being built. Funds for it were raised through a major, successful capital campaign led by the Foundation.
Summary of Recommendations

Integrated Marketing Plan

*Develop a college-wide marketing team and integrated marketing plan. Such a plan needs to involve a broad constituency, approach marketing broadly, be action-oriented, and consider an overall college-wide approach.*

Research

*Use information from community study for marketing implications and baseline. Develop on-going systematic approaches to analyze data and to measure and evaluate marketing efforts.*

Curriculum/ Curriculum Delivery

*Continue to evaluate and expand, as appropriate, curriculum and flexible delivery systems.*

*Evaluate ways to increase enrollment to be able to run more second year courses.*

*Continue ACCCESS, SUCCESS, English for Speakers of Other Languages and related programs and their ties to the main campus to enhance student transitioning from the Hyannis Center to the main campus.*

*Enhance targeted program marketing.*

Services

*Review and enhance phone answering*

*Review and enhance internal communication, including in-person staff meetings.*

*Develop information to clarify admissions vs. registration.*

*Continue to evaluate feasibility for housing.*

*Evaluate facilities and parking.*

*Review office hours to meet student needs.*
Recruitment – Personal Contact

Continue and enhance a pro-active recruitment program in the high schools, community, and for special targeted groups, including minorities.

Continue community involvement activities and continue Foundation activities and to build the alumni association.

Inquiry Follow-Up

Implement a comprehensive college-wide communications flow system to do written and telemarketing follow-up through the inquiry/admissions/registration process and track information for future decisions.

Retention

Develop and analyze data on retention and add new programs to assist students as needed.

Continue and enhance college-wide support services and through programs such as Coaches and Mentors and ACCCESS

Use direct mail, e-mail, phone calls for retention.
Develop an annual plan of targeted groups to contact and evaluate for retention purposes.

Promotion/Marketing Communications

Develop a written, pro-active marketing communications plan to outline strategies, messages, tools, audiences, distribution, budget and evaluation of publications, advertising, media and other marketing communications approaches.

Develop a consistent graphic design, with available templates, and consistent messages/slogan to create an enhanced image and branding for the college, and apply this to all key pieces. Develop key facts, benefits and testimonials to create this message.

Enhance and/or create major print pieces, including a first contact piece, upgraded schedule, program or program cluster pieces, and an external newsletter.

Continue and enhance media relations

Continue efforts to redesign the web site.

Evaluate and implement promotional contacts with target audiences.
Recommendations
Integrated marketing plan

Develop a college-wide marketing team and integrated marketing plan. Such a plan needs to involve a broad constituency, approach marketing broadly, be action-oriented, and consider an overall college-wide approach.

The college needs to develop an overall college-wide marketing team and integrated plan.

A full marketing plan would include all areas referred to in the marketing cycle/model that the consultants discussed in the audit. (Copy follows) It includes research, curriculum delivery, services, promotion, recruitment and personal contacts, inquiry follow-up and retention. It needs coordination across all the lines and needs to be a single, strategic, pro-active plan that covers all the areas of the marketing model.

To be most successful, marketing needs to be understood by and involve a broad base of college personnel and the plan needs to have wide input in its development and implementation. Such a coordinated overall marketing plan would identify goals, target audiences, activities, along with action steps including milestones, timelines and person responsible and evaluation outcomes.

The audit, research and the follow-up marketing workshop will serve as steps to provide this understanding and will create the structure and activities for the marketing plan.

Once the plan is developed it needs to be implemented and monitored, under the leadership of a permanent Marketing Task Force. The college community also needs to be kept informed of marketing plans and progress.
As the chart shows, marketing is an on-going process, focused on meeting student needs. Effective marketing considers the following elements:

**Research.** We need concrete answers to questions such as why students choose our institution, how they found out about us, what services and programs they want, etc. These answers can come from such sources as formal research studies, focus groups, logging responses to inquiries.

**Product: Curriculum/Curriculum Delivery.** Here we look not only at what you are teaching, but also when, where? Are alternative delivery methods such as TV, Internet, short-term classes, evenings and weekends part of the mix?

**Product: Services.** How customer-friendly are services from phones to front line offices?

**Promotion/Marketing Communications.** How effective are print materials, ads, media, and the web in reaching target audiences with the right message?

**Recruitment/Inquiry Follow-up.** What kinds of personal recruiting are included, from high school visits, to fairs, Speakers Bureau, contact with campus visitors? Is there a follow-up system that moves students from inquiry through application and enrollment? Does the system track the yield through the various stages and include segmented, sequential contacts and communications?

**Retention.** How well are we retaining students and providing services such as early alert, orientation, tutoring, mentoring, etc., to encourage student success?

**Evaluation.** How do we evaluate our efforts and build a system to improve and implement changes?
Include reaching community stakeholders and audiences, in addition to students/potential students, as a full PR/marketing plan is developed.

While much of the focus of typical college marketing plans is to reach and serve students, the college has many other stakeholders and audiences (see chart below) who need to be informed of the college’s mission, directions, value and needs in order to gain their support as well.

How to use marketing communications effectively to reach all these audiences is discussed in more detail in the promotions section of this report.

What should be understood is that a college’s marketing and overall public relations messages are interrelated and should create a shared image and branding. The same ad or news story that features successful alumni, for example, not only attracts potential students, but also helps create an image for legislators, business leaders, donors and the public that highlights the college’s value in providing trained workers for economic development. As CCCC continues to enhance its image and communicate its message, it is important that each of these audiences is reached as part of its marketing communications.

Target audiences

Higher education serves a diverse set of target audiences, many of which are listed below.

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**Research**

*Use information from community study for marketing implications and baseline. Develop on-going systematic approaches to analyze data and to measure and evaluate marketing efforts.*

The consultants have completed a comprehensive community perception research study for the college as part of this overall project. The data and marketing implications are contained in a separate report. The report and its marketing implications will be used in the marketing workshop to help develop the college-wide plan. It should also serve as a baseline for later follow-up surveys to evaluate new and continuing marketing efforts.

In addition to the outside survey, the college has used student satisfaction surveys, will be involved in a national Student Engagement Survey, and will be surveying dropouts. These should also provide good information. Again, this data needs to be analyzed for marketing implications, communicated and applied.

Systematic approaches to internal marketing evaluation should also be implemented, tracked and communicated on an on-going basis. Students phoning admissions and applying, for example, could be asked how they heard about the institution; these results should be tabulated and used. Questions should ask students to name all sources where they saw or heard information, not just one. While this information is currently captured on the admissions application, it needs to be used regularly for marketing.

The Marketing Action Plans developed through the workshop will all also contain recommendations to evaluate each of the projects.

Other surveys, beyond the community perception one we completed, that could be of value would be of students who had inquired but not enrolled or applied but not enrolled, among others.
Curriculum/ Curriculum Delivery

As stated in the strengths, the college has a broad curriculum including transfer and career programs, a Hyannis access site, and a number of flexible scheduling options, including evening and distance learning. These can be enhanced further as discussed later in this section.

Quality instruction

We heard in many groups of the high quality of faculty and instruction. Our community perception research also listed quality instruction high when individuals were asked what they thought of when they thought of CCCC. Faculty should be commended for this and attention should continue to be focused on quality instruction.

Among comments in the focus groups, students indicated faculty were by far the best thing in the college, “excellent…you get a wealth of great knowledge,” “There’s a very personal relationship with the teachers.”

Continue to evaluate and expand, as appropriate, curriculum and flexible delivery systems.

Expand and update curriculum, as appropriate

CCCC is already looking at curriculum areas that can be updated and/or added, and this should continue and new options added as needed and feasible. New/modified programs will be an important part of expanding enrollment opportunities. We also heard in focus groups of possible needs and opportunities in health areas, hospitality and renewable energy.

Among new areas already added to the college are those in environmental technology and massage therapy, and the college is exploring medical assisting, construction technology, marine tech, graphic arts, veterinarian tech and others.

Further, possible expansion of nursing and dental hygiene should be considered, although there are issues in clinical space, faculty and funding. Ways to offer other attractive programs or redirect the more than 200 students who could not get into the limited space in these programs should also be further evaluated. “If that’s a market here, then we need to explore alternatives for people who want to get into the health career areas.”

Expand flexible scheduling

An area that was brought up in a number of focus groups, and with which we strongly concur, is the need to evaluate and expand flexible delivery approaches and scheduling.
The community survey, primarily of adults, also indicated strong interest in such scheduling: 58.75% preferred evening classes; 41% short term, and 35% showed an interest in on-line classes.

Options that were suggested, many of which other colleges have used successfully, include short-term sessions, including beginning in the middle of the term; January sessions; more than one summer session; distance education. While every program may not lend itself to such options, many will and should be tried. Another approach that is being implemented is to do a combination of distance learning and getting an instructor to Nantucket. As was said in one of the groups, “We need new timeframes and opportunities.”

It was also pointed out that the seasonal nature of the island economy contributes to a need for flexible scheduling. The hospitality program, for example, is planning to start some classes Oct. 15, five days a week, then again Jan. 2 to mid-April, rather than the traditional fall/spring schedule. This kind of thinking should be commended.

While we discussed more evening programming for working adults, on the other side of the coin, we heard that in some of the programs all of the certificate courses are offered only at night. In this case, consideration should be given to offering some of these in the daytime as well, when possible.

Another point well made was, “Sometimes when we attempt flexibility it doesn’t always work. We have to keep at it and I believe that type of thing will catch on.”

The college should continue to evaluate and expand curriculum and these flexible delivery approaches as needed, as well as to evaluate and establish other approaches as appropriate.

Further, once new options and programs are in place, they need to be effectively promoted to make sure they are known.

**Evaluate ways to increase enrollment to be able to run more second year courses.**

One of the issues we heard was that many second year courses get cancelled because of low enrollment. While the realities are that the college cannot run large numbers of classes with minimum enrollment, the college still needs to evaluate options to minimize such cancellation. More of these classes could also keep students who might transfer early here a second year if they had more second level classes to take.

Among considerations that could help this:

Among suggestions, a participant said, “If we can identify a cohort that will commit to some of these programs, that would help. But then if we promise 15 graduates, we need 25 students. They get upset when we cancel courses. We’ve done it informally with one of the programs. What we say is that if you start we’ll give you everything that you need
to finish. We’ve lost some because we cancelled some classes because of low enrollments.”

Another person indicated some faculty of first year classes, ask the students when it would be convenient for them to have the second year class offered and then schedule it accordingly.

When to cancel the classes should also be a consideration. It was pointed out some are cancelled in May for fall term, which may be too early.

At another college, faculty were given an option of accepting partial pay for teaching low enrollment classes.

Finally, the college should look at ways to promote some of these second year classes, through media, and through the enhanced schedule book etc.

*Continue ACCCESS, SUCCESS, English for Speakers of Other Languages and related programs and their ties to the main campus to enhance student transitioning from the Hyannis Center to the main campus.*

Several funded programs at the Hyannis Center are serving target audiences who would not be as likely to be reached without the Center. Waiting lists of as many as 700 exist for the lower entry programs, since as a state-funded program the dollars are limited.

Transition from these programs to the college is important and is built in to several of the programs; in these, the retention rate is as high as 90%. Discussion is also planned between the Center and the main campus for evaluation of assessment and placement at different language levels. The main campus and Center need to continue to work together to best assist these students in transitioning.

As one person (not with the Center) commented, “In the service industry there’s a huge population that don’t speak the language well. The issue is that we’re seeing more speakers of other languages who have completed programs at the Hyannis complex who are not coming onto our main campus. That’s a tremendous market that we have to be aware of. We’re just beginning to see the fruit of the ACCCESS program – and these are bright people, there’s just the language problem.”

(Other issues on services and recruiting related to the Center are discussed in those sections of the report.)

*Enhance targeted program marketing.*

Marketing is also needed for individual programs. Program or cluster brochures with a college family look are needed and discussed further in the Promotion section.
Two effective examples of target marketing that we were made aware of were in the Environmental Technology and Hospitality areas where program personnel were actively involved in making successful contacts in their professional fields.

The role of faculty and divisions in marketing individual programs through all stages (curriculum development and delivery, services, promotion, inquiry follow-up, retention) is important.

The issue is determining and defining where faculty expertise would be most critical to marketing so that limited time is used efficiently and effectively (e.g. in follow-up phone calls, e-mails, and talking with visiting students clearly interested in a program, working directly with professional contacts in the field, in teacher-to-teacher contacts at other colleges or high schools, in identifying ideas for feature/news stories) and where other professionals at the institution need to provide the support (e.g. writing/designing brochures and press releases, placing stories in the media, doing mailings to prospective students, assisting in designing department web pages.)

Program brochures are needed, and are discussed in the promotion section. Another important area for input is to encourage faculty and departments to pass on information of unique feature angles to College Relations so they can seek media coverage of these angles. Visits from College Relations to departments to discuss finding such story angles would be a good activity on perhaps a once-a-semester basis.

The marketing workshop will also include a session on target marketing, providing a worksheet for looking at individual program marketing, considering not just targeted outlets for promotion, but also considering personal contacts and creating and modifying programs and services to meet needs. The workshop presentation also gives a number of examples of ways faculty and staff can be involved throughout the marketing cycle.
Services

College personnel we met seemed friendly and interested and capable of serving students well. Students commented, “There’s a lot of support. Everyone will help you.” Discussed below are some issues that can be enhanced to improve service even further.

Review and enhance phone answering

Phones and phone answering are items we typically hear about at community colleges. Enhancing phone systems and answering is something that should continue to be evaluated and improved as possible.

Two issues we heard about here include:

- The main admissions number used in materials is answered by a part-time person and then filled in with students or others.
- Another issue that needs attention is that the phones at the Hyannis Center cannot transfer between the main campus and do not have voicemail.

Comments on the phone system included:

“ I’d like to improve the telephone system. It allows calls to be held onto until you reach someone, but I don’t know if it works to our best advantage.

“More often then not we get calls that aren’t meant for us. No one is answering the phones or they don’t want to enter the extension that they have.

“I have had people call angrily saying they can’t get to anyone.

“I never got through – I don’t know where these people end up. It goes to some kind of voicemail. Sometimes it doesn’t go to voicemail and the phone just keeps ringing and ringing.

“When it’s really busy – we have 5 phones – and not enough staff. Someone on the phone needs 5 minutes of your time and there are students who were in line before they called. We just don’t have enough staff.”

Review and enhance internal communication, including in-person staff meetings.

Keeping internal staff up to date on information is difficult at any college. Individuals here indicated communication existed through e-mail, folders on the intranet and staff meetings in some divisions.

What was suggested, that we feel is doable and could be valuable, is to have regular in-person meetings to update information for staff. A full staff meeting was suggested
about three weeks before the start of the semester, rather than at the start of the semester when staff can’t close offices. “I’d prefer a meeting to written communication. There’s too much stuff to read, but maybe after the meeting we could get written stuff that we could refer to.” “We need a class on how the college runs because it changes each year.”

Creating a list of Frequently Asked Questions (FAQs) and their answers, and putting this on a card and/or on the computer, is another way to have all employees have answers to basic questions and therefore avoid unnecessary transferring, or at least being able to transfer calls to the appropriate department.

**Develop information to clarify admissions vs. registration.**

Another suggestion was to develop a flyer explaining the steps to admissions/enrollment. This would help both internal people as well as students. Especially at CCCC this would be important since only students who plan to complete a degree or get financial aid need to complete an application. Others can just register. This is not typically the procedure at most community colleges with which we are familiar.

This dual system also raises some questions as to whether students always follow the correct system for their needs. Efforts are being made now, for example, to contact students with more than 30 hours, to let them know they need to matriculate in order to graduate. These kinds of efforts should continue.

At the present, about 25% of students are non-matriculated. This is a number that has decreased. “We’ve done more investment in advising. That’s reduced the percentage of non-matriculated student. That speaks to the positive aspects of advising. It seems to me if we force someone to become matriculated it’s not what we’re about, but if they don’t fill out an application, are we hurting ourselves?” “I think it would be a good idea if every student would go through admissions. There are a lot of people that fall through the cracks. They miss financial aid they could have had.” The college should review these policies to see if more students would be better encouraged to continue towards a degree if they were in the system with an application.

**Continue to evaluate feasibility for housing.**

The college is investigating the feasibility of housing for students. There could certainly be advantages to this, allowing those from a distance to be closer to the campus, as well as giving this college experience to high school students who now go out of town because there is no campus housing here. Obviously, considerations of finance and other issues need to be considered, which the college is doing.

**Evaluate facilities and parking.**

We heard comments on the layout of the campus, which gives it the feeling of “no front door” and makes it more difficult for students to know where to go when they first come.
Given the structure that exists, signage might be enhanced to clarify exactly where to go, showing “Steps to success.”

Parking was also commented on. It is also an issue we often hear about at most colleges. While parking is tight, some spaces do exist farther from the buildings. Lack of lighting at night was also pointed out as an issue, especially for female students. These items should be evaluated.

The opening of the new Technology Building will also change some factors in the facilities entrance patterns.

**Review office hours to meet student needs.**

Especially as alternative delivery options are considered, it is equally important to have services available as well. It was pointed out to us that business office and registration are open late at the start of the semester, but other offices, such as financial aid and admissions are not and need to be. We would concur; hours of all related service areas should be reviewed, especially at the beginning of a semester.
Recruitment – Personal Contact

Continue and enhance a pro-active recruitment program in the high schools, community, and for special targeted groups, including minorities.

Continue community involvement activities and continue Foundation activities and to build the alumni association.

In a community like Cape Cod where the area is losing population in the key college demographics, it is especially important that the college look for ways to enhance its recruitment and personal contact outreach. Significant efforts do currently exist. Admissions staff visit all the local high schools where allowed and college fairs throughout the state. Further, there are some visits to community groups, the tribal councils, libraries, hospitals, career centers, malls and veterans’ offices. Financial aid workshops are held, including a College Goal Sunday.

In order to gain a larger market share, however, the college needs to implement additional pro-active activities to reach various target markets. Discussed below are ways to consider for expanding on current efforts.

High school market

While admissions does visit high schools, in many of them students are no longer permitted out of class to see college representatives. One comment made in our focus groups, asked, “Are they getting out to the high schools? I’d like to open up thinking about this. We go to the college fairs and other things, but we need to be more creative and get out of the rut so to speak. Their visitation schedule is full. The question to me is whether it’s worth it. Are there some we shouldn’t visit? High schools are more and more reluctant to let students out of class. What do we do on the visits? We host the guidance counselors here and maybe we should do more of that.”

Good ideas discussed for recruitment focus on personal contact, including bringing students to the college, as well as going to the high schools. Typical mailings, including letters, brochures, CD-ROMs, as well as going on the web, often receive mixed support from groups we talk with, some saying they would like it and others indicating they wouldn’t want these. What this means is the college needs to use a variety of approaches to appeal to diverse interests.

In speaking with guidance counselors and high school students, following are some recommendations we heard and would concur with:

- **On-the-spot admissions.** These were held at several of the technical high schools and were effective in getting students to complete applications during the visit. We would recommend continuing this. It was also pointed out, however, that
students then need follow-up from admissions to enrollment. Therefore we also suggest:

- **Create a comprehensive follow-up program once students are accepted.** One counselor said to “imitate schools of excellence in terms of the recruiting programs. (Students need attention) in between application and September. Have an Admitted Student Day where they’re taken around. Have a faculty advisor call. Send a bumper sticker. Let them shadow a student

  “Model after the 4-year colleges. Students pick the place that makes them feel special. Send a letter based on what they fill out on their applications; e.g. if they were on the school newspaper, invite them to be on the college paper.”

- **Financial aid assistance for parents.** While the college does some financial aid workshops now, it was suggested that all parents of admitted students get a letter from financial aid letting them know assistance is available in filling out the forms, and giving some date options, including evening and weekend, when they could attend.

- **Direct mail materials to high school students.** Especially since at many of the comprehensive high schools, students cannot leave class to see admissions we would recommend that some type of direct mail piece be developed that has appeal to this audience. It could be a simple brochure, “Supply low word/high interest brochures with photos to give the kids.” Other options include a CD-ROM that high school students are likely to check out, or a slick magazine like *Movin’ On* that allows for a college insert. The college did a CD-ROM for the counselors’ day that interviewed recent high school students at the college. Something like this might be effective for high school students, using recent grads that they can relate to. For all of these, there should be some type of tracking, so the college can measure effectiveness.

  In creating materials for high school students (and others) the college needs to address misperceptions, perhaps in a Q & A, or myths about two-year colleges, and/or with testimonials e.g. “people who go here find a lot better school than they thought they were going to.” (See additional discussion of image under promotion.) Give information on jobs and how much can be earned, transfer, costs, quality of teaching, programs such as honors.

- **Bring students on campus.** The college does do an annual open house that draws 200-300 students and this should continue. We also had one of the students indicate his school brought a busload of students to see the campus. Ways to encourage students and groups of students to visit and tour the college should be further examined, including ways to have students perhaps sit in on a class or meet with faculty.
Use recent high school grads, alumni and faculty to talk to students. In these on-campus sessions, include recent high school graduates as well as successful alumni to speak to the students. Where it’s possible to see high school students at their schools, bring these college students and alumni as well. In addition, when possible, encourage faculty to go to the high schools. A counselor indicated, “We had the EMT instructors come onto campus and teach the EMT courses to the health students. Any connection the kids make to people is good.”

Other recruitment activities to consider:

Create and/or host events that bring high school students and their families to the campus; e.g. science fairs, math contests, music events. Take advantage of such events for recruiting by making materials available, perhaps a booth or table to pick up information, as well as using a college ad/testimonial in the printed programs for these events. Faculty involved in judging such contests could also interact with teachers and students.

Web. Most of the students had not gone on to the CCCC web site, although some had checked other colleges. Some incentive is necessary to get them to the web e.g. promote it in the materials sent, have a contest with questions about the college and give a prize such as an iPod.

High school editors. Invite high school editors and advisors for a visit/tour. Provide information and photos they can then use in their high school newspapers.

Consider visits or programs starting with 8th graders “to get them to feel more comfortable. Get them to feel that “even I can really do this.” Some parents suggested even targeting from 5th grade. “Maybe if they started to target kids in the 5th, 6th, 7th grades you could make them more familiar with all of the programs that are available. You have to start them thinking about these things at an earlier age. They don’t have career planning classes for the younger kids. If the kids at a younger age could job shadow careers it might be helpful.”

Recruitment - Adults

Develop an equally pro-active, systematic recruitment effort for the adult community.

Many of the suggestions mentioned above for high school students can also apply in some version for adults.

Visits. In addition to the high school recruiting, a set of visits on a regular basis to businesses, chambers, service groups such as Rotary and Kiwanis, PTAs, unemployment and service agencies such as workforce and welfare-to-work mothers, should also be
continued in a formal, systematic way. Informing the social workers at these organizations of college programs and services would also be helpful. Some of this does take place, but needs to be organized in a pro-active way equal to the high school recruiting.

**Special workshops or open houses for the non-traditional student** should also be considered. This can make it more comfortable to come to a college and to see they are not the only older person there. Use adult students to talk with the students at these events.”

**Speakers Bureau.** A college Speakers Bureau is an excellent way to create awareness and recognition by making personal contacts in the community and demonstrating the quality of college personnel and the breadth of topics. We believe the college does have one; it should be publicized and continued.

Topics can cover the variety of areas where faculty and staff are experts. Interesting titles can draw further attention, e.g. rather than “Why attend CCCC?” use “Hot Careers for the 21st Century” or “How to attend school if you’re not a kid anymore.”

The same people and topics could also be adapted to a media experts list and then pitched for appropriate media topics, e.g. accounting professors during tax time, child care tips, health professionals on staying fit or dealing with stress, workforce areas on starting a business, etc. Once the brochure/list is developed it can be mailed to community organizations and media and placed on the web.

**Other outreach activities**

**Alumni.** Development and use of a strong alumni group is important in many ways. The college has a beginning group and its activities should be strongly encouraged. Starting an Alumni Hall of Fame would be another way to focus on alumni and their success and could tie in to the testimonial promotion campaign we are recommending.

**College events.** The college has many events in the theatre/arts building and should take advantage of such programs to make college literature available, have a college member welcome groups to the campus, etc.

**Hyannis Center.** The Cape has a growing population of diverse ethnic residents, including Brazilian, Cape Verdean and Spanish-speaking groups. The Hyannis Center is an excellent way to reach these and other individuals who might not initially come to the main campus. Both Portuguese and Spanish-speaking staff are available. A wide range of effective programs and activities are part of the Center, and should be continued and expanded as funding allows. A recent successful Job Career event drew more than 500 people.
**Foundation.** Work of the College Foundation has been extremely successful with completion of its capital campaign, which raised funds for the new Technology Center and other capital improvements. In addition to raising dollars, the Foundation provides an opportunity to carry the message of the college’s needs and accomplishments to community leadership.

**Applied Technology Center.** The opening of the new Center will provide the college with expanded opportunities for curriculum building and offerings. Major opening activities should be planned to focus attention on the new operation. The grand opening could include high tech elements in the “ribbon cutting;” tours and programs for internal employees, community business leadership, open houses for the public. (Materials for planning an opening will be shared).

**Other target groups:**

Other target groups, including some that were mentioned in the focus groups, and are worth reaching, with a direct mail letter or other approaches, include:

- Students who go to four-year colleges and then drop out and come back home
- High school graduates who by fall have not enrolled in college. A letter can recognize their graduation accomplishment, indicate they are probably working, (although not in a job that’s a career), but pointing out they can still start school part-time and continue to work if they need to
- College students who return home for summer and could take courses as a transient student
- Alumni who could take post-graduate courses or career upgrading
Inquiry Follow-Up

*Implement a comprehensive college-wide communications flow system to do written and telemarketing follow-up through the inquiry/admissions/registration process and track information for future decisions.*

Some inquiry follow-up activities are currently in place. When the college receives inquiries, a packet with a letter and appropriate printed materials is sent and the name is entered into a database. Individuals on this list are sent materials such as open house announcements, but a formal system of follow-up letters, calls etc. does not yet exist for inquiries, although this is a goal of Admissions. Comments were made on the new database system, which is difficult to use for this application.

For students who apply, some letters and follow-up does exist. This can be expanded event further. As was indicated in the recruiting section, counselors commented, “imitate schools of excellence in terms of the recruiting programs. (Students need attention) in between application and September. Have an Admitted Student Day where they’re taken around. Have a faculty advisor call. Send a bumper sticker. Let them shadow a student.”

An ideal inquiry follow-up system, that should be implemented, would include coordination of all college contacts in a central database with a process of written and telemarketing follow-up with segmented, incremental communications including a set of mailings, direct mail and e-mail campaigns and phoning/telemarketing to move students through the various steps to enrollment and retention. Letters and phone contacts need to be friendly, motivational and encourage next steps. Points of contact, for example, could be made with students who inquired but didn’t apply, those who applied but didn’t enroll, those who indicated specific departments, those who enrolled one semester and didn’t return etc. Special letters and contacts should come from departments to follow through with students interested in those areas.

**Tracking.** This database should also provide information for evaluation of efforts, keeping track of how students found out about the college, what services, such as tours or campus visits, may have led to enrollment, etc. The tracking should also help evaluate what follow-up efforts work and what may need to change. Information on how many apply after each contact would help evaluate which mailings are needed. Regular reporting on numbers of inquiries, applications and enrollment and yield rates from each should also be part of the system.

Systems such as these have been extremely successful at many colleges and universities, and are now starting to be used more commonly at two-year colleges as well. (Samples of letters and contacts in such a system will be shared with materials following the audit.)
Retention

*Develop and analyze data on retention and add new programs to assist students as needed.*

Data is needed on various cohorts to analyze retention among students who had planned to continue. While some general reports on retention may be available, analysis of which students continue in various demographic cohorts is needed, as well as information on what criteria make at-risk students. Surveys of dropouts to determine reasons for leaving would also be valuable; the college is currently doing such a study. Based on such data, new or expanded retention services may be needed.

Information from these contacts should also be analyzed and applied to modify services and programs to encourage better retention. The college should review, enhance or initiate such programs as early alert, mentoring, orientation, and counseling/advising, all of which have had impact on retention at other colleges.

*Continue and enhance college-wide support services and through programs such as Coaches and Mentors and ACCCESS*

A number of support services in tutoring, advising etc. do exist at the college. Successful transition programs such as CATESOL and the nationally-recognized Coaches and Mentors program include elements like tutoring, advising, career support and such workshops as time management and others.

The kinds of support these programs give are important elements that should be considered for all students. The availability of these kinds of programs also needs to be constantly communicated to students; we have done surveys with other colleges where we found many support services exist, but students often are unaware of them.

**Advising.** One of the issues mentioned in advising was that students do not have a specific advisor to see continuously. This should be reviewed and enhanced as possible.

“It’s amazing how many students say I don’t have an advisor. Even if they saw one, they don’t remember who they saw and we can’t trace it back. Advisors are supposed to be assigned. Every schedule lists the advisor they have, but they don’t read it.”

“If you want retention, you need good advising.

“There’s an advising center, but most of the people there are not fulltime. They have faculty or staff or almost anyone who could be an advisor. It’s very part-time. The next time you come back for advice you start with someone new. They do the best they can with limited resources.”
Use direct mail, e-mail, phone calls for retention. Develop an annual plan of targeted groups to contact and evaluate for retention purposes.

Direct contact can be quite useful in assisting in retention. Its use to contact non-returning students has proven successful at many colleges with which we have worked. One of the simplest yet most effective approaches, for example, is the use of a postcard to current students who have not yet registered with the message “It Won’t Be the Same Without You” and a fading picture of a student. Depending on the numbers, phone calls to students who have not returned or re-registered can also be extremely effective. If student e-mail addresses are available, this is another effective way to reach various students for retention purposes.

Other target groups could be those who didn’t return after a semester. They could be reached with a card or letter saying “We missed you.”

Responses to these efforts should also be given follow-up and the responses tracked and evaluated.

Some research and calling is now being done at the college, including calls to students who were dropped for non-payment. Students who have 30 hours or more are also being contacted to encourage them to apply and to graduate. These kinds of efforts are all good. A pro-active annual plan that outlines targeted groups to be contacted should be developed. The most successful contacts should then be continued on an on-going basis.

Review availability of second year classes.

This was discussed earlier under curriculum, but clearly the ability to complete second year classes is a factor in retention.
Promotion/Marketing Communications

While the college has many areas that can be promoted, the current marketing communications materials need to be enhanced and some new ones added. We feel the leadership in this area is capable and anxious to move in many of the directions we will be describing.

Three points that need to be emphasized as these recommendations are implemented:

- A full implementation of these recommendations will take additional budget and staffing considerations.

- Planning for new materials also needs to include review of how they will be used and distributed and by whom. The plan, therefore, needs to be created and implemented not just by College Relations, but with input from admissions, enrollment management and other appropriate areas.

- Once new materials are designed, the look and message should be continued for at least several years to create an awareness and impact.

Among key marketing communications recommendations, which will be discussed following in further detail are:

- Develop a written, pro-active marketing communications plan to outline strategies, messages, tools, audiences, distribution, budget and evaluation of publications, advertising, media and other marketing communications approaches.

- Develop a consistent graphic design, with available templates, and consistent messages/slogan to create an enhanced image and branding for the college, and apply this to all key pieces. Develop key facts, benefits and testimonials to create this message.

- Enhance and/or create major print pieces, including a first contact piece, upgraded schedule, program or program cluster pieces, and an external newsletter.

- Continue and enhance media relations

- Continue efforts to redesign the web site.

- Evaluate and implement promotional contacts with target audiences.
  (Some of these were discussed under recruitment)
**Promotion Plan**

*Develop a written, pro-active marketing communications plan to outline strategies, messages, tools, audiences, distribution, budget and evaluation of publications, advertising, media and other marketing communications approaches.*

The college needs a full marketing plan, as well as a written plan for marketing communications materials. A full marketing communications plan would include specific benefits, specific audiences, and the description, purposes/audiences, sequence for level of interest, distribution, status of production, for both publications and advertising, and would be reviewed and updated as needed on a regular basis. (A sample for creating such a plan was shown during the audit.)

Outlined below are a review of current promotional materials and recommendations for improvement.

**Image Campaign**

*Create a full image campaign to enhance the college image and communicate the benefits of CCCC as a community college, focusing on the key elements described in the sections that follow.*

**Image**

Both our focus groups and the community perception research study reveal attitudes toward the college image.

**Research study.** A detailed analysis of the community perception study findings is in a separate report. Some highlights related to image include: Overall, awareness of the college is strong. (58% named the college after two opportunities; the next closest in top-of-mind awareness was Bridgewater State with 14.5%. In the Upper, Mid and Lower Cape areas the awareness was between 77% and 86%.)

When asked, “Why chose a college or university?” quality of instruction, cost of tuition, wide range of courses and transferability rated highest. When asked, “Why do students choose a community college?” cost of tuition, unsure of goals and convenience rated highest. For CCCC specifically, however, quality of instruction rated the highest, followed by convenience. On “Why not attend a two-year college?” top reasons included image of “low end” education, four-year colleges are more prestigious and four-year degree means greater pay.

CCCC’s image is also strong based on the survey. Over 54% of respondents thought of the college in a “positive” or “very positive” way, while less than 2% thought of the college as “bad” or “very bad.” However, 26% gave it a neutral rating, which usually means they don’t know enough about the college to form an opinion. When the
respondent or someone in their family had attended, the 54% figure rose to 80%, and even if they only attended an event it rose to 74%.

**Focus groups.** Key comments we heard about image in the focus groups are outlined below. The most prevalent comments when we asked why people go to CCCC and what they know about it were:

“Low cost and convenient/close to home.” This is typical of what we hear nationally. While these are important benefits that should continue to be emphasized, a broader list of benefits also needs to be communicated.

Other positive comments included the following:

Many commented on the quality of faculty, smaller classes and one-on-one relationships with faculty, as quoted earlier in this report.

The college was described as “you feel like you belong here.”

“One student at a time is what we do here and we do it well. We have a lot of support for the students and you won’t get that at the four-year schools.

“Lots of ways to get help, e.g. math lab, writing center

“Our relationship with the community is very positive.

“It’s nothing more than a jump-off point for a lot of students, but that’s not bad. It’s a great place to start…you can hone your skills (here).

“I don’t think the Cape knows how good we are. Everyone on the Cape knows the college, but a lot of the students and the alumni are still in the closet and we sure should get them out of the closet.

“We have to get the message out that not all the good jobs in the future will require a bachelor’s degree.

“It’s astounding how much they can save if they take their first two years here.

“Community colleges offer something no one else offers – a two-year degree. You walk away with a degree.

“They underestimate the rigors of the community college.

“We’ve had some very good students come here. That sends a huge message. We’d like to see the international studies, honor program, Phi Theta Kappa and modern languages marketed in a better way to make people more familiar with them.”
Asked why not go to CCCC, reasons included:

Want to get out of town
Want certain programs of study not here
Prestige of four-year
Image of being the fallback school
People see it as grade 13 or a lesser school. I see that’s not the case, but that’s the image.
The stigma starts at the high school level where you go (to CCCC) if you’re not good.
The phrase “community college” says second rate to many people.

(A full list of comments in the focus groups is available in a separate Audit Notes Report.)

Based on the comments in the above section, we recommend the following components of an image campaign to communicate the positive aspects of the college.

**Branding: Logo/family look/theme/messages**

*Develop a consistent graphic design, with available templates, and consistent messages/slogan to create an enhanced image and branding for the college, and apply this to all key pieces. Develop key facts, benefits and testimonials to create this message.*

The college currently has no graphic “family look” that ties its publications together, other than a logo. The logo itself could also be updated; a more streamlined version of a lamp symbol could be created if you wish, but the overall design should be simplified and modernized.

Beyond the logo, the college needs to create a consistent graphic design look, called a “family look.” This is important to create and maintain an awareness and recognition for the college, which is a first step in building support and interest for the college. Currently, there is a color, the blue, carrying through in the schedule and catalogue, a similar photo design in the admissions piece and new catalogue, and the annual report and foundation report have a similar look. But there is no overall graphic design carried across all college pieces, or even the major ones. Use of a consistent graphic design should involve at least key college promotional pieces, such as the schedule books, catalogue, viewbook, folder cover and program/services brochures. (Sample family looks were shared during the audit meetings)

We heard in many of our focus groups the need for developing such a family look to materials.

In addition, the college may want to create a slogan to be used consistently. Several different ones that could work have been used at various times. (Samples from other
colleges were also shared.) Again, the purpose is to create an ongoing awareness and recognition in a continuous marketing effort.

**Templates**

“Templates” – pre-designed formats -- should be then be created to make it easy to apply a family design to a variety of pieces and have a standard look at a given level of quality. The “shell” of these can be pre-printed to save dollars, ensure a quality, printed, multi-color look, and make it easy to use. While you will want some differences in design and content to be effective with a variety of target audiences and brochure content, it would still help image and awareness to carry at least the standard logo and a similar graphic look on pieces. The template design can be modified with photos, art and copy to fit a specific program or event, but would be easier to put together than starting from scratch for every piece. The template would also ensure a certain level of quality and recognition.

**Testimonials**

- **Develop a series of representative success testimonials and use these in a full image campaign, including publications, web, advertising, media, video/CDs.**

A testimonial campaign can effectively illustrate the success of CCCC students, as well as serve as an overarching theme and message that make a major impact by helping target audiences understand the value of the community college.

Such a campaign would gather a representative sample of success stories (at least 5-10) that show through actual people stories and testimonials the positive effect of the college on their lives and on the community. Virtually all groups we speak with at colleges -- students, high school students, internal and community representatives -- agree that showing success stories would influence opinions, and we would concur. We’ve seen this approach used very successfully across the country and shared examples in the audit.

While the institution is and needs to be portrayed as the same place to different audiences, the emphasis can be somewhat different. For example, for the individual, getting skills that lead to a career and personal development is important. For business and the community, the value of this trained individual provides an economic impact and skilled workers.

The testimonials need to be a selection of success stories that represent a diversity of gender, age, ethnicity, careers. Testimonials from employers should also be included that show that they are anxious to hire CCCC graduates, as well as from transfer colleges, and stories on faculty and their accomplishments.

Once these testimonials are identified, they can be used as part of a single campaign, with a unified, recognizable theme and graphic design in ads in newspapers, radio, video/CDs and in the schedule book, tabloid, and first contact piece, among other outlets. Stories about who these real people are can also be placed in media outlets.
A bank of professionally done photos should also be developed to accompany the testimonials.

**Tool Kit**

- *Develop a list of facts on the college’s contributions and accomplishments. Put these into a “Tool Kit” including a fact/impact list, talking points, and PowerPoint shows.*

Another part of the overall campaign should focus on college benefits and facts of accomplishment. Benefits should include those to the student, as well as to the economic impact and return on investment to the community. Fact sheets should be developed with impact statistics, e.g. number of students, percent who stay in the community, taxes paid into the community, percent of health care workers/first responders trained, increase of income potential of grads, number of community partnerships. It could also include impressive facts such as honors for students and faculty, national recognition, student passage rates on state boards, employment rates, and include unique programs.

A list of key benefits and descriptors of the college should also be gathered, possibly presented as top ten reasons to attend. Items that might be included for potential students are: transfer, job training in hot careers, quality faculty and instruction, wide array of courses, convenience, affordability, flexible scheduling, friendly support services, small classes, personal attention, diversity. Other items that could be added for community leader materials are economic impact, community partnerships, and workforce training. The “Why CCCC?” list included in the current admissions bulletin should be included, and possibly added to.

These facts should then be put in such materials as a “fact sheet,” talking points for college presentations, on the web, developed into a PowerPoint show, used in publications, ads and media, etc. and constantly updated.

**New and Existing Materials**

*Create new materials and/or enhance existing materials as discussed below.*

Outlined in this section are comments and recommendations on the various pieces, which the consultants were sent and reviewed prior and during the audit. Samples of similar effective materials from other two-year colleges across the county were shared with the marketing steering committee during the audit.
Schedule book/Course schedule

Because of its wide circulation and regular publication, the schedule book is a major marketing tool for most community colleges. Many colleges do a full community mailing of these books; others do a targeted mailing of this or a recruitment tabloid. With today’s growing web use, colleges are also considering limiting their mailings and putting versions on the web. Yours is currently sent as a targeted mailing to households with year-round residents, ages 15-55. The survey showed 27% of those who saw advertising remembered seeing something in the mail (which is probably the schedule), with newspapers at 32% and radio at 25%. While this is significant, we feel the awareness should be even higher with some marketing enhancements we describe below.

Regardless of the decision on mailings, the schedule book should be distributed by drops at community locations, such as libraries, community centers, unemployment agencies etc. It should also be distributed to previous students (perhaps back three years) and all current inquiries.

As such, it needs to be enhanced as a marketing tool. Currently, your schedule has a number of good features. Its size and format work well. It has headlines with promotional language e.g. “What We’re All About…,” “How We Can Help You,” “Your Success is our first priority,” all of which are good. The listings are easy to read; screening the evening classes would make those more easily found.

The course descriptions were eliminated from the schedule book this spring. We heard several comments indicating that students call and ask for this information, and while it exists on the web and in the catalogue, staff need to take the time to read it to them. We suggest the college continue to eliminate these for now, and see how serious an issue it remains as students get used to checking it elsewhere. Many colleges we know have eliminated these descriptions from the schedule to save dollars and space. It leaves more space to add more promotional sections such as listing benefits, testimonials, success stories, and program promotions, which we would recommend.

Some of the cover could also contain promotional materials e.g. testimonials and top benefits that stand out and catch attention, although at this point focusing on the new Applied Technology Center is also a major image/promotion. A standard set of key benefits should be agreed upon (preferably based on research of what is important to potential students) such as affordable, convenient, “hot” career programs leading to jobs, small classes, caring faculty, transfer opportunities. Your list of “Why CCC” could be incorporated in this list.

Catalogue

The catalogue seems well organized, easy to follow and contains good information. A catalogue is typically used as a follow-up piece giving detailed information once students show interest in the college, rather than as an initial marketing tool.
The cover design should become part of a family look.

The back cover, or inside covers, could be utilized for promotion, such as giving key benefits.

**Folder Cover**

This should also be redesigned to fit a new “family graphic look.” The current design is basic, but it could be much more effective if space on the covers and inside flap are used for photos, benefits etc.

**Viewbook/First contact**

The Admissions Bulletin has good content and information. The *Why CCCC* is good, and use of Graduates at Work and the Save Money chart are also good additional sections. The overall design could be enhanced with fewer large copy blocks, breaking them up with callouts, bulleted items and using more benefit headlines.

This would also be the piece that probably sets the graphic family look, and would then match with the schedule, catalogue etc.

A basic distribution brochure/flyer like this is typically used as an initial marketing publication. Some colleges will have a simpler, smaller version as a first contact and a more comprehensive one for a follow-up piece. Samples were shown during the audit.

A separate version for high school students, whether it is a print piece or CD-ROM, would also be valuable, as discussed in the recruitment section.

Among elements to consider for an effective first contact/viewbook are:

- Sections organized by benefits, with attention-getting heads about each that stand out
- Testimonials and photos from successful alumni, students and employers, showing a diversity of age, gender, programs and ethnicity
- A bright, clean design with good, large photos, subheads, callouts, and limited large copy blocks
- A call to action with return card
- Full list of programs, locations

**Program brochures**

While some program brochures exist, there is no consistency in look or content, and apparently a full set has not been coordinated, which would be recommended, either as individual program brochures, or as clusters by e.g. health, business etc.
Currently, they are in a variety of design formats. These should be developed in a “template” family look, which will show them as part of the overall awareness of the college, and will make it easier to create and maintain the numbers needed for all the programs.

A similar template and format should be developed for special programs and services that are also all different now, and could be used on various department communications.

Among elements that can be in program brochures to make them promotional and motivational are the following, some of which you have in some brochures:

- Promotional language that highlights the attraction and benefits of the career and any special facts about it; e.g. job placement statistics, growth, passage rate on boards, special projects or opportunities -- what makes this career desirable.
- Testimonials and photos if possible in work settings from successful alumni and employers.
- Bulleted information if possible to avoid large copy blocks.
- Job description, where a graduate works, how to prepare, unique aspects of the CCCC program etc.
- How to get further information, with a reply card built in if possible.
- General information in bulleted form about the college overall – list of benefits - For some, this may be the only piece they have, so all materials should contain the general benefits list that will be developed.
- The actual course sequence could be developed as a single page insert to slide into the brochure. This will give you a much longer shelf life, so the brochure doesn’t need to be reprinted every time there is a change in a course.
- We would also consider a return card for those who want more information or follow-up.

Another option for update is to have the brochures available to faculty and counselors online to print out copies as they need them rather than printing a large supply. Some colleges also have the program pages from the catalogue available for printout from the web.

Other brochures

A variety of other materials were sent and reviewed. While these separately contain useful information, the first visual impact is that nothing seems to match, with only the logo as a common element when that is used. A basic template, graphic design, as mentioned earlier, is needed to serve across all college pieces. A version that applies to career programs, a variation perhaps for student services, etc. should be developed. Beyond that pieces need a clear message of benefits, testimonials where appropriate, etc.
Annual Report and Foundation Annual Report

These pieces have good information and carry a similar look with each other. The annual report headlines do a good job of clearly identifying the college’s priorities and then backing them up with information on those pages.

In addition to an annual report, the college might also consider a community newsletter/magazine. Such a periodical could incorporate communication for community leaders, alumni, and donors into an upgraded community newsletter/magazine that is published several times a year. Such a piece should carry stories on college accomplishments, enrollment, along with regular features on student, alumni and faculty success stories, Foundation news, etc. One issue could also serve as the annual report issue. The newsletter should then be distributed widely to a community list including legislators, leaders in business, education, advisory committee members, donors and alumni. Samples of such newsletter/magazines were shown at the audit.

Web site

Web sites have grown in importance as a way to reach and communicate with a variety of target audiences. The ability to use this for interaction and immediate and targeted communication is the key advantage of today’s web sites.

The look of your web site should fit in with the new family look you would develop for publications. The current page doesn’t fill the screen horizontally. Many web sites now also give an option from the home page to move forward based on audience, i.e. they have sections designed for students, prospective/future students, sometimes separate sections for high schoolers, and for community/alumni/friends/visitors.

Your About Us could also be expanded to be more promotional and include such items as benefits (such as the Why CCCC you have in your viewbook), testimonials, key facts. FAQs.

Potential students can currently request an application by e-mail, but for those who are not quite ready to commit, there should also be an option for just asking for further information. A form might also make it easier and could capture the kinds of information they want, possible program interests, whether they are recent high school grads, how they heard about the college etc.

On-line registration and application are typically available at most colleges at this time. These should be added to the web as soon as feasible for the college.

E-mail marketing could also be very productive for CCCC. E-mail addresses could be gathered by admissions and/or by individual departments from e-mail and other inquiries, targeted mailing lists, current and former students, and built into creating e-mail lists by subject interest. Individuals could then be sent announcements and news using a template format, which would be an excellent way to keep in touch with target markets.
Media relations

The college has good relations with the media, especially the local newspapers, which have used many stories on college events, as well as significant editorials explaining the funding needs for the college.

The college should build on its good media relations to continue to place on-going feature stories about academic programs, faculty and student success.

In addition to the local papers, many residents look to other major media cities such as Boston, especially for broadcast media. While it is more difficult to get coverage when you are further out from the media, it can be done with targeted features. And since this is free media coverage, it is worth the efforts, even though any given coverage cannot be guaranteed. Paid advertising in this media may be less effective, unless a sustained effort is possible, and given the broadcast media costs, this is not likely. On the other hand, a typical feature can often generate 100 phone calls to a department.

Continued emphasis should be on gaining good feature coverage, particularly of programs, in the newspapers as well as on the broadcast media. Program faculty should be encouraged to identify good media ideas for the marketing office to follow-up and pitch to the media. Enhanced media relations would include continuing personal contact to pitch stories and an organized pro-active plan outlining key messages and activities to pitch, angles that would attract specific reporters, editorial visits with key college executives etc. This could provide an opportunity to get media attention, especially in broadcast outlets, even beyond the immediate geographic area, but including media that are read and listened to in the CCCC areas.

Among other specific approaches that can help gain additional media attention:

- Developing a regular feature-shorts or a feature tip list (at least monthly) to pitch stories
- Creating a regular (at least monthly) calendar of events for the media
- Developing an experts’ list of resource people from CCCC and monitoring local news and trends on which these people could be interviewed
- Encouraging internal people to forward good story ideas. An e-mail form for submitting ideas could be developed. College Relations should also visit faculty and department meetings in person at least once a semester to discuss the value of PR, the kinds of stories that media look for, and should regularly circulate examples of what kinds of items get published.

Advertising

Paid advertising for CCCC has been primarily through radio. The radio spots we heard were simple narration, but well done, clearly targeting certain audiences (part time, fulltime, retrainers, returning adults) and focusing on benefits.
Print ads have mostly been limited to special events. The community perception survey identified the Cape Cod Times and Boston Globe as the most read. While the Globe would be expensive for the reach, some image advertising in the Cape Cod Times, perhaps using testimonials, might be considered with an expanded budget.

Since there is no local network television on the Cape, advertising through stations such as Boston would be extremely expensive for the reach.

**Enrollment Management Plan**

The Enrollment Management plan shows good planning and recommended activities for the units in the Enrollment Management Division. Some of the action steps will tie-in with our marketing process, since we also look at recruiting and inquiry follow-up, among other areas. The two plans should be coordinated.