

Community College *of* Philadelphia

Increasing Brand Equity And Visibility  
Strategic Marketing Plan  
2014-2015

# Strategic Goals

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Community College of Philadelphia is experiencing unprecedented milestones over the next year:

- New presidential leadership and direction for the future
- Celebration of the 50th anniversary of the College
- Upcoming comprehensive fundraising campaign

Changes of this magnitude provide a logical moment to assess and clarify the College's brand identity. Community College of Philadelphia has realized that a strong brand identity can help it align with potential students in the marketplace, attract donations and funding from regional and national sources, partner with area businesses, motivate employees, and serve as a means to differentiate its products and services from other educational institutions in the region. Over the last decade, Community College of Philadelphia has diligently worked to develop and support a distinct and recognizable image among constituents, even with declining funding for branding.

With rapid changes in the social, political, and competitive environments, maintaining the College's brand identity is now more important than ever. The College needs to continue to position itself with one voice throughout the city and the region, strengthening its visibility. The more visible the College is to constituents in the region, and the more favorable their image, the easier it will be for Community College of Philadelphia to gain support from constituents and to market the College's programs and services. And the resulting Strategic Marketing Plan for Community College of Philadelphia lays the foundation for the College's future marketing efforts.

In developing this Strategic Marketing Plan for Community College of Philadelphia, three activities had to be completed:

1. Research that provided the current measure of brand equity for the College among the constituents and an identification of the College's target markets and their needs
2. Consolidation of the written strategic plans for the College's operational units (for example, student services, academic, etc.) and meetings with each of the operational units to clearly define the strategies from each operational plan aimed at specific target markets with defined products and services for each market
3. Alignment of the College's marketing priorities with the defined target markets from the operational plans and the marketing needs of the operational units to achieve operational goals

The final element to ensure the success of the Strategic Marketing Plan is a budget allocation that will support the activities outlined in this plan. Over the last four years, the College has seen the marketing budget decline, and more focus has been on targeted program marketing and not branding. Because of the increase in marketing expenditures by other educational institutions in the city, and the decline in the overall marketing expenditures at Community College of Philadelphia, it has been difficult to support the brand identity and maintain its visibility.

This document outlines the information synthesized to develop the Strategic Marketing Plan for Community College of Philadelphia, and supports the strategic marketing objectives for 2014-2015:

- Enhance the **brand and reputation** of the College through broad messaging, focusing on introducing the new leadership and the 50<sup>th</sup> anniversary.
  - Communicate effectively with the external community (i.e. businesses, donors, alumni, media, and prospective students and their parents) to build awareness of the College and its many offerings, including events, programs, and services, while emphasizing the qualities and offerings that make it distinct in the market.
  - Communicate effectively with the internal campus community (i.e. students, faculty, staff) to build awareness of events, activities, courses, programs and services.
    - Communicating Community College of Philadelphia's strengths and distinctions with one voice across all media and to all audiences by all of the College's internal constituents
- Increase **enrollment and access** through targeted marketing and promotion.
  - Support the College's promotion of specific events, programs and services from planning to implementation.
  - Support outreach efforts including the development of promotional and informational materials.
  - Become a partner with internal constituents during the development stage of new programming initiatives to enable the Division of Marketing and Government Relations to assist in positioning products for new markets and developing marketing plans before the programming is developed and not after.

For Community College of Philadelphia to continue to have robust enrollments among its markets, two things are needed: high brand equity and an understanding of the educational needs in the market. The key markets for Community College of Philadelphia are high school

students, adults, and employers. Adults, high school students, and employers in the market must be aware of Community College of Philadelphia and understand the opportunities the College presents before they will consider enrolling at the College, or sending employees for education and training. But the College must also package and deliver its programming in ways that meet the demands of these target markets. And since the needs among the target markets continue to change, external research is conducted to completely understand the College's brand differentiation (if any) from other competitors in the market, as well as the audiences' perceptions about the College and to provide the information needed to define target markets, and ultimately, to enroll students. The goals of the market assessment were to:

- Measure the brand equity for Community College of Philadelphia
- Provide a profile of the potential adult and high school students and their educational needs

Over the last decade, the marketing research conducted by Community College of Philadelphia has focused on the adults' and employers' educational needs in the region. Given the changes in the economy (recession) and the lack of investment by employers in education and training for employees over the last five years, strategically it was determined that until growth in employment was seen, the research investment would be better spent in understanding the high school market and focusing on the adult market, as in previous years. Telephone surveys of 450 adults and 300 high school students, stratified geographically across the city, were conducted from August to October 2013. The samples provided a reliability of 95 percent and an average margin of error of five percent ( $\pm 4.6$  percent for the adult sample and 5.7 percent for the high school sample).

In the following sections, the research results are summarized, focusing on the brand equity of Community College of Philadelphia, and identifying the profiles of the adults and high school students likely to attend Community College of Philadelphia. This research outlines the key markets for Community College of Philadelphia.

Since Community College of Philadelphia's Strategic Marketing Plan has to support the operational plans of the College, all of the strategic plans for the operational units at the College were reviewed to understand the target markets and the products that the College has to offer the markets. The following plans were examined to provide insight into the operational goals of the College for the next three years:

- The College's Strategic Plan 2013-2017
- Academic Master Plan 2014-2017
- Enrollment Management Plan 2013-2017

- Middle States Self-Study Report
- Athletics Audit
- CCPTV Strategic Plan
- Diversity Plan 2014
- Technology Plan 2013-2017
- Landscape Vision Plan
- Student Life Executive Summary
- Office of Institutional Advancement – Advancement Plan 2014/2015
- Literacy Program Audit 2006-2011 Program Wide Goals

No operational plans were provided for Facilities or Corporate Solutions – they were said to be under development.

The College’s Strategic Marketing Plan can only support the current products and services available to the target markets identified. In reviewing the strategic plans for the College’s operational units, as would be expected, many of the strategies in the plans were aspirational in nature, in that they were focusing on “what we are going to do” and not necessarily “what we are currently doing.” For example, a major component of the Academic Master Plan is focusing on pathways, and aligning credit and noncredit programming into seamless transitions for students. While the College currently has some areas that students can make seamless transitions, this is not a fully developed program that can be marketed to potential students at this time. As the programs in the Academic Master Plan are fully developed over the timeframe of the Strategic Marketing Plan, the marketing strategies outlined in this plan are broad enough to provide inclusion of the products as they are developed.

It was important to gain a better understanding of the key programs and services across the College that can be offered to the identified target markets. Focus sessions were held on March 25 and 26, 2014, with members of Cabinet, representatives of Student Affairs, Corporate Solutions, FLOAT (Regional Centers, Online Learning), Academic Affairs, Institutional Advancement, DACE (Adult and Community Education), and Marketing and Government Relations to address three key questions:

- What market segments are being served very well?
- What market segments may have additional opportunity for market share and penetration?
- What market segments are not being served and offer opportunity?

The information from these sessions provided additional insight into the current status and future plans of the various operational units, as well as the programs and services identified for key market segments.

Finally, after evaluating all the operational and strategic plans, the input from constituents of the College, and the defined products the College has to offer, this Strategic Marketing Plan:

- Defines the current markets for Community College of Philadelphia and the marketing strategies to support the College's enrollment goals
- Positions the College for success in an upcoming comprehensive fundraising campaign
- Ties the outcomes of the Strategic Marketing Plan to the plans of the operational units and the College's Strategic Plan
- Provides a framework for marketing new programming and services as they are developed by the operational units

To achieve the strategic goals of the Strategic Marketing Plan, the Division of Marketing and Government Relations has to balance communications supporting the overall College branding with the communications to the targeted markets defined in the plans for the operational units.

# Increasing Brand Equity

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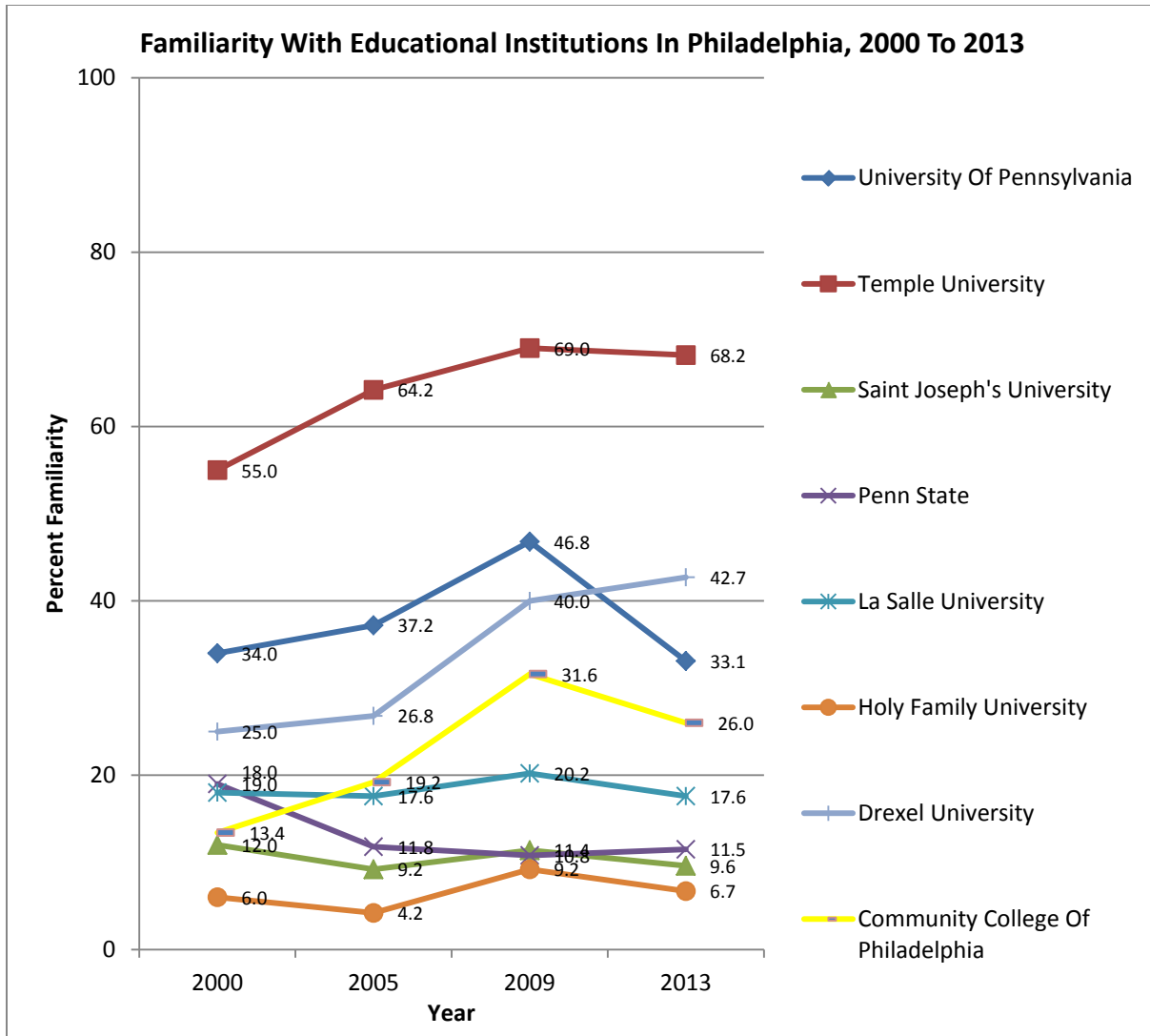
Brand equity research was conducted for Community College of Philadelphia among both the adult and high school market segments. The purpose of the brand equity research was to assess the awareness, attitudes, and usage of the College by key external constituents. It enables the College to quantify levels and trends in the community's knowledge, perceptions, beliefs, intentions, and behaviors with respect to the College. These measures provide Community College of Philadelphia with a complete understanding of the current awareness, attitudes, and usage of the College by the community and inform the brand platform for the College. Where applicable, the results from the current 2013 survey will be compared to the previous surveys for Community College of Philadelphia and differences noted.

## MARKETING IMPLICATIONS FROM RESEARCH

Two metrics are used to define awareness of a community college – first mention and familiarity. At the start of any awareness survey, the first question asked of the respondents is to list all the educational institutions in the area. This is done without prompts. The first college mentioned is generally the one they are most familiar with – top of the mind awareness – and the other colleges mentioned indicate familiarity.

Community College of Philadelphia has been tracking familiarity among the adult market since 2000, and the chart seen on the next page notes the changes in familiarity among the most recognized educational institutions in the city.

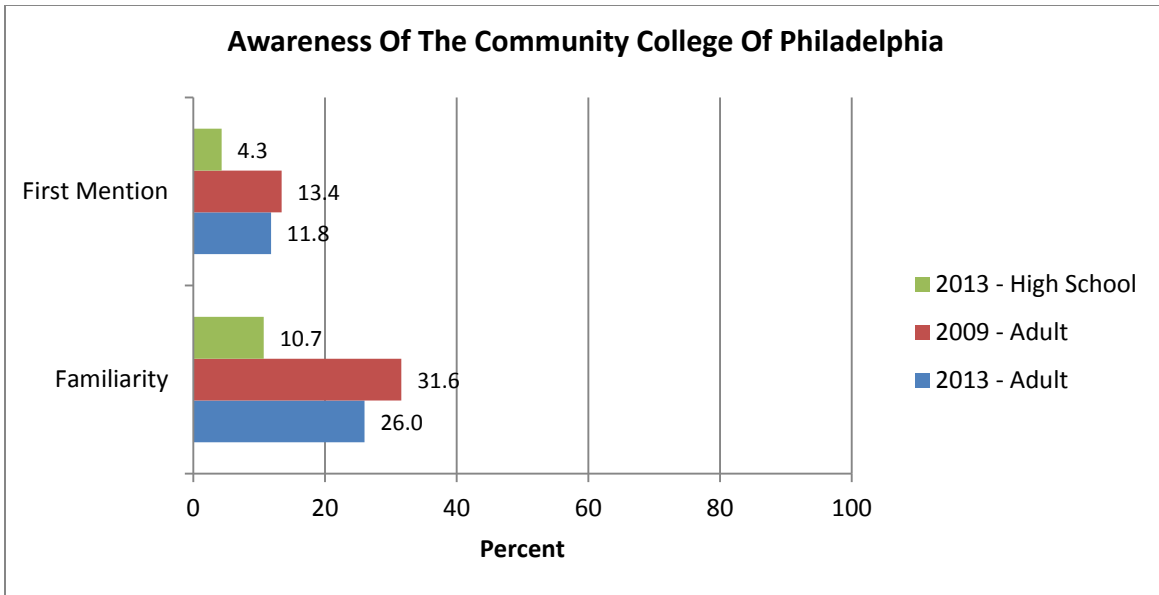
The market leader in familiarity among the adults and the high school students is Temple University in both 2013 and in 2009 with 68 percent of the adults and 66 percent of the high school students familiar with Temple University in 2013. The University of Pennsylvania, running second in the market in familiarity among the adults from 2000 to 2009, dropped to third in 2013, behind Drexel University. The drop in familiarity among adults from 2009 to 2013 was steep for the University of Pennsylvania – from 47 percent in 2009 to 33 percent in 2013. One-fourth of the high school market was familiar with the University of Pennsylvania in 2013. Drexel University, previously the third most familiar college in the Philadelphia market with adults from 2000 to 2009, has moved into second place in 2013. Forty-three percent of the adults were familiar with Drexel University in 2013 (compared to 40 percent in 2009), as are 39 percent of the high school students in 2013.



The familiarity for Community College of Philadelphia was at 13 percent in 2000, but after implementation of five-year marketing plans aimed at increasing the familiarity of the College, the familiarity in the market rose to 19.2 percent in 2005. In 2006, the College launched a rebrand and supported the rebrand with an infusion of capital to support the marketing plan – by 2009, the familiarity of the College increased to 31.6 percent.

Over the last four years, the College has seen the marketing budget decline, and more focus has been on targeted program marketing. Because of the decline in the overall marketing expenditures and less emphasis on branding, by 2013, the overall familiarity for the College has declined to 26 percent among adults.

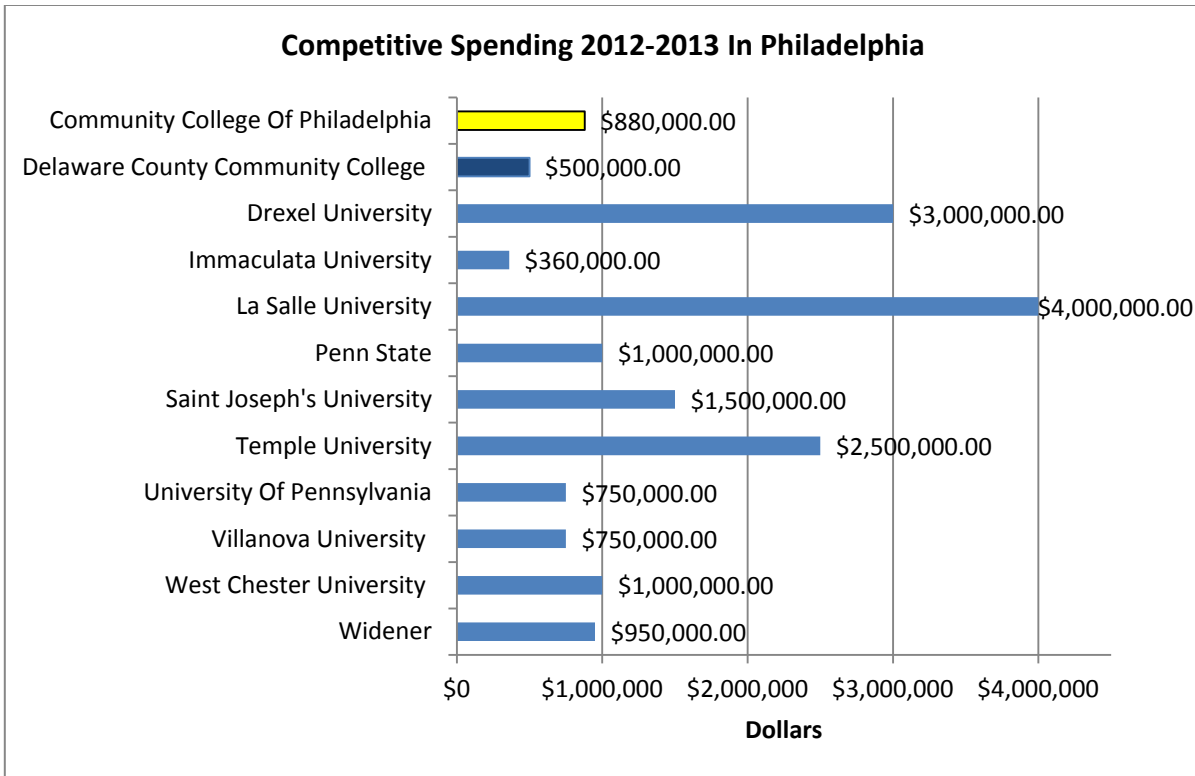




Community College of Philadelphia as a first mention has slightly declined among the adults from 2009 to 2013 – from 13.4 percent in 2009 to 11.8 percent in 2013. Familiarity among the adults has also slightly declined from 2009 to 2013 for the College – from 32 percent in 2009 to 26 percent in 2013. This year was the first baseline for the high school market, where only four percent mentioned Community College of Philadelphia first in the test of unaided recall.

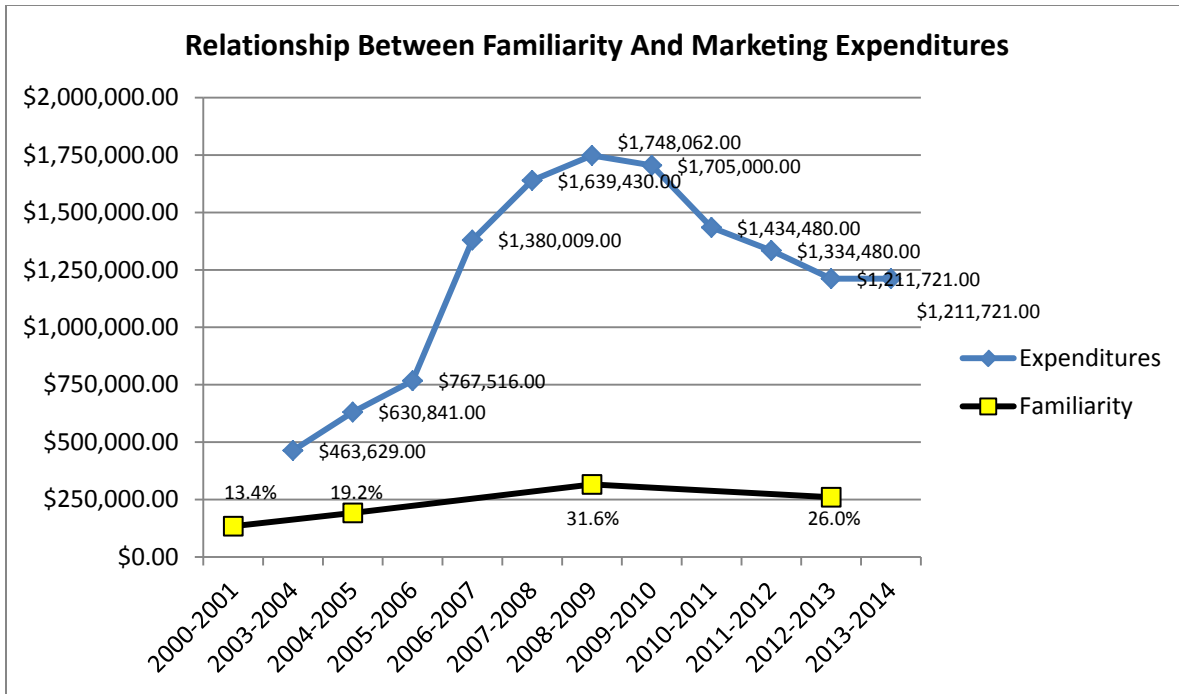
There is a direct correlation between the amount of money spent in a market by a college and its familiarity. Only when a community college is familiar to a potential student will that individual think about the college as an educational choice.

In 2004, there was a total of \$2.6 million spent on advertising in Philadelphia by educational institutions, with Community College of Philadelphia spending 5.8 percent, or \$154,560. By 2012, there was a total of \$17.52 million spent on advertising by educational institutions – an increase of 574 percent from 2004 to 2012.



Of the \$17.19 million spent by educational institutions in the city in 2012-2013, Community College of Philadelphia is spending 5.12 percent of the total, or \$880,000. Only with increases in spending in an already cluttered market can the College expect to impact overall familiarity. To put this into perspective, the enrollments for the colleges and universities spending the most on advertising in the region include: Temple – 38,624 students, La Salle – 6,203 students, and Drexel – 25,500 students. Calculating the dollar amount spent (advertising in the region divided by enrollment), that equates to Temple spending \$64.72 in advertising per student, Drexel spending \$117.65 per student, and La Salle spending \$644.85 per student. Compare that to the \$25.50 being spent by Community College of Philadelphia (34,506 students) per student and the College is being out spent five to one by Drexel and 25 to one by La Salle.

The relationship between money spent and familiarity is best shown graphically in the chart on the following page. The amount of money that has been spent annually on marketing for Community College of Philadelphia is graphed, as is the resulting familiarity from the image surveys for 2000, 2005, 2009, and 2013. The curve of the familiarity line follows the curve of the marketing expenditures.



The implication of this relationship is that it will require more dollars spent in marketing to increase overall familiarity with the College. And as other educational institutions spend more, the College will have to work to distinguish itself among the competitors as well as increase overall marketing spending to keep awareness high.

**Marketing Implication:** *Community College of Philadelphia has seen a slight decline in both familiarity and marketing expenditures. To keep Community College of Philadelphia in top of the mind awareness among the residents in the city, the College needs to increase its media budget.*

The College’s brand is one of its greatest assets, and to grow the brand, it is critical to understand how people perceive it. The key purpose of surveying adults in a community is to understand those perceptions. Only by understanding the adults’ attitudes toward and beliefs about the College, can the College ultimately influence those attitudes, especially if they are negative. After the perceptions, or attitudes, of the College are understood, the College can provide messaging to influence the current attitudes. Once the market is more favorable to the College, specific recruitment campaigns can be designed for specific target markets. But for the recruitment campaigns to be successful the markets must be favorable toward the College.

So the adults’ attitudes have to be understood before they can be changed. Attitudes about a community college are based on the information that adults have about the college (its

messages), their perceptions, past experiences, feelings (liking and disliking), and their intended behavior. There is a belief, rightly so, that attitudes influence behavior. This is especially true when thinking about brand equity. If a prospective student likes the community college more than other colleges, there is a good chance he or she will choose the local community college.

Statements were tested with adults in the market to determine how well the messaging for the College is being heard and internalized by the adults. The higher the agreement with the messages, the better they are resonating with the adults. The messages with lower agreement, if important to the College, need to be reinforced in marketing communications. The messages that are resonating well with the adults in the city (70 percent plus agreement by the adults) include:

- Campus or neighborhood site located conveniently close to me (conveniently located)
- Student population of Community College of Philadelphia is ethnically diverse (ethnic diversity)
- Good choice for first two years of a four-year degree (transfer)

The messages that do resonate with 60 percent of the adults, but may need additional reinforcement in the marketing communications, include:

- Majority of credits will transfer
- Community College of Philadelphia personnel are friendly and meet individual students' needs
- Up-to-date with its courses and cutting edge delivery
- They teach the kind of skills needed to get a job in my community

The messages that the adults are in lower agreement (60 percent or below), and in which communication should be increased, include:

- Is a leader in online education by providing online courses and degrees
- Am concerned that it will be difficult for me or my children to attend college given the high cost

The good news for the College is that the percentage of adults who believe that the College is for students who cannot get into a four-year university has dropped and people are less likely to believe this.

***Marketing Implication:*** Community College of Philadelphia needs to revisit the overall brand messaging from the 2006 brand campaign and update the brand messages if needed to provide focus to the communications for the College. After the brand messages are updated, the messaging needs to be translated for the specific target markets to support the recruitment campaigns and evidence provided for the message. Every recruitment communication should include one of the key marketing

*messages for the College, given the specific target market. For example, for the statement above “Community College of Philadelphia is a leader in online education by providing courses and degrees,” there needs to be supporting evidence-based examples as to why the College is a leader – awards, more online students than any other institution in the region, etc.*

## PRODUCT KNOWLEDGE AND USAGE

It is important to understand the percentage of constituents who demonstrate specific knowledge about the College and its programs. Forty-five percent of the adults in 2013 agreed or strongly agreed they are “very familiar with the programs and services offered by Community College of Philadelphia.” The adults were asked to indicate their product knowledge with program clusters at the College, using a scale of “Know Very Well,” “Know A Lot,” “Know A Little Bit,” “Heard Of It,” and “Never Heard Of It.” The majority of the adults do not have good product knowledge. The percentage of the adults who noted “Know A Lot” or “Know Very Well” about the College’s programs in the following areas support the low product knowledge:

- Business and technology: 29 percent
- Health care and science: 37 percent
- Liberal arts and humanities: 39 percent
- Social and behavioral sciences: 36 percent
- Honors program: 19 percent

Keeping brand awareness high is important to the increasing product knowledge and usage of the College. The more familiar the adults are with the College, the more likely they are to interact with the College. As interaction with Community College of Philadelphia increases, familiarity with the College increases, product knowledge increases, and then they are more likely to attend when the need arises. Twenty-eight percent of the adults attended events at the College in 2005 and 20 percent attended events in 2009. In 2013, 38 percent of the adults had attended classes or an event at the College, of which 55 percent had attended classes, 30 percent attended an event, and 16 percent had done both. The type of events attended in 2013 basically have not changed since 2005; adults attended awards ceremonies, basketball games, career fairs, college fairs, concerts, fashion shows, graduation, seminars, speakers, and workshops.

***Marketing Implication:*** *The more the residents of the city interact with the College, even attending events, the greater their knowledge about the College. The College needs to develop a systemized plan for hosting events at the College that combines community interest with academic programming. An example is found at San Juan*

*College in New Mexico. Each year, the local community college hosts a major car show. The automotive faculty assist in coordinating the event, and then raffle off a prize (example: car trailer) to one of the people who takes a tour of the automotive program's facilities. A tour entitles the person to a raffle ticket. This combines a community event of interest with the academic programs.*

# Marketing Strategies Defined

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*Based on the research results, for Community College of Philadelphia to continue to have robust enrollments among its markets, two things are needed: high brand equity and targeted marketing to support the operational plans of the programmatic units at Community College of Philadelphia.*

A major goal of a Strategic Marketing Plan is to keep visibility of the College high – if members of the community and potential students are not aware of the College, it is difficult for them to think of the College when they need the services of the College. As stated previously, the strategic objectives for the Strategic Marketing Plan are to enhance the **brand and reputation** of the College and increase **enrollment and access**.

## MESSAGING

Representatives of the College community expressed concerns in the work sessions that the public needs to understand the value of the College to the city– that people do well when they start at the College. There were also concerns expressed as to whether the College’s tagline, *The Path To Possibilities*, is still hitting the mark, and whether the College needs a boost in its image and advertising – are the messages from the brand platform still relevant to the markets today and the issues facing the College? The representatives in the sessions, especially the Cabinet, were emphatic that the role of the College is to be the economic engine of the city, as well as be more strongly connected to the city.

The key in speaking with one unified voice to the many constituents of the College is the use of its institutional marketing messages. These messages explain the “how we do it” at the College – what makes us unique and distinct. The messages are the heart of the brand platform. Each message is an umbrella, conveying a single theme critical to the College’s overall messaging. Each message allows for supporting evidence (i.e. specific programs, statistics, partnerships, etc.) to demonstrate the relevance of the message to a specific audience. They are not, however, meant to be used word for word in the marketing materials and advertising copy – they are the themes to be used, not the exact words.

The key marketing messages from the College’s *Path To Possibilities* brand platform were examined and were found to still be relevant for the issues expressed by the College community about the current brand platform. The key marketing messages to drive the College’s communications and examples of relevance include:

- Community College of Philadelphia prepares you for transitions, whether educational, career or personal. (Transitions)
  - Allows College to address concern expressed that more people need to know students do well when they start at the College
- Community College of Philadelphia offers high-quality education and instruction. (Quality)
  - Allows the College to present evidence of being innovative in program areas and be seen as a leader in education
- Community College of Philadelphia offers the broadest access to post-secondary education. (Access)
- Community College of Philadelphia provides a supportive environment to help you achieve your educational, career and personal goals. (Support)
- Community College of Philadelphia is an economic engine of the city. (Economic Engine)
  - Allows College to emphasize the importance of the College to the city in all areas

Every message has multiple translations and dozens of examples of supporting evidence that can be used to illustrate the message's overall theme. Strengths should be prioritized and illustrated with appropriate visuals and text according to the goal of the market and the communication vehicles used to reach that market. **Each individual at the College should ask himself or herself when communicating with an audience of the College whether at least one theme from the marketing messages is used in the communication being developed.** Only in this way, when every employee of the College communicates with one voice, will visibility increase.

## BRAND ILLUSTRATORS

Another concern in branding expressed by the College community was the need for the College to be viewed by the residents in the City as innovative and forward thinking. Personnel at the College noted the College is doing innovative things but the perception is that no one knows about it. There are two questions associated with this issue – is the College really doing innovative things other colleges in the market are not, and does it have evidence of those innovations to share with the audiences? If the College does have innovative programs, then there is supporting evidence, or brand illustrators, that can be used to illustrate the marketing message. But it is also important to note that the innovations being showcased by the College should be those with a broad audience and major impact. An innovative program serving 10 people would not be relevant to the majority of the College's markets.



Brand illustrators are proof points – the stories that we tell and retell to illustrate the brand at Community College of Philadelphia. It is the story of a single mother who never completed high school and wanted to be an example for her children, who came to Community College of Philadelphia, graduated with honors, and is working as a flight for life nurse saving others. It is the story of a high school student from the inner city, who excels in a high school program at Community College of Philadelphia, completes an associate degree and transfers to Harvard University. It is the story of the displaced worker, who came to Community College of Philadelphia, learned a new trade, and now employs more than 100 people locally. It is the story of the dedicated faculty member at the College who buys a student a textbook to help the student realize his potential. And the list goes on.

Every office and person at Community College of Philadelphia will have its own brand illustrators that can be developed and more broadly communicated in partnership with the Division of Marketing and Government Relations

## BRAND TONE

Creating a unified voice across all channels of communication that will speak to the College's audiences is a key way to be heard above the market chatter and requires the use of keywords. The consistent use of a series of keywords in all communications reinforces the brand platform. The keywords that should be used by personnel at Community College of Philadelphia in communications, written and verbal, are those that embody the brand and bring the messaging to life. Examples include:

- Encouraging, Caring, Understanding, Concerned, Helpful
- Opportunities, Possibilities, Options
- Excellence, Superior, Value, Distinction
- Success, Achievement
- Partners, Connections, Responsive, Collaboration

## CREATIVE CONCEPTING

As evidenced, while the key marketing messages developed in 2007 are still relevant for the College in the 2014-2015 Strategic Marketing Plan, the creative implementation of the messages needs to be refreshed. Given the need for more focus on emphasizing the relevance of the College to the city of Philadelphia, a new creative approach is suggested that ties Community College of Philadelphia to the city through punched up copy and strong visuals. Given the focus on the 50<sup>th</sup> anniversary of the College and the new leadership, the creative execution would focus on a new campaign for the College, still utilizing the key marketing messages. The theme for the campaign would tie Community College of

Philadelphia to the city – focusing on the various ways that the city and the College work together.

## BRANDING PRIORITIES

Community College of Philadelphia will need to budget for maximum increases in the brand equity for the College and gain the lost ground in awareness and familiarity. After examining the research results and the marketing needs from the plans from the operational units at the College, the following marketing strategies are proposed to keep brand equity high and increase product knowledge:

### **Marketing Strategy 1. Develop a flighted, annual multimedia image campaign to continue to increase the awareness and visibility of Community College of Philadelphia in the city, reaching 36 percent familiarity over the life of the plan.**

College Plans Supported: Strategic Plan I A-D, II B-C; Academic Master Plan II-5-A, VI-1-A;

Audience: Residents of Philadelphia

Messaging: Transitions, Access, Quality, Support, Economic Engine

Measurement: Improve the awareness and familiarity of Community College of Philadelphia by 10 percent over the life of the plan, but to achieve this level of familiarity the marketing allocation will have to increase

### **Marketing Strategy 2-A. In collaboration with Academic Affairs, create and develop a promotional plan for four annual events, one each quarter, leveraging the expertise and reputation of the faculty, staff, students, and alumni of the College with high visibility organizations in the city of Philadelphia.**

College Plans Supported: Strategic Plan I A-D, II B-C; Academic Master Plan II-5-A, VI-1-A

Audience: Members of key civic organizations in the city of Philadelphia

Messaging: Quality, Economic Engine

Academic Master Plan Goal: The number of seminars, workshops, symposia, industry forums, and conferences offered by Academic Affairs will increase by 10 percent annually

Marketing Measurement: The number of people attending the event and the amount of press coverage for the events

### **Marketing Strategy 2-B. Provide marketing communications support to Institutional Advancement to (1) develop communication materials to increase the donor base and reestablish the Alumni Association, and (2) implement and maintain a communications**

**program including e-communications and social networking, supporting annual fund raising, and alumni relations.**

College Plans Supported: Strategic Plan I A-D, II B-C; Institutional Advancement Plan Alumni Relations 1 and 3, Communications 1 and 4

Audience: Alumni of the College and potential donors and friends in the city of Philadelphia

Messaging: Quality, Access, Support

Goal: Increase in the number of alumni in the Alumni Association, increase in funds raised

Marketing Measurement: The number of alumni in the Alumni association; increase in participation at events and responses to calls to action

KEY PERFORMANCE INDICATORS:

Marketing's primary measurable objective in meeting this outcome is to increase the awareness and familiarity of the residents in the City of Philadelphia with the College over the life of the Plan.

2013 Awareness: 11.8 percent

2013 Familiarity: 26.0 percent

Community College *of* Philadelphia

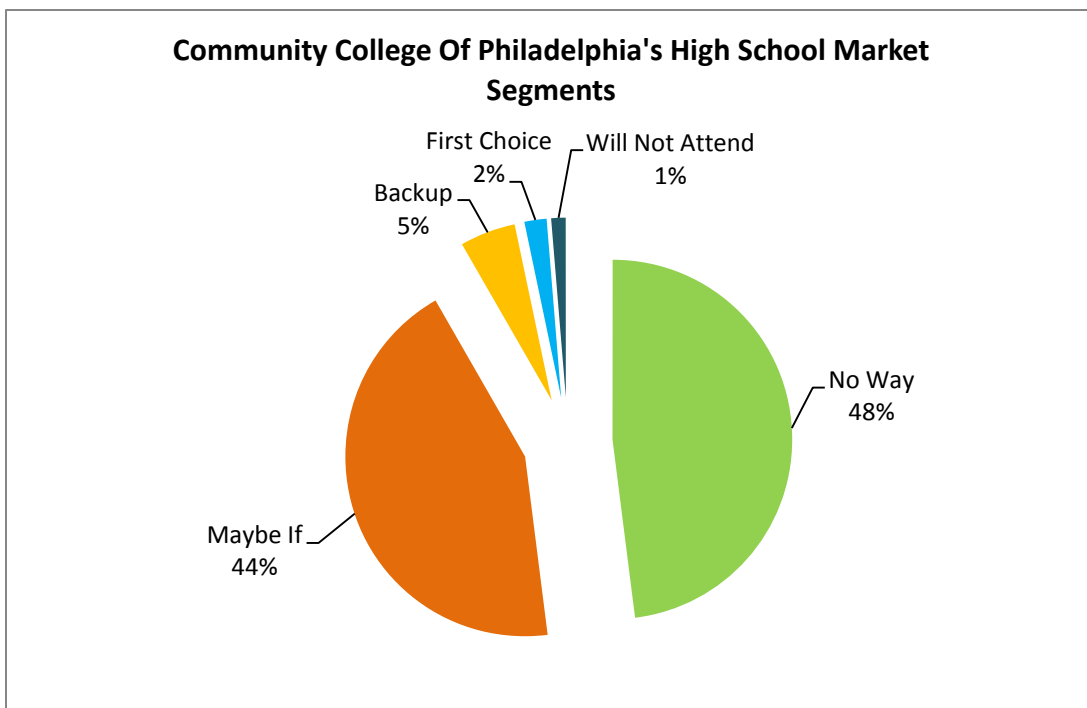
Marketing To High School Students  
Strategic Marketing Plan  
2014-2015

# Defining The High School Market

High school students comprise an extremely important market segment for Community College of Philadelphia. And for the College, it is important to understand not only how those students view the College, but the interest that the high school students have in attending the College. Community College of Philadelphia has never surveyed the high school students in the service area, so this is a baseline study.

## MARKETING IMPLICATIONS FROM RESEARCH

The high school students were asked what colleges they would like to attend after high school graduation, and based on their responses, they were split into one of four segments.



The First Choice market segment represents six high school students, or two percent of the high school students interviewed, who would choose Community College of Philadelphia as their first choice college. The Backup market segment represents 15 high school students, or five percent of the high school students interviewed, who would choose to attend Community College of Philadelphia as a backup – as a second choice. The Maybe If market segment represents 131 high school students, or 44 percent of the high school students interviewed, who would choose to attend Community College of Philadelphia if their first choices fall through. Finally, the No Way market segment represents 144 high school

students, or 48 percent of the high school students interviewed, who would never attend Community College of Philadelphia.

In developing a Strategic Marketing Plan for the high school market, it is important to understand their preferences for attending college, how to reach them, and their attention to electronic and traditional media. The following is a summary of the key preferences among the high school students.

## CHOOSING CAREERS

- The most popular career choices for the high school students appear to be engineering, nursing, business, medical, design, education, arts, law, psychology, culinary, criminal justice, writing, and computers.
  - For the First Choice market segment, those who prefer the Community College of Philadelphia, the most popular career choices include nursing, choreography, lawyer, medical field, photography, and culinary arts.
  - The popular career choices for the Maybe If market segment include nursing and medical, engineering, business, architecture, culinary arts, criminal justice, electrician, graphic design, law, music, pediatrics, psychology, sports medicine, and writing.
- Overall, 48 percent of the high school students noted that at least a four-year degree would be needed to achieve their career goals and 36 percent noted a graduate degree would be required.

## ATTENDANCE PREFERENCES

- Eighty-two percent of the high school students plan to enroll as full-time students when they attend college, while 13 percent plan to enroll part-time and five percent are unsure of their enrollment status.
  - Just half of the high school students in the First Choice segment plan to attend full-time, compared to 60 percent of those in the Backup segment, 79 percent in the Maybe If segment, and 88 percent in the No Way segment.
- The students in the First Choice and Backup segments are more likely to live at home than the students in the Maybe If and No Way segments, who plan to live on campus.

## PAYING FOR COLLEGE

- The major sources planned for paying for college by the high school students are scholarships (87 percent), parents (71 percent), and working to pay as they go (71 percent). The high school students who plan to work and pay for college estimate they will work an average of 19 hours per week. The students also plan to use financial aid

(68 percent), loans (60 percent), grants (58 percent), and savings (57 percent) to pay for college. And 22 percent even note that their grandparents will assist in paying for college.

- Only half of the First Choice and Backup groups – those likely to attend Community College of Philadelphia – will use financial aid for college, compared to 70 percent of the Maybe If and No Way segments.
- Fifty-two percent of the high school students plan to fill out the FAFSA, but have yet to do so, and 42 percent of the students do not know what it is. Just three percent have already filled out the FAFSA and three percent will not complete the application.
  - One-third of the students in the First Choice and backup segments plan to fill it out, but the majority do not know what it is – while over half of the Maybe If and No Way segments will fill it out and less than half do not know what it is.

**Marketing Implication:** *The high school students in the segments most likely to attend Community College of Philadelphia, and the most likely socio-economically to be eligible for financial aid, are the least likely to know about it and apply for it. The College needs to increase the information to the high school students about the availability of financial aid, how to apply, the FAFSA, and the ways to leverage it to pay for College.*

## COLLEGE DECISION FACTORS

- Overall, the high school students were most likely to rate the academic programs offered as the most important factor in choosing a college to attend, followed by the price, quality of communication, and campus visit.
  - There were few differences noted on the importance ratings between the market segments – price was slightly more important to the First Choice segment (those likely to attend Community College of Philadelphia) and least important was the campus visit. While price was important to the No Way segment, it was slightly less important to this group than the other segments.
- A primary reason for choosing a college to attend was location. Other key reasons noted for choosing a college were the college being “good,” the programs, cost, size, the campus, majors, education, the teachers, classes offered, price, students, and sports.

## INFORMATION SOURCES

With the availability of electronic information and more focus on attending college in middle school and high school, more high school students today are starting to seek information about colleges even prior to high school. In Philadelphia, 59 percent of the high school

students surveyed are already seeking information about colleges to attend. Nineteen percent of the high school students started the search for information in the 8<sup>th</sup> grade or earlier, 25 percent in the 9<sup>th</sup> grade, 29 percent in the 10<sup>th</sup> grade, 23 percent in the 11<sup>th</sup> grade, and three percent in the 12<sup>th</sup> grade.

- Middle School
  - Overall, 43 percent of the high school students noted information about college was presented to them during middle school, primarily by teachers (62 percent) and guidance counselors (44 percent).
  - The information the high school students received about college while in middle school included: colleges in area, AVID program, encouraged to attend, college is hard work, college is wonderful, college is not for everyone, costs, Gear Up program, how to get in, importance of college, keep grades up, need more education, plan now, prepare in high school, scholarships, when I hit high school start looking at different colleges, and work hard.

***Marketing Implication:*** *The College should develop an information program aimed at the students in middle school to provide them information about attending College. Less than half of the high school students recalled gaining any information about college in middle school. This could be combined with a career exploration session and create a fun “What Will You Do When You Grow Up” session for the middle school students.*

***Marketing Implication:*** *Utilize the rebranded “Colonial Phil” mascot in visits to the middle and elementary schools to present awareness campaigns about the College.*

- High School
  - Overall, 51 percent of the high school students have discussed attending college with someone at their high school, most likely career or guidance counselor (67 percent) or a teacher (47 percent). The key information that was discussed by the high school personnel about college included the college application process, scholarships, course selection, do well, encouraged to attend, gave me a list, get good grades, important, narrow your choices, pros and cons of colleges, start early, and where others planned to go.

***Marketing Implication:*** *Half of the high school students in the market noted that no one at their high school has discussed attending college with them. Increase the outreach to the high schools and focus on developing sessions for the high school*



*students about choosing a college, college choices, and paying for college. Also, create a direct mail campaign for the high school students informing them about financial aid deadlines.*

- Parents
  - Nationally, high school students are reporting more interaction with, and reliance on, parents when choosing a college to attend. The concept of the helicopter parent extends across all socio-economic groups in today's high school market. Parents comprise a very important audience for Community College of Philadelphia in influencing high school students.
    - Overall, 72 percent of the high school students in the city have discussed college with their parents, of which 82 percent of the parents have had an active role in gaining information about colleges.
    - Over two-thirds of the parents have given their children information about colleges, given them names of colleges to check out, and talked to them about different colleges.

***Marketing Implication:*** *Parents are a major source of the list of colleges that their children will consider. The College needs to create a direct mail campaign aimed at the parents about why Community College of Philadelphia is an excellent choice for a career or for transferring to a four-year university. If Community College of Philadelphia is not on the parents' list of colleges, it is not likely to be on the student's list.*

- The information sources the high school students are most likely to use to gain information about college are the high school teachers and counselors; the college fairs; attending a camp, program, or competition at a college during high school; finding the college's website; information from parents, family and friends; and a college planning site sponsored by the high school.

***Marketing Implication:*** *Explore ways to bring high school students on campus for competitions, events, and programs. The more that the high school students are on site at Community College of Philadelphia, the more likely they are to consider the College when they are ready to attend.*

- Online Sources
  - Students are also likely to use online sources – to do an online search and use an online college planning site. The high school students are less likely to utilize information about college when received in the mail, paper resources in

the library or counselor's office, college ads or sponsorships at the high school, email from the College, web ads for the college, or college's radio or television ads.

## ELECTRONIC MEDIA PREFERENCES

It is extremely important for Community College of Philadelphia to understand how high school students in the service area are using technology to gain information about colleges and how they are using electronic and social media so the College can connect with the students.

- Internet
  - They are most likely to access the internet using a laptop (72 percent) or a mobile phone (60 percent), while 38 percent use a desktop and 21 percent a gaming device.
  
- Using College Websites
  - Sixty-five percent of the high school students who use the internet regularly have searched for information about a college online. The high school students are most likely to Google a college name (90 percent) or go directly to the college's website to gain information when searching.
  - Sixty-three percent of the high school students who use the internet regularly have visited colleges' websites, an average of eight college sites, but almost half (42 percent) have not visited a college site in the last month.
    - The academic information that high school students are seeking on the colleges' websites includes the programs offered, classes and courses offered, and the majors. Program information is key for the high school students – does the college have the program of interest to them or how can the college (two-year) help me transfer into the major of interest?
    - The financial information they are in search of on colleges' websites is information on scholarships, financial aid, cost, and tuition.
    - Other information on the colleges' website for the high school students includes information on the campus, sports, activities, the location and size, student life, housing, clubs, and extracurricular activities.
    - Overall, the online application is the most important interactive feature on a college's website, followed by the campus visit request form, an online catalog, and the cost calculator. Students are also likely to utilize virtual tours, site personalization and e-brochures on colleges' websites.

- Facebook
  - Overall, 80 percent of the high school students have a Facebook account, of which 33 percent have visited colleges' Facebook pages. Of those who have not, 72 percent plan to in the future.
    - Sixty-eight percent of the students who did visit a college page "liked" or "friended" the college.
    - The primary information the high school students were looking for on the colleges' Facebook pages included "college" life, pictures, the campus, just looking, student life, information, sports, programs, events, students, and classes.
- Twitter
  - Overall, one-third of the high school students have a Twitter account, and of those with an account, 82 percent follow someone on Twitter. Generally, they follow celebrities, friends, and athletes. Only 18 percent of the high school students with a Twitter account follow colleges on Twitter.
- YouTube
  - Only 24 percent of the high school students have viewed videos about colleges on YouTube. The most popular topics of the videos they viewed were college life, activities, and sports. Fifty-nine percent of the high school students noted that videos made by students were the most valuable to them in their search for information rather than those made by the College.
- Cell Phone
  - Eighty-seven percent of the high school students in the service area have a cell phone and 81 percent of those students have internet access on their cell phone, while 35 percent of those students have visited a college's website using their cell phone.
    - For those who visited a college website using their phones, they were looking for cost, courses, financial information, programs, location, scholarships, and majors. The majority of the high school students text (96 percent), and 61 percent would allow colleges to text information to them. The information they would allow a college to text includes the cost, academics, financial, events, anything, cancellations, general info, important dates, scholarships, and updates.

## TRADITIONAL MEDIA PREFERENCES

- Radio
  - Sixty-three percent of the high school students have listened to the radio in the last week and many listen before school in the morning.
    - The students in the First Choice (83 percent) and Backup (73 percent) segments were more likely to have listened to the radio in the last week (93.3 WMMR and 102.1 WIOQ) than the Maybe If (60 percent) and No Way (64 percent) segments who listen to 96.5 WRDW and 102.1 WIOQ.
    - The high school students are most likely to listen to the radio in the morning from 6am to 8am.
  
- Television
  - Eighty-three percent of the high school students watch TV, and most watch after dinner at the time of broadcast.
  - More than one-fourth are recording it and watching it later.
  - Family Guy, SportsCenter, The Big Bang Theory, Pretty Little Liars, and SpongeBob SquarePants are favorite television shows.

# Marketing Strategies Defined

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Based on the research results with the high school market, three distinct high school target markets are defined:

- Students still in high school who can benefit from the programming offered by Community College of Philadelphia
- High school graduates who are college ready
- High school graduates who are not college ready

The key products that the College has to market will be defined in the following sections by target market, as well as the marketing strategies for each segment that will assist the College in meeting the overall enrollment goals for the College.

## HIGH SCHOOL MARKET, STILL IN HIGH SCHOOL

Major goals for the Enrollment Management Plan and the Academic Master Plan at Community College of Philadelphia are to attract greater numbers of high academic achievers from the high schools and to reduce the percent of students entering the College directly from Philadelphia public schools that require developmental education coursework prior to enrolling at the College. Students still in high school who are academically advanced are a viable market for Community College of Philadelphia. The College offers the following products for the students still in high school in the city:

- **Advance at College**

The Advance at College dual enrollment program is a unique initiative providing Philadelphia's motivated and talented high school students with an early opportunity to take college-level courses and experience a college environment while still enrolled in high school or while actively pursuing a GED.

- **Gateway to College**

Gateway to College at Community College of Philadelphia is a scholarship program for School District of Philadelphia students, ages 16 to 20, who have dropped out of school but desire to get back on track and earn a diploma and more. What makes Gateway to College truly unique is that our students will not only have a second chance to earn a high school diploma, but will also earn college credits toward an associate degree or certificate.

- **Advance College Experience (ACE)**

Get a head start on college with Community College of Philadelphia's ACE program. ACE, the Advanced College Experience, will provide you with an opportunity that you will never forget! ACE provides College-level courses for highly motivated students going into 9th, 10th, 11th or 12th grades, as well as students pursuing a GED. We

accept public, private, charter, archdiocesan, and home-schooled students. Meeting students from diverse backgrounds, getting a jump on college with the possibility of earning college credits, exploring career interests and using your creative talents are some of the many reasons we think you should talk to your teachers, friends, and family about registering for ACE.

While it is acknowledged that these programs serve niche segments and have capacity caps, the promotion of these programs will begin to allow other high school students who are academically advanced to see the benefits of Community College of Philadelphia. There will need to be more collaboration with DACE and Student Affairs personnel about opportunities for expansion, but these are products that can be marketed at this time.

## MARKETING STRATEGIES FOR HIGH SCHOOL MARKET, STILL IN HIGH SCHOOL

**Marketing Strategy 3.** Develop a marketing campaign aimed at the current high school students and parents to increase awareness and enrollments for those eligible for the Advance at College, Gateway to College, and Advance College Experience (ACE) program, and while these are niche programs, the overall message of the campaign is that high achievers have a place at Community College of Philadelphia. Provide direct mail follow-up for those students enrolled in the dual enrollment program to encourage enrollment at Community College of Philadelphia after completion.

College Plans Supported: Enrollment Management Plan – Traditional Student Enrollment; Strategic Plan 1 A-D; Academic Master Plan III-1-C

Audience: High school students and parents; enrollees completing the programs

Messaging: Transitions, Quality, Support

Measurement: Number of applications in the following programs among high school students: Advance at College, Gateway to College, and Advance College Experience (ACE); event attendance

### KEY PERFORMANCE INDICATORS:

Marketing's primary measurable objective in meeting this outcome is to increase the number of applications in Advance at College, Gateway to College, and Advance College Experience (ACE) and to increase the applications to the College after completion of the programs.

### Supporting Operational Plans

The following outlines the goals from the operational units that the marketing strategy for the current high school students directly supports:

- Enrollment Management Plan
  - Projected Outcomes

- Over the life of the plan, the number of recent Philadelphia high school graduates (21 years of age and younger) enrolling at the College will increase by 10% over the current level
  - Goals Supported By Marketing Strategies
    - Develop strategies to attract greater numbers of high academic achievers
      - Prospective students and applicants; Mail and in person; Spring 2014-Spring 2017; More highly qualified applicants and Honors students
- Academic Master Plan
  - Projected Outcomes
    - The percentage of students entering the College directly from Philadelphia public schools that require developmental education coursework prior to enrolling at the College level will decrease by 10%
  - Goals Supported By Marketing Strategies
    - Create multiple pathways for entering students
      - Develop multiple pathways for entering students from literacy programs, noncredit programs, noncredit to credit programs, and developmental education remediation without expending financial aid

## HIGH SCHOOL MARKET SEGMENTS

Examining high schools in Philadelphia, the level of college readiness runs the gamut from drop-outs to those recruited by the elite colleges in the United States. The following market conditions are impacting the pool of high school graduates in the city:

- **Low Graduation Rate:** Overall, the high schools in Philadelphia have a 64% graduation rate after four years – with 36 percent of the students in the schools dropping out. This is increasing the GED population as well as having a major impact on the available college-ready high school students.
- **Counselor Shortage:** Due to the District’s budget crisis, 283 school counselors were laid off, and only 126 so far have been hired back. Most schools with fewer than 600 students were not assigned full-time counselors. That leaves 115 schools that are sharing a roving group of 16 “itinerant” counselors, who, on average, can spend time at each school only once every seven or eight days.
- **Percentage Of College-Going Students:** As evidenced by the District’s report on all high schools in the city, the college-going rate ranges from a low of 25 percent to a high of 97 percent.

The problem when trying to market to the traditional high school students (and even their parents) is that one message does not fit all students, as seen in the high school research for the segments defined. For those students that are college-ready (more of the Maybe If and No Way segments), the College’s message is “Why choose Community College of Philadelphia as a next step?” The College’s programs in which these students would be interested may include the dual admission programs and the Honors programs at the College.

However, at other high schools in the city, the students may not be academically prepared for college level work. And the students may not be aware that College is an option for them. The message for the students that are not college-ready may be “Why go to college?” Given the disparity in the college-readiness of the high school students in Philadelphia, it is recommended that Community College of Philadelphia divide the high schools in the city into two segments: College-Ready and Not College-Ready.



## COLLEGE-READY SEGMENT

Recent college-ready high school students, ages 18 to 21, are a viable target for enrollment at Community College of Philadelphia. The College offers the following products for the recent high school graduates in this segment:

- Associate degrees – both academic transfer programs and career programs
- Honors opportunities
- Dual admissions program and transfer agreements

## MARKETING STRATEGIES FOR TRADITIONAL 18-21 COLLEGE-READY

College Plans Supported: Strategic Plan I A-D, II; Academic Master Plan II-3-B, III-1-C, III-3-B; Diversity Plan 6; Enrollment Management Plan Traditional Student Enrollment; Community Connection CCTV II a-b-c; Institutional Advancement Plan Scholarship Program 2.

**Marketing Strategy 4.** Create a direct mail campaign, preferably a unique mailer, supported with mobile advertising (i.e. Pandora and mobile phone ads) to market dual admissions and transfer agreements and Honors opportunities available at Community College of Philadelphia to the high school students who are college-ready. Utilize the ACT lists to target the 10<sup>th</sup> to 12<sup>th</sup> graders' households in the market area for the high schools identified. Create a landing page on the College's website to provide a summary of the programming, capture interest in the programming, and to measure the impact of the ads.

Audience: High school students (and parents) in high schools targeted

Messaging: Transitions, Quality, Support

Measurement: The number of applications over the course of the plan; hits to the landing page; views of mobile media advertising

**Marketing Strategy 5.** Collaborate with Student Affairs to create an "invitation only" formal event for the high school students in the Fall of their senior year to introduce them to the Honors Program at Community College of Philadelphia. Utilize direct mail for the invitations. If possible, focus on the high school students who are actively involved in community service in high school.

Audience: High school students (and parents) in high schools targeted

Messaging: Transitions, Quality, Support

Measurement: The number of applications to the Honors program at the College; RSVPs to the event; event attendance

**Marketing Strategy 6.** Create a multimedia campaign (direct mail, online landing page, mobile advertising, and other college newspapers) to market the summer programming at

Community College of Philadelphia to the high school students who are attending other colleges in and out of the area. Develop the list of classes to be offered in the summer by November and send the mailer to the homes of the potential college students while they are home at Thanksgiving, in time for them to plan a Spring semester with Summer classes at Community College of Philadelphia. Develop a landing page for more information, encouraging the college students to sign up for a list-serve for more information, and then follow up with those interested and market at the colleges during the Spring semester. Emphasize the cost savings for the individuals, the availability of courses at the Regional Centers, and the online options.

Audience: Recent high school graduates attending other colleges in the area and out of the area

Messaging: Quality

Measurement: The number of applications to the Summer programming over the course of the plan; hits to the landing page; views of mobile media advertising

**Marketing Strategy 7-A.** With the purchase of the CRM for Student Affairs, provide support to Student Affairs to completely redesign the communication materials for the College-Ready segment – from initial search piece (complete) used in visits and College Fairs to the follow-up materials (letters, postcards, etc.), and drive the contacts to social media sources utilized to keep the prospects engaged. Key focus of the College-Ready group should be the “why” attend Community College of Philadelphia using high-energy visuals appealing to the opportunities for high achievers. Provide support to Student Affairs to develop the “Become a VIP” program for connecting with prospective students via the new contact management system.

Audience: High school students (and parents) in high schools targeted

Messaging: Transitions, Quality

Measurement: Increase the applications from the students in the College-Ready high schools

**Marketing Strategy 7-B.** Marketing will provide support to Institutional Advancement to enhance the marketing and communications efforts to promote scholarships to both donors as well as enhance the marketing and communications efforts to promote scholarships to potential students in the city.

Audience: High school students (and parents) in high schools targeted

Messaging: Transitions, Quality

Measurement: Increase the amount donated for scholarships; Increase the number of scholarship applications from high school students in the city

## Supporting Operational Plans

The following outlines the goals from the operational units that the marketing strategies for the college-ready high school segment directly support:

- Enrollment Management Plan
  - Projected Outcomes
    - Over the life of the plan, the number of recent Philadelphia high school graduates (21 years of age and younger) enrolling at the College will increase by 10% over the current level
  - Goals Supported By Marketing Strategies
    - Develop strategies to attract greater numbers of high academic achievers
      - Prospective students and applicants; Spring 2014-Spring 2017; More highly qualified applicants and Honors students; Admissions
    - Build new relationships with prospective students
      - Prospective students and applicants; Postal mail; Fall 2013-Spring 2017; All prospects receive personal communications from assigned recruiter; Marketing for development and printing of cards
    - Develop new and stronger relationships with high school counselors
      - High school counselors; Printed invitations and emails; Fall 2013-Spring 2017; Increased visits by counselors and materials in high schools; Marketing for printed invitation design
    - Redesign acceptance materials packages
      - Applicants; Print/ postal mail; Fall 2013-Spring 2014; Marketing for exciting/ inciting mailers developed
    - Leverage external name sources to increase applicant pool
      - Prospective students; Electronic; Fall 2013-Spring 2017; Regular purchases of names which are loaded to CRM; Internal staff
    - Refine advertising (postcards, mailers) to mirror marketing changes
      - Prospective students; Print; Fall 2013-Spring 2017; Marketing for new image, content and styles of mailers created
    - Guest student marketing for Summer and other terms
      - Current external auditors; Marketing for print and online, Spring 2014-Spring 2017; New and innovative campaigns developed

- Academic Master Plan
  - Projected Outcomes
    - 5% increase in students taking online classes each year
    - The number of students involved in Honors opportunities will increase by 10%
    - The percent of students entering the College directly from Philadelphia public schools that require developmental education coursework prior to enrolling at the College level will decrease by 10%
    - Increase the number of dual admissions graduates
  - Goals Supported By Marketing Strategies
    - Strengthen Honors opportunities:
      - Develop additional flexible options for students, e.g. part-time links, Regional Center offerings, online and hybrid delivery
    - Create multiple pathways for entering students
      - Increase partnerships with secondary institutions to make it possible for more high school students to experience success in college (possibly online)
    - Establish seamless transfer articulation agreements with baccalaureate institutions to increase graduation and transfer rates
      - Transfer agreements, dual admissions

## NOT COLLEGE-READY SEGMENT

Recent high school graduates, ages 18 to 21, who are not college-ready are a viable target for enrollment at Community College of Philadelphia, but the messaging for these students should be why college is important and focus on both the academic transfer opportunities as well as career programming which will lead to jobs. The supportive environment should be emphasized as well as inspirational peers who can tell the message of why attending the College is a great idea. The College offers the following products for the recent high school graduates in this segment:

- Associate degrees – both academic transfer programs and career programs

## MARKETING STRATEGIES FOR TRADITIONAL 18-21 NOT COLLEGE-READY

College Plans Supported: Strategic Plan I A-D; Academic Master Plan III-1-A

**Marketing Strategy 8.** Create a direct mail campaign, preferably a unique mailer, supported with social media opportunities to connect to the students, to market the benefits of considering attending Community College of Philadelphia after high school. Utilize students who can tell a similar story to the target market about why college was the perfect choice for them. Target the 11<sup>th</sup> and 12<sup>th</sup> graders' households in the market area for the high schools identified. Create a landing page on the College's website to provide a summary of the programming, capture interest in the programming, and to measure the impact of the ads. Utilize video programming on the website as well as development of a video for Student Affairs to utilize on visits to high schools in presentations. Focus on the Bridge programming available and answer the "why attend college" question.

Audience: High school students (and parents) in high schools targeted

Messaging: Transitions, Quality, Support

Measurement: The number of applications over the course of the plan; hits to the landing page; views of mobile media advertising

## Supporting Operational Plans

The following outlines the goals from the operational units that the marketing strategies for the not college-ready high school segment directly support:

- Academic Master Plan
  - Projected Outcomes
    - The percent of students entering the College directly from Philadelphia public schools that require developmental education coursework prior to enrolling at the College level will decrease by 10%.
  - Goals Supported By Marketing Strategies

- Align expectations for high school completion with college-ready skills to increase the number of students who persist from first to second year of enrollment.
  - Implement Bridge Programs for entering students in need of developmental work in English and Math

## RECRUITMENT MARKETING: TRADITIONAL MARKET 18-21 SUPPORTING STRATEGIES

College Plans Supported: Strategic Plan I A-D; Academic Master Plan III-1-A

**Marketing Strategy 9.** Create a landing page for the high school counselors to provide them up-to-date information about the deadlines and dates to remember for enrolling at Community College of Philadelphia, as well as provide resources for them to use when providing information to students at their high school. Develop a unique give-away for the high school counselors to reinforce the usage of the landing page, and develop new materials to be provided to the counselors at the event held on Campus for the counselors.

Audience: High school counselors

Messaging: Transitions, Quality, Support

Measurement: Applications from the high schools seeing counselor usage of the landing page; measure hits to the landing page

**Marketing Strategy 10.** Populate the College's YouTube channel and website with college videos for recruitment.

Audience: High school students (and parents) in high schools targeted

Messaging: Transitions, Quality, Support

Measurement: Hits to the College's YouTube channel; views of the videos on the channel; views of the College's videos on the landing pages and College website

## RECRUITMENT MARKETING: PARENTS OF TRADITIONAL 18-21 MARKET

College Plans Supported: Enrollment Management Plan – Traditional Student Enrollment; Strategic Plan I A-D; Academic Master Plan III-1-A

**Marketing Strategy 11.** In collaboration with Student Affairs, develop a direct mail campaign aimed at the parents (formal letter from the College President) as to why Community College of Philadelphia is an excellent choice for their children. Coordinate the letter with a “special invitation” event for parents to attend and learn more about the College as well as options for paying for College. Provide a landing page for parents outlining the cost/ benefits of attending Community College of Philadelphia.

Audience: Parents of high school students

Messaging: Transitions, Quality, Support

Measurement: Hits to the landing page; attendance at event; applications received from children of the parents attending

### KEY PERFORMANCE INDICATORS:

Marketing’s primary measurable objective in meeting this outcome is to increase the number of applications of recent high school graduates (21 years of age and younger) applying to the College.

Current number of inquiries

Inquiries needed per year

Current number of applicants

Applicants needed per year

Number of applicants needed for 10 percent increase



## RECRUITMENT MARKETING: MIDDLE SCHOOL STUDENTS

College Plans Supported: Strategic Plan I A-D

**Marketing Strategy 12.** In collaboration with Student Affairs, an information program should be developed for students in middle school to provide them information about attending College. In the survey results, less than half of the high school students recalled gaining any information about attending college or its importance while in middle school. This could be combined with a career exploration session and create a fun “What Will You Do When You Grow Up” session for the middle school students. Utilize the rebranded “Colonial Phil” mascot in visits to the middle schools to present the awareness campaigns. Post photos of the events on Facebook for the middle school children and parents to see.

Audience: Middle school students

Messaging: Transitions, Quality, Support

Measurement: Number of students interacting in a session; Facebook views of the photos

## TARGET MARKETING: INTERNATIONAL STUDENTS

College Plans Supported: Strategic Plan I A-D, II; Academic Master Plan II-5-B, II-5-A;  
Enrollment Management Plan – International Students

Community College of Philadelphia is interested in increasing the number of international students at the College.

**Marketing Strategy 13.** Working with Student Affairs, create new marketing materials for the international market to include prospect through applicant materials in at least four languages, focusing on both print and web to assist in communicating with the international students and to support the recruitment efforts.

Audience: International students, nationalities to be defined by Student Services

Messaging: Quality, Support

Measurement: Increase in applications among the international students; hits on the landing page

### KEY PERFORMANCE INDICATORS:

Marketing's primary measurable objective in meeting this outcome is to increase the number of applications of international students applying to the College.

Current number of inquiries

Inquiries needed per year

Current number of applicants

Applicants needed per year

Number of applicants needed for a 10 percent increase

### Supporting Operational Plans

The following outlines the goals from the operational units that the marketing strategies for the international student market directly support:

- Enrollment Management Plan
  - Goals Supported By Marketing Strategies
    - Increase College's international presence
      - External international advisor office; Print and mail; College is well represented globally and has international student appeal
    - Develop online marketing and outreach
      - Prospective F-1 students; Online; New web presence in various media; ISS staff and Marketing
    - Be visibly sensitive and supportive of language differences

- Prospective F-1 students and families; Online and print; Visible presence online and in print of at least four (4) languages; ISS staff and external vendors
- Collaborate with cultural groups/ agencies and local businesses representing target countries
  - Prospective and current F-1 visa holders; Informational sessions explaining process, College offerings and benefits, Advertisements in local media; Increase in number of students referred to the College by cultural groups/ agencies; Admissions and ISS staff
- Redesign International Brochure to provide more information about F-1 student steps to enrollment
  - Prospective F-1 students; Brochure folder with pocket/ info sheets; Increase in inquiries; Marketing and budget
- Collaborate with international agencies
  - Prospective F-1 students; Increase web presence, Virtual recruitment fairs; Increase in number of overseas F-1 applications; Marketing/ Recruitment budget
- Building specific guaranteed admission programs (2+2) marketing
  - Applicants; Print and web; New 2+2 flyers and web presence developed; Marketing
- Create relationships with international high schools and counselors
  - Prospective F-1; Webinars, International brochures; Increase in number of overseas F-1 applicants; Admissions, Marketing, and external vendors (and budget)
- Increase web/ online activity
  - Prospective F-1 students; Increase online social networking activity; Increase in number of overseas F-1 applicants, Increase communication to prospective students; ITS, ISS assistant
- Actively promote the financial and academic advantages of completing a degree at the College
  - Current F-1 students; Workshops, Social media; Number of students completing a degree; Admissions

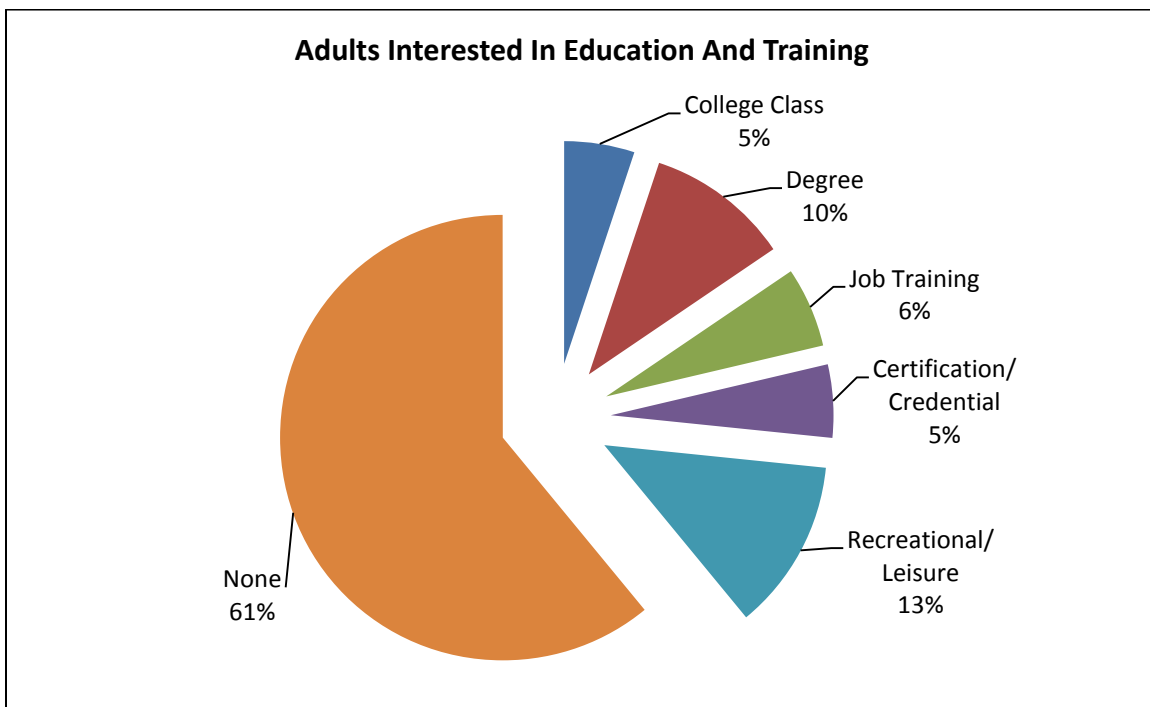
- Academic Master Plan
  - Projected Outcomes
    - 5% increase in students taking online classes each year
  - Goals Supported By Marketing Strategies
    - Increased global awareness
      - Expand study abroad opportunities
    - Utilize the city as our laboratory/ classroom

Community College *of* Philadelphia

Marketing To Adults  
Strategic Marketing Plan  
2014-2015

# MARKETING TO ADULTS

Many life issues can stop an adult from attending college – personal issues, financial issues, and academic issues. It is important for Community College of Philadelphia to understand the issues that may impact the adults’ potential college attendance. To define the potential adult market segments for education in the service area of Community College of Philadelphia the respondents were asked, “In the next year or two, would you be most likely to enroll in a college class, seek or finish a college degree, obtain job training for your current job or a new job, earn a professional certification or credential, or take a recreational or leisure class for fun?” The adults then noted which activity they would be most likely to do and the results are presented in the chart below.



## MARKETING IMPLICATIONS FROM RESEARCH

As seen above, five percent of the adults in the city are interested in college classes, 10 percent in seeking or finishing a college degree, six percent in job training, five percent in obtaining certifications or credentials, and 13 percent in recreational or leisure classes. Sixty-one percent of the residents have no interest in education, primarily because they have achieved the level of education they want (have degree, done with school), they are too busy, they have health or personal issues, or they are retired. Each of the groups with an interest in education and training will be profiled in the following sections.

### Enrolling In A College Class

The adults who are interested in enrolling in a college class are most likely to take classes in business, nursing, computers, and social sciences. The class formats most preferred by these adults are face-to-face (65 percent) and accelerated – six to eight weeks in length (48 percent) with only 30 percent preferring online, late start, or hybrid classes. Sixty-five percent of the adults are likely to take a class at Community College of Philadelphia, and they are likely to work part-time (48 percent). The majority (78 percent) will pay for classes with financial aid, 70 percent with scholarships, and 52 percent will work and pay as they go.

The majority of the adults interested in attending college classes are likely to attend in the evening (62 percent), with a start time between 6:00pm and 6:29pm (43 percent), and attending any evening but Monday. Only 39 percent of the adults interested in enrolling in a class will attend days, between 8am and noon (67 percent), Monday to Friday. And 35 percent of the adults would attend classes on the weekend, with 75 percent attending on Saturday morning, 62 percent Friday evening or Saturday afternoon, and 50 percent Sunday morning.

### Seeking Degrees

The adults interested in seeking degrees are most likely to be seeking a bachelor's degree (51 percent) or a Master's degree (21 percent) – only 15 percent of the adults plan to obtain an associate degree and two percent certificates. The major areas of interest to the degree seekers include nursing, psychology, business, health sciences, human services, liberal arts, and music. Comparing the degree format preferred by the degree type sought, there are distinct differences between the adults by the degree sought. For those adults seeking an associate degree, 57 percent prefer online degrees, 43 percent prefer degree programs meeting once a month with online work, while only 29 percent would enroll in accelerated degrees or degrees with a class offered the same night each week for a year, and weekend programs are not preferred (14 percent). But the adults seeking bachelor's degrees are most likely to prefer accelerated programs (83 percent) and would also enroll in degrees offered the same night each week (58 percent), degrees meeting locally once a month with online work (46 percent), and online degrees (38 percent).

***Marketing Implication:** Those adults seeking degrees are likely to prefer to enroll in online degrees, or at least hybrid degrees. With only seven online degrees currently offered by the College, this is an opportunity for Community College of Philadelphia to develop additional online degree options to meet the needs of the market. While the College has many options for online courses, those adults seeking degrees are interested in online delivery. And with the launch of the redesigned website, traffic to "online learning" content has significantly increased.*

Just over one-third (34 percent) of the adults would attend Community College of Philadelphia, and 49 percent of the degree seekers will work full-time. The majority of the degree seekers will apply for financial aid (81 percent), and slightly more than half will use employer tuition assistance, work and pay as they go, or use scholarships.

***Marketing Implication:** Financial aid and scholarships are an important part of the mix for those seeking education (classes and degrees). It is important to inform the adults of the financial assistance available to them for classes and degrees. Any way that the College can provide grants, access to scholarships, training program funds, etc., should be noted in advertising for the programming.*

The degree seekers are the most likely to enroll in degree programs during the day – 55 percent would attend during the day, with the majority attending 8am to noon (58 percent), any weekday, Monday to Friday. Less than half (47 percent) of the degree seekers would attend in the evening, with half preferring an evening class start time of 6:00pm to 6:29pm and 27 percent preferring a start time of 5:00pm to 5:29pm. Thirty-two percent of the degree seekers would attend on the weekend, with 87 percent of those attending on Saturday morning and 67 percent Saturday afternoon.

### **Job Training**

The adults interested in job training will seek training in business, computers, construction, and health care. Forty-two percent would attend Community College of Philadelphia for job training. The majority (77 percent) of the adults would pay for the job training classes with financial aid, 58 percent will work and pay as they go, and half will use employer tuition assistance and scholarships.

Interestingly, the job training market segment is the least likely (39 percent) to attend in the evenings, and they have no clear start time preference between 4:00pm to 7:00pm; but this segment does prefer to attend classes on Tuesday, Wednesday, or Thursday. Forty-six percent of the adults interested in job training would attend during the day, with 75 percent attending from 8am to noon and 17 percent from 1pm to 5pm – these potential students most prefer to attend on Wednesdays. Only 35 percent of the adults would attend job training classes on the weekend, with all going on Saturday morning.

### **Certifications/ Credentials**

The primary areas in which the adults are interested in obtaining certifications/ credentials are business, accounting, computers, electronics, HR, medical coding, project management, and teaching. Sixty-two percent of the adults seeking a certification or credential will attend the Community College of Philadelphia. Almost half of the adults (46 percent) who are



seeking certifications or credentials will work part-time while attending. Slightly more than half of the adults seeking certifications will pay with scholarships, financial aid, will work and pay as they go, or use personal savings.

***Marketing Implications:** Two markets exist for certifications and credentials – adults already employed in their field (generally have a bachelor’s degree) and those adults who are looking for certifications and training to enter a field or upgrade a skill. Through Corporate Solutions, Community College of Philadelphia is providing workshops each fall and spring for the adults looking to enter a field through certifications and credentials and these are promoted with the biannual course listing, direct mail, email, and some advertising support.*

*But there is an additional market that the College should be exploring for development of additional certifications and credentials – those adults with a bachelor’s degree and above who are looking for national certifications in their field or a management field to advance their career. An example of this type of certification is the Forensic Accounting Certification offered by Pima Community College which prepares CPAs to sit for the National Forensic Accounting certification exam.*

Sixty-two percent of the adults seeking certifications or credentials will attend classes in the evening. Forty-seven percent of the adults interested in certifications or credentials prefer an evening class start time between 6:00pm and 6:29pm, with 13 percent preferring a start time between 4:00pm and 4:29pm or 5:00pm to 5:29pm. The majority would prefer to attend classes on Thursday evenings. Only 29 percent of the adult students interested in seeking certifications or credentials would attend during the day – 57 percent during the day between 8am to 12pm and 29 percent from noon to 1pm. Thirty-eight percent of the adults would attend weekend classes for certifications and credentials – all on Saturday morning.

### **Recreational Classes**

The adults interested in classes just for fun (recreational classes) are the least likely to work (46 percent will not work). The primary classes of interest to this group include arts, languages, cooking, photography, computers, literature, pottery, liberal arts, painting, math, and business. And half plan to attend Community College of Philadelphia. This is primarily a day market – slightly more than half (54 percent) of the adults interested in recreation and leisure classes are most likely to attend during the day. Fifty-three percent would attend from 8am to noon, 17 percent would attend over the noon hour, and 30 percent would attend from 1pm to 5pm, preferably on Tuesdays and Wednesdays. Forty-one percent of those interested in attending leisure classes prefer to attend in the evening, but they don’t have a solid start time preference. But only 21 percent of the adults would attend classes on the weekend – primarily

Saturday morning (67 percent). The majority (61 percent) of the adults will pay for the classes with personal savings and 57 percent will work and pay as they go.

## MEDIA PREFERENCES

How potential adults gain information about a College has changed drastically in the last decade. Traditional media – radio, television, newspaper, billboards, and direct mail – were the basic channels available to community colleges to communicate their message in the past. But with the explosion of the internet in the last decade, and accessibility to the internet, electronic media – online information, college websites, mobile phones, and social media – are all changing the way adults gain information about colleges they are interested in attending.

Electronic media is in use by all market segments, and adults are as connected as other segments today. Adults interested in education and training are connected – more than 68 percent use the internet regularly, the majority accessing it with a desktop or laptop. Slightly more than half of the adults have a Facebook page, and 40 percent of those interested in education have a Twitter account and one-third a LinkedIn account. The online sites visited most often by the adults include Google, Facebook, Yahoo, YouTube, MSN, New York Times, and AOL. Almost two-thirds of the adults interested in education and training are likely to go online to get their news, specifically to Yahoo, CNN, MSN, MSNBC, New York Times, and Philly.com.

***Marketing Implication:** Adults are turning to online sources for information and news. The College needs to continue its online presence and the use of Google Adwords and AdRoll, retargeting Facebook and YouTube advertising. Online advertising for programs is an excellent example of a cost effective way to reach adults with program information. The adult clicks on the ad and then follows it to the College's landing page, which promotes the program and captures information from the potential adult student.*

More than two-thirds of the adults interested in education and training have cell phones, but less than one-third allow businesses to text them information, and slightly less than half would allow colleges to text information to their cell phones.

Traditional media is still being attended to, at least radio and television, by the adults in the market but newspaper is slipping in readership, as is being seen nationally. More than 70 percent of the adults interested in education and training still have a favorite radio station. Favorite radio stations include 103.9 WPPZ, 100.3 WRNB, Power 99, 105.3 WDAS, and 1060 KYW.

More than 90 percent of the adults interested in education and training watch television, and more than two-thirds of the adults watch television at the time of broadcast, while 14 percent watch it on a recorded device, and less than five percent watch it downloaded. More than three-fourths of the adults interested in education and training have a favorite local television news station, and the favorites are Channel 6 (ABC) and Channel 10 (NBC).

***Marketing Implication:*** *Community College of Philadelphia needs to continue to use television advertising in its media mix for brand awareness.*

Newspaper readership is down among the education and training segments – 46 percent of the education segment and 48 percent of the training segment read a local newspaper, as do 66 percent of the adults in the recreation segment. The majority (three-fourths) of those who read a newspaper read a paper copy. Slightly more than one-fourth of the adults read the local newspaper either online only or both online and on paper.

***Marketing Implication:*** *Advertising in newspapers should shift to its online components since fewer people are reading print newspapers, and Community College of Philadelphia has already made this shift. Currently less than five percent of the College's marketing budget is being spent on newspaper – primarily targeting the neighborhood newspapers.*

# Marketing Strategies Defined

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Based on the research results, the adults in the market provide an opportunity for Community College of Philadelphia, but mass media is required to communicate with adults. Unlike high school students, the College is not likely to know when an adult student is considering attending college. The key to marketing is consistency in messaging and maintaining awareness among the adults so that when they are ready to consider a change – college, a new job, etc. – Community College of Philadelphia is predominant in their mind. The primary concerns about attending College that the College’s marketing needs to address for the adult market include:

- **Driving concerns: Can I afford it, and can I make it work in my busy life?**  
Focus of the College should be on the delivery methods (online, regional centers, time of classes) by which the potential adults can attend and make it easy for them to work College in and how to pay for College.
- **Top priorities: High-quality teachers, applicable skills, affordable tuition.**  
Focus should be on the interaction between students and faculty and showcasing how the program provides skills relevant to getting a job.
- **Older adult prospective students exhibit some different needs and concerns – they are more doubtful about the idea of going to school, and they are less likely to have concrete plans.**  
Emphasize that Community College of Philadelphia can help that adult find the new path or career of interest to them. It opens up options.
- **Younger adults who are considering college (18 to 24 years of age) are more worried about their ability to succeed at college and land a job.**  
Many of the younger adults, or the failure to launch group, are working in dead-end retail jobs and are beginning to understand that a job is not a career and they are interested in a career. The key message for this group is a career and not just another job.
- **Most adults considering going to college expect to take remedial courses.**  
Emphasize the support services available at the College – even if the adults have been out of College for a long time and possibly were not good students, the College is not high school and provides them a new experience.

The top 10 reasons that adults noted they go back to school include:

- Finish what you started
- Go back to work
- Get a promotion
- Do you have your eye on the next rung of the company ladder?
- Change careers
- Learn something new
- Meet new people
- Lead by example (Want to motivate your child to continue his education?)
- Fine-tune your brain
- Fulfill your dream

With today's adult market, the messaging and creative for the marketing materials needs to be "in their face" and edgy – direct messaging telling the adults to do it. As one focus group participant noted, don't just remind us you are there, tell us to do it. The College may consider a "Return to Learn" campaign theme for these two adult market segments.

The most viable target markets for the adult market for the College include the following:

- **Early-Career (22 to 34)**

Known as the "Failure to Launch" segment, this group may have tried college immediately after high school and it did not work for them – life, grades, focus, etc. These young adults have been moving from minimum wage job to minimum wage job and it is likely they have begun to understand that they will not be able to support themselves or significant others with low pay jobs. Many of the young adults may have attended Community College of Philadelphia previously.

- **Mid-Career (35 to 49)**

The mid-career adults may have some college but did not complete a degree and have steady jobs. The issue for the adults in this group is the "pass-over" factor. They are stuck in a job and are continually passed over for promotions – generally by new college graduates. In fact, many may be teaching the new college graduate the job and then see the new graduate they trained moved up into a supervisory position. They perceive the lack of a degree is hampering them from advancement. But again for this age group, the message needs to be direct and focus on what this group believes they deserve.

## RECRUITMENT MARKETING: EARLY-CAREER (22-34) AND MID-CAREER (35-49) ADULTS

College Plans Supported: Strategic Plan I A-D, II; Academic Master Plan I-1-A, IV-3-B, II-4-B, II-4-C, III-3-B; Enrollment Management Plan – Admission Application Process Redesign; Enrollment Management Plan – Adult Students; Regional Centers Plan; CCPTV – II-a, III-b

**Marketing Strategy 14.** Develop a targeted multimedia enrollment campaign aimed at adults for enrollment in Fall and Spring semesters at the College, pushing adults to enrollment sessions operated by Student Affairs. Utilize mobile and online media to support the campaigns. Focus the campaign on Return to Learn and highlight the “hottest jobs” in the Philadelphia market with the delivery methods that the College can offer to make the experience easy. Provide a landing page for the adults to explore the career (program) options at the College and the potential for college credit for prior learning.

Audience: Early-Career (22 to 34) and Mid-Career (35 to 49) adults

Messaging: Transitions, Quality, Support

Measurement: Media impressions; hits to the landing page; attendance at event; applications received from attendees at event and after

**Marketing Strategy 15.** Create a direct mail campaign with geo-location targeting to reinforce the opportunities for the adults to “Return to Learn” at the Regional Centers. Personalize the direct mail campaign with an emphasis on the Center closest to the adult and the “personalized services” that the adults can get at the Centers when returning to College. Focus on pushing the adults into open houses at the Regional Centers.

Audience: Early-Career (22 to 34) and Mid-Career (35 to 49) adults

Messaging: Transitions, Quality, Support

Measurement: Attendance at the event; applications received from attendees

## RECRUITMENT MARKETING: PROGRAM MARKETING

College Plans Supported: Academic Master Plan; Enrollment Management Plan – Adult Students

**Marketing Strategy 16:** To support program marketing at Community College of Philadelphia, the College will develop a marketing toolkit for the faculty and others to use in support of program advertising. The marketing toolkit will be available online for faculty and others who want new ways to market their programs individually. The faculty can then request the toolkit items for their programs.

Audience: High school students, Early-Career (22 to 34) and Mid-Career (35 to 49) adults

Messaging: Transitions, Quality, Support

Measurement: Usage of the marketing toolkit by faculty

### KEY PERFORMANCE INDICATORS:

Marketing's primary measurable objective in meeting this outcome is to increase the number of applications of adult students (22 years of age and older) applying to the College.

Current number of inquiries

Inquiries needed per year

Current number of applicants

Applicants needed per year

Number of applicants needed for a 10 percent increase

### Supporting Operational Plans

The following outlines the goals from the operational units that the marketing strategies for the adult market directly support:

- Enrollment Management Plan
  - Projected Outcomes
    - Over the life of the plan, the number of recent Philadelphia high school graduates (21 years of age and younger) enrolling at the College will increase by 10% over the current level.
  - Goals Supported By Marketing Strategies
    - Increase in attendance at information sessions and open houses
      - Prospects and applicants; Attendance and show rates increase; Recruitment
    - Relationship management with alumni

- Applicants by student type; Increase in targeted populations; Admissions
  - Market regional site-specific programs
    - All prospects; Increase in regional site enrollment
  - Promotion plan for online learning
    - Adult prospects; Increase in new student online enrollment; Marketing
  - Pathfinder Program initiation and expansion
    - Adult prospects; Successful training sessions; Marketing
  - Develop promotional plans for webcasts and other cyber offerings
    - Adult prospects; Online; Increase in registrations and attendance; Admissions and Marketing
- Academic Master Plan
  - Projected Outcomes
    - 5% increase in students taking online classes each year
    - The number of credits awarded annually based on assessment of prior learning will increase by 100%
  - Goals Supported By Marketing Strategies
    - Identify opportunities for expansion of College program or academic services at new locations (Regional Centers and online)
    - Increase the number of online and hybrid programs
    - Create clear pathways from noncredit to credit learning
      - Provide students in the College’s noncredit programs with clear information on college enrollment and degree options
    - Increase opportunities for students to acquire credits based upon prior learning
    - Expand alternative delivery pathways
      - Develop additional hybrid offerings across range of disciplines
      - Create opportunities for students to acquire credits through alternative paths such as MOOCs
    - Establish seamless transfer articulation agreements with bachelor degree-granting institutions to increase graduation and transfer rates
      - Transfer agreements, dual admissions
- Regional Center Plan
  - Goals Supported By Marketing Strategies



- Work with enrollment and registration to implement the enrollment management plan, including CRM system
- Work with financial aid to provide financial aid workshops
- Admissions has scheduled open house information sessions at all 3 centers.
- Provide Marketing with material for the “fun facts” section of the College Facebook page
- Provide Marketing with material for weekly Regional Center tweets

## RECRUITMENT MARKETING: VETERANS

College Plans Supported: Enrollment Management Plan – Adult Students

With the withdrawal of active military personnel from overseas locations, veterans are a viable target market for the College.

**Marketing Strategy 17-A.** Working with Students Affairs, develop a direct marketing campaign supported by social media aimed at the veterans in Philadelphia to reinforce the opportunities for the Veterans to “Return to Learn” at the College. Develop a veterans’ landing page to provide more information about the programs at the College and who to contact, as well as regularly scheduling veteran-related posts to the College’s social media editorial calendar.

Audience: Veterans

Messaging: Transitions, Quality, Support

Measurement: Increase in applications among the veterans; hits on the landing page; traffic on Facebook

### KEY PERFORMANCE INDICATORS:

Marketing’s primary measurable objective in meeting this outcome is to increase the number of applications of veterans applying to the College.

Current number of inquiries

Inquiries needed per year

Current number of applicants

Applicants needed per year

Number of applicants needed for a 10 percent increase

### Supporting Operational Plans

The plans for the following operational units have a direct impact on marketing to the veterans:

- Enrollment Management Plan
  - Projected Outcomes
    - Over the life of the plan, the number of adult students (22 years of age and older) enrolling at the College will increase by 5 percent over the current level.
  - Goals Supported By Marketing Strategies
    - Research and develop active military recruitment strategy

- Veterans and active duty; Increase in Military and affiliate enrollment; Marketing/ Recruitment

## RECRUITMENT MARKETING: GED AND ABE COMPLETERS

College Plans Supported: Literacy Program Audit 2006-2011 – ABE and GED Completers

As more adults seek literacy skills, those who complete are a viable target market for the College.

**Marketing Strategy 17-B.** Working with DACE, develop a direct marketing campaign aimed at the completers in the GED and ABE programs to increase the successful transition of these students into credit-bearing courses and industry-recognized workforce programs. Marketing will assist in this effort by providing marketing materials and campaign support to DACE. In addition, Marketing will develop publications for DACE highlighting success of the literacy students and faculty to increase institution-wide awareness and appreciation of the College's literacy programming.

Audience: ABE and GED students

Messaging: Transitions, Quality, Support

Measurement: Increase in applications among the ABE and GED completers

### KEY PERFORMANCE INDICATORS:

Marketing's primary measurable objective in meeting this outcome is to increase the number of applications of GED and ABE completers applying to the College.

Current number of inquiries

Inquiries needed per year

Current number of applicants

Applicants needed per year

Number of applicants needed for a 10 percent increase

### Supporting Operational Plans

The plans for the following operational units have a direct impact on marketing to the veterans:

- Literacy Program Audit 2006 -2011

## RECRUITMENT MARKETING: EMPLOYERS

College Plans Supported: Strategic Plan I A-D, II; Academic Master Plan II-3-A, VI-2-A, VI-2-B, III-3-A

Community College of Philadelphia has a long tradition of serving Philadelphia-based employers and for the last decade the College has acknowledged the importance of partnering with the employers in the city. The primary product that the College has to offer employers is Corporate Solutions, the workforce development and training arm of the College. Corporate Solutions was interviewed to inform the Division of Marketing and Government Relations of their marketing needs. However, there is not a current operational plan for Corporate Solutions so it is difficult to clearly define the marketing support needed by Corporate Solutions in the employer market. The following strategies were developed from the information provided by Corporate Solutions in the meeting and from the information in the Academic Master Plan.

**Marketing Strategy 18.** After Corporate Solutions identifies and defines innovative industry-recognized credentials and training programs, Marketing will create an online marketing campaign to position Corporate Solutions as a recognized training provider in Philadelphia.

Audience: Training directors in the city of Philadelphia

Messaging: Quality, Economic Engine

Measurement: Requests for information from online campaign

**Marketing Strategy 19.** Assist Corporate Solutions in planning an annual seminar, symposium or conference focusing on regional economic and/ or workforce issues and presented by Corporate Solutions, and the biannual business and industry forums on topics of interest to external stakeholders. After defining the timing, topics, and keynotes, utilizing the mailing lists of employers in the city, develop an annual marketing campaign for the events hosted by Corporate Solutions.

Audience: Employers in the city of Philadelphia

Messaging: Quality, Economic Engine

Measurement: Attendance at events; requests for information from follow-ups after the event

**Marketing Strategy 20.** Provide marketing support for the Center for Small Business, Education, Growth & Training after Corporate Solutions develops a business plan for the Center.

Audience: Small businesses in the city of Philadelphia

Messaging: Quality, Economic Engine

Measurement: To be determined after plan development

**Marketing Strategy 21.** After Corporate Solutions/ and or Academic Affairs identifies and develops credentials and certifications which can be marketed to the adults with bachelor's degrees and higher, Marketing will create a marketing campaign to position Corporate Solutions as a recognized training provider in Philadelphia.

Audience: Training directors in the city of Philadelphia

Messaging: Quality, Economic Engine

Measurement: Requests for information from campaign media used

#### KEY PERFORMANCE INDICATORS:

Marketing's primary measurable objective in meeting this outcome is to increase the number of inquiries for Corporate Solutions. Will need current number of inquiries information from Corporate Solutions to benchmark.

Current number of inquiries

Inquiries needed per year

Current number of applicants

Applicants needed per year

Number of applicants needed for a 10 percent increase

#### Supporting Operational Plans

The following outlines the goals from the operational units that the marketing strategies for the employer and adult markets directly support:

- Academic Master Plan
  - Projected Outcomes
    - Over the life of the plan, the number of adult students (22 years of age and older) enrolling at the College will increase by 5% over the current level.
    - 5% increase in students taking online classes each year
  - Goals Supported By Marketing Strategies
    - Develop innovative new curricula aligned to industry priorities (possibly online offerings).
    - The College will be the preferred partner for education in Philadelphia
      - Corporate Solutions will develop and offer innovative industry recognized credentials and training
      - Develop and co-host at least one seminar, symposium, or conference annually, focusing on regional economic and/ or workforce issues
    - The College will be viewed as the preferred partner for training and workforce development in Philadelphia

- Corporate Solutions
- Conduct biannual business and industry forums on topics of interest to external stakeholders
- The College will be viewed as a preferred partner in providing education, training, and technical assistance to small businesses and entrepreneurs in the Greater Philadelphia region
  - Develop and implement a business plan for the Center for Small Business, Education, Growth & Training with a unique value proposition for the activities, services, and programs offered to entrepreneurs and small businesses in the Greater Philadelphia Region
- Build an academic bridge for College students to workforce opportunities and transfer to baccalaureate institutions
  - Outreach to employers to assess the needs of the community and integrate these needs into academic support services planning and curriculum design
    - Utilize Curriculum Advisory Committee members and other Philadelphia employers to identify the skills the College's students' need to be workforce ready
    - Workforce-ready skills will be incorporated into curriculums and academic support services

Community College *of* Philadelphia

Retention  
Strategic Marketing Plan  
2014-2015



# Defining Internal Markets – Retention

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Retention is a major concern for colleges today – the national media has begun to scrutinize the retention, and ultimately the completion, of students enrolled at community colleges. Compounding the retention issue are the changes in states’ funding formulas away from enrollment to retention and completion – thus questioning the effectiveness of community colleges. Regardless of the issues in the national press, student success is at the heart of every community college. And to attain success, a student has to complete a class to ultimately complete a program or a degree. The students that are of the most concern in the non-returning category are those full-time students who attend for one or two semesters and then simply leave without completing a program – leaving while in good standing. For many younger students who are seeking a bachelor’s degree, a community college may be losing them to a four-year university sooner than it should. But the final issue for Community College of Philadelphia is the simple fact that it is more cost effective to retain current students rather than recruit new students.

## RECRUITMENT MARKETING: CONTINUING STUDENTS

College Plans Supported: Strategic Plan I A-D, Academic Master Plan III-2-C, III-3-B; Technology Plan III 1-A, III 2-A; Enrollment Management Plan – Refining Student Services and Opportunities; Diversity Plan 2 and 5; Student Life Plan, Enrollment Management Plan – Enhance Communication; Regional Center Plan

**Marketing Strategy 22.** Create an internal marketing campaign focused on current students to “Finish What You Start,” utilizing email, internal site, signage, visual giveaways, etc. to promote the fact that a student should finish what they start. Engage students and employees in the campaign using Facebook, contests, etc.

Audience: Current enrolled students at Community College of Philadelphia and employees

Messaging: Transitions, Support

Measurement: Hits on Facebook, participation in the contests

**Marketing Strategy 23.** Create an internal electronic communications plan to incentivize the current students to create a degree plan using My Degree Path. Work with Student Affairs to identify the students. Identify and create, if needed, internal electronic communication channels to communicate with the current students.

Audience: Current students at Community College of Philadelphia

Messaging: Transitions, Support

Measurement: Number of degree paths completed in My Degree Path

**Marketing Strategy 24.** Develop an easy to use system for personnel in student support departments at the College to provide information to current students through internal social media by providing editorial content.

Audience: Current students at Community College of Philadelphia

Messaging: Transitions, Support

Measurement: Number of posts by College personnel; number of student responses

**Marketing Strategy 25.** Create an internal electronic communications plan to inform the current students of the resources available to support students at the College, including the Athletics Center and student clubs and organizations.

Audience: Current students at Community College of Philadelphia

Messaging: Transitions, Support

Measurement: Traffic to the current Student Support web page; use of the Athletics Center; participation in clubs and organizations

**KEY PERFORMANCE INDICATORS:**

Enrollment Management Plan: Increase student retention rate

Enrollment Management Plan: Increase graduation and transfer rates

Enrollment Management Plan: Improve student satisfaction