

I. Introduction

The BBCC Comprehensive Communications and Marketing plan helps the college achieve its mission and directly supports the BBCC 2017-2020 Strategic Plan by explaining how the college intends to achieve its strategic goal to “Increase annual Full-Time Student Equivalent (FTE) enrollment from a recent average of 2,043 to 2,100.”

BBCC 2017-2020 Strategic Plan			
Academic Master Plan	Facilities Master Plan	Communications & Marketing Plan	Technology Plan (TBD)

To accomplish this goal, BBCC has identified specific objectives & results, legislative priorities, messaging, outreach & community engagement activities, and advertising strategies for the college overall as well as the three student groups around which the college has organized its enrollment-management strategies. This plan provides a summary of current college efforts as well as a focus for future efforts. As resources become available, BBCC can expand its outreach and marketing efforts. This plan also supports ongoing coordination between college departments engaged in outreach and marketing efforts.

II. College-Wide Efforts

BBCC seeks to promote the college within the communities of its service district and market itself to district residents. Many activities are designed to build overall awareness of the college. Strategies listed in this section are applicable to all student categories listed later in this document.

Objectives & Results

- Raise the visibility of BBCC within the communities it serves.
- Create a positive perception of the college among its constituents.
- Establish the image of BBCC as an affordable college with high-quality programs that help students succeed.
- BBCC is seen as the first point of contact by public school and community partners for school/community events related to higher education.

Legislative priorities

- Protect state and federal college funding, including grants.
- College-friendly legislation.
- Preserve Title IV funding.
- Expand opportunities for capital funding.

Messaging

- BBCC is a cost-effective choice, and you can save money (up to \$34K) by attending BBCC instead of a university.
- BBCC is a cool, safe, engaging place that provides a high-quality education.
- You can earn a degree attending entirely in the evening &/or online.
- Big Bend is for everyone.
- Big Bend has something for you.
- Look what you can do in two years!

- Education is possible financially.

Outreach & Community Engagement Activities (responsible department(s))

- Athletic events and community service (*Athletics and ASB*).
- Campus events and tours (*Outreach & Recruitment, Career Services*).
- Booths at fairs and community events (*Outreach & Recruitment*).
- *Explore Big Bend*, employment events, and Area of Interest focused events (*Career Services*).
- Optimize website with keywords that will result in links to BBCC programs appearing in web searches (*Communications*).
- Student success stories of current and former students (*Academic programs/departments, Communications*).
- Program news releases (*Academic programs/departments, Communications*).
- Highlight the types and locations of positions, wages, cost of programs, and industry partnerships (*Academic programs/departments, Advising, Career Center*).
- STAR Night, Cellarbration (*Foundation*).
- Service organization presentations on college programs (*Cabinet*).
- Promote program clusters – e.g., aviation, STEM and high-tech programs (*Communications, Career Services, Academic programs/departments*).

Advertising

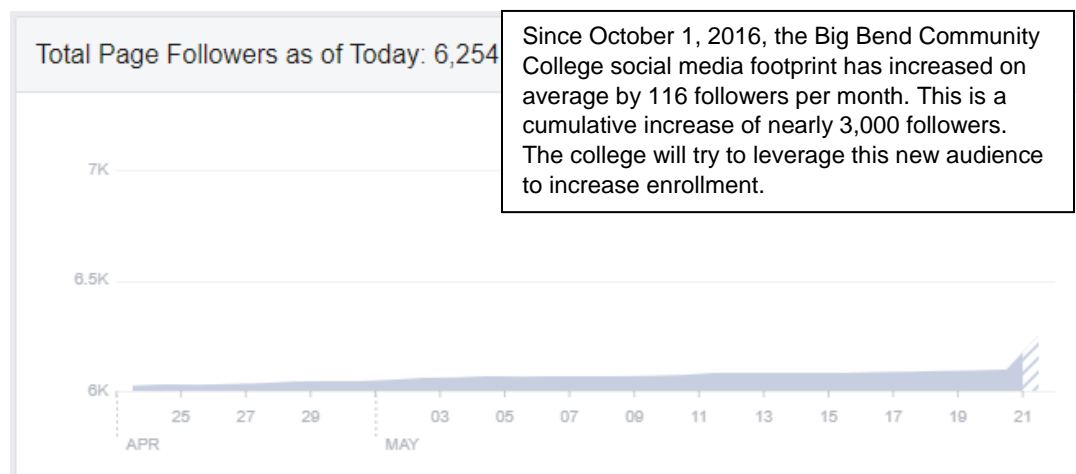
- Digital marketing campaign*
- “Telling the Big Bend story” efforts**
- Signage in Moses Lake, Quincy, and Othello
- College web page
- Print advertising

*Digital Marketing

Today’s college students are extremely media savvy, and their medium of choice to digest advertising is without a doubt the internet, and even more specific, the mobile internet. BBCC will try to leverage this fact, along with its social media presence, to not only feed advertising to potential students but also interact with them to create a maximum effect. Although the traditional print and radio media will not be abandoned, the majority of the Marketing & Communications budget will be expended in

the digital and social media areas. (A newly negotiated digital media contract with Hagadone Digital has given the college an “in-kind” amount of print advertising at no extra cost).

The digital marketing strategy will allow BBCC to do much more than simply feed advertisements to



potential students. The college will also develop website-landing pages customized toward the marketing strategies that will allow BBCC to track how the college is interacting with potential students who engage with the advertising.

BBCC will track the normal metrics of click-throughs, bounce rate, reach, and impressions as well as the college's response to the inquiries from potential students. BBCC will track its digital interaction with the community and measure how well it is interacting with potential students.

Identifying the ROI on these campaigns will be key to understanding and measuring the effectiveness of this innovative strategy.

A digitally focused advertising strategy will give Big Bend a data-driven and targeted approach to reach a diverse population – each needing to be served by different messaging.

Part 1 of a two-phased digital marketing approach will focus on a potential student's ability to earn a transfer degree 100 percent online and/or in the evening (outside of normal working hours).

Part 2 will focus on the fact that on average, students who live inside the BBCC service district and live at home, can save **\$34,000** on their first two (2) years of college. This strategy is geared towards appealing to potential traditional students right out of high school, the parents and families of traditional students, and also non-traditional students who are currently employed and those who are looking to transform their lives.

Part 3 will focus on more program-specific messaging focused on increasing enrollment in Workforce Education programs.

****“Telling the Big Bend Story”**

What is “The Big Bend Story”? It is the events, students, faculty, staff, and campus environment that those outside of the Big Bend College Community do not get to experience but should be shared to improve our aesthetic in the eyes of potential students and within the community. In short, the wonderful things that happen here that make our college special!

In addition to our advertising strategies, we will have a strengthened focus on sharing these unique details about the college to improve BBCC's reputation within our service area.

The re-organization of the Communications Coordinator position within the department has been geared directly toward this goal. An increased production of press releases, social media posts, and video of student life will allow the community to see Big Bend through a lens that shines a light on BBCC being an institute of higher learning that provides a holistic atmosphere for learning – not just the place they had no other choice but to go.

III. Current and Recent High School Graduates (24 years of age or under)

These students are enrolled in high school dual enrollment programs or are “traditional” college students who recently graduated from high school. BBCC staff believe many of the students in this category have had little exposure to some workforce education programs and careers. BBCC outreach and marketing efforts focus on building relationships with students in public schools with a focus on middle and high-school-age youth. Key ideas BBCC wants to promote are the advantages BBCC has in comparison to universities and the transferability of credits.

Objectives & Results

- Increase market share of recent high school grads.
- Maintain stable Running Start enrollment of at least 400+ students per year.
- Connect with future students early in their education experience to introduce them to BBCC and its many programs.
- Increase the number of recent high school graduates enrolling in BBCC workforce programs.

Legislative priorities

- Protect Running Start funding.
- Support dual-enrollment programs.
- Secure and protect Guided Pathways funding.
- Establish stronger connection between colleges and Career Connected Learning efforts in the public schools.

Messaging

- BBCC credits will transfer to a university.
- For Specific Workforce Programs:
 - Mechatronics: Learn about modern technology. A degree in mechatronics leads to possibilities we don't even know about yet.
 - Nursing: Local jobs are always available. In preparation for the nursing program, take science classes in high school.
 - Healthcare & Simulation: Do you want to work with and care for people, or are you more interested in the computers and programming that can support healthcare?
 - Agriculture: An Ag degree can transfer to WSU. The Ag degree has UAS, CDL, and Business add-on certificates.
 - Computer Science: Computers are everywhere so there are many job opportunities.
 - Commercial Pilot: Highlight positions and wages for both new and experienced pilots. Residence halls are available for students coming from outside the area.
 - Automotive: You can earn individual certifications.

Outreach & Community Engagement Activities (*responsible department(s)*)

- Promote dual-enrollment programs (Running Start, College in the High School, CTE Dual Credit) (*Deans, Outreach & Recruitment*).
- Consistent visits to high schools, public school events, and classroom presentations (*Outreach & Recruitment, Title V Grants, Program Coordinators, AmeriCorps, TRiO Upward Bound*).
- FAFSA, Scholarship, and Dual-Credit Information events (*Outreach & Recruitment, Financial Aid, Foundation*).
- Align BBCC Areas of Interest with pathways or Programs of Study at area high schools (*Advising*).
- [Request us](#) webpage (*Outreach & Recruitment*).*
- Develop/maintain formal partnerships with key high schools: Moses Lake, Quincy, Ephrata, Othello, Royal, Soap Lake, Warden, Wahluke.
- Athletic events and community service (*Athletics and ASB*).
- International student recruitment and partnerships (*VP of L&SS, Aviation division*).
- Booths at air shows and related aviation events (*Aviation division*).
- Campus events and tours targeting students in K-12 (*Outreach & Recruitment, Career Services*).

- Send BBCC Letters of Acceptance to all graduating high school seniors in the service district (*Outreach & Recruitment*).
- Invite targeted groups to high school students to ASB events (*Outreach & Recruitment and ASB*).

Advertising

- Digital marketing campaign
- “Telling the Big Bend story” efforts
- College representative poster*
- College web page
 - Dual-enrollment web page

*College Representative Poster and Request Us Webpage

The Outreach & Recruitment department has developed a “college representative poster” and provided copies to the public schools. The poster contains the names and contact information for higher education representatives in the region. The department also created a [Request us](#) Web page making it easy for the schools to request BBCC for an event that highlights higher education. If the schools would like other higher education representatives, then BBCC will facilitate the communication with other college and university partners. This strategy is an effort to make BBCC the first point of contact for higher education events.

IV. Adult Students (25 years of age or older)

Students in this group are predominantly enrolled in workforce and adult basic education programs. These students are more likely to have dependents and be employed full time than younger students. They are often called “non-traditional” students. BBCC outreach and marketing efforts for this group are to work through employers, agencies, community-based organizations, and the general community. Key ideas BBCC wants to promote are that people can earn a BBCC degree that will help a person’s career, and BBCC has flexible programs and services that can meet each student’s unique needs.

Objectives & Results

- Increase the number and percentage of enrolled adults over 25 years.
- Increase overall enrollment in workforce programs.
- Increase non-traditional enrollment in workforce programs [non-traditional: occupations with one gender comprising less than 25% of those employed in the field (e.g., female welders, male nurses, female pilots, etc.).
- BBCC is seen as the first point of contact for employers seeking training and further education for their employees.

Legislative priorities

- Funding to support aviation programs
- Preserving federal Perkins funding
- Obtaining and preserving Guided Pathways funding

Messaging

- You can succeed in earning a college degree!
- BBCC offers education in a variety of areas that lead to high-wage jobs.
- BBCC has higher education options for working adults.
 - You can earn a degree attending entirely in the evening &/or online – list specific degrees as they become available (Transfer-DTA, Business DTA, Computer Science, Accounting, Mechatronics, Early Childhood Education).
 - “Earn while you learn.”
- For Specific Workforce Programs:
 - Early Childhood Ed: The program is offered primarily evening with hybrid and online classes. Some classes are available at multiple locations. Students can earn state certifications. Early Achievers funding can help you pay for classes.
 - Accounting: You will be employable with this degree because all businesses need accountants.
 - Aviation Maintenance: Jobs are everywhere in the world! There is a “silver wave” of retirements in the industry, which provides for increasing opportunities.
 - Simulation Technology: This is a great field for programmers using modern technology to support healthcare provider training.
 - Business Information Management: All businesses need someone with office technology and management skills. With this degree, you can stay local or move.
 - Unmanned Systems: Drones are tools, not toys. There are uses for drones in many industries making a UAS certification a great add-on to your career.
 - Welding: The BBCC welding program has many industry partnerships.
- Future messaging we plan to prepare
 - BAS program
 - Credit for prior learning, Competency-based, accelerated-learning options
 - Earn a degree attending other locations

Outreach & Community Engagement Activities (*responsible department(s)*)

- Engage program advisory boards (*Faculty & Deans*).
- Participation in regional economic sector workgroups (*VP of L&SS, President, Foundation, CBIS, Deans, Career Services, STEM Grant*).
- Short-term trainings (*CBIS*).
- Develop statewide program consortia. Educate the public about simulation and UAS fields and how they provide opportunities for currently employed adults (*PAHP & NOA Grants & Workforce Dean*).
- Presentations and staffing at local SkillSource, Local Planning Area (LPA) meetings (*WES*).
- Advising and educating transitional studies students about programs within Areas of Interest (*Transitional Studies*).
- Booths at air shows and related aviation events (*Aviation division*).
- Highlight non-traditional enrollment in Agriculture, Aviation programs, Automotive, Commercial Driver’s License, Computer Science, Industrial Systems Technology, Welding, Business Information Management, Accounting, Early Childhood Education, and Healthcare programs (*Individual departments, Communications*).

Advertising

- Digital marketing campaign.
- “Telling the Big Bend story” efforts.
- Program web pages and rack cards – highlight target populations for non-traditional enrollment efforts.
- College website
 - Webpages that clarify how to navigate into and through college.
 - Areas of Interest pages.
- Future advertising strategy – BAS, other locations, and learning options such as credit for prior learning and competency-based learning.

V. First-Generation & HUG Students

Students in this category are enrolled in all areas of the curriculum but are over-represented in the adult basic education category. BBCC outreach and marketing efforts for this group are to use strategies used for all ages of students and highlight the successes of first-generation and HUG students. Key ideas BBCC wants to promote are the value of higher education for an individual and entire family, and BBCC has supports and resources available to help students succeed.

Objectives & Results

- Percentage of HUG students enrolled in college-level classes mirrors service district population percentage.
- Increase non-traditional enrollment in workforce programs [non-traditional: occupations with one gender comprising less than 25% of those employed in the field (e.g., female welders, male nurses, female pilots, etc.).
- Connect with future students early in their education experience to introduce them to BBCC and its many programs.
- Educate parents and families about the value of higher education, BBCC resources to help students succeed, and how to engage with the college.

Legislative priorities

- Obtain and protect funding for Guided Pathways.
- Protect or grow funding for state need grant and opportunity grant.

Messaging

- Higher education will benefit an individual and families.
- BBCC offers education in a variety of areas that lead to high-wage jobs.
- BBCC supports students and will help them succeed.
- BBCC offers ESL and HS21+ classes and programs in the evening and at multiple locations.

Outreach & Community Engagement Activities (responsible/lead department)

- Promote dual-enrollment programs (Running Start, College in the High School, CTE Dual Credit) (*Deans, Outreach & Recruitment*).
- Consistent visits to high schools, public school events, and classroom presentations (*Outreach & Recruitment, Title V Grants, Program Coordinators, AmeriCorps, TRiO Upward Bound*).

- FAFSA, Scholarship, and Dual-Credit Information events held in communities throughout the service district (*Outreach & Recruitment, Financial Aid, Foundation*).
- Align BBCC Areas of Interest with pathways or programs at area high schools (*Advising*).
- [Request us](#) webpage (*Outreach & Recruitment*).
- Develop/maintain formal partnerships with key high schools: Moses Lake, Quincy, Ephrata, Othello, Royal, Soap Lake, Warden, Wahluke.
- Athletic events and community service (*Athletics and ASB*).
- Presentations and staffing at local SkillSource, Local Planning Area (LPA) meetings (*WES*).
- Transforming Lives event (*President*).

Advertising

- Digital marketing campaign.
- “Telling the Big Bend story” efforts.
- Program web pages & rack cards – highlight target populations for non-traditional enrollment efforts, highlight the career track, positions, and wages.
- College website
 - Webpages that clarify how to navigate into and through college.
 - Areas of Interest pages.

VI. Final Comments

- An Outreach calendar is an important tool for collaboration, planning, and ensuring appropriate focus of activities.
- BBCC needs to further develop program-specific messaging in addition to general college messaging.
- Updating the website is a current priority.
- Additional resources are needed to fully implement some of the ideas in the plan.
- Additional staffing is needed to support the maintenance and growth of dual-enrollment programs.

Appendix A - Outreach Calendar

12-month calendar that includes all the events listed in the Outreach & Community Engagement Activities as well as timing for digital advertising campaigns.

BCC Marketing & Outreach Calendar

	Summer			Fall			Winter			Spring		
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
General College Visibility												
Campus Tours	X	X	X	X	X	X	X	X	X	X	X	X
Campus Facility Rentals	X	X	X	X	X	X	X	X	X	X	X	X
Marketing	X	X	X	X	X	X	X	X	X	X	X	X
Presidential Community Engagement	X	X	X	X	X	X	X	X	X	X	X	X
Staff Community Engagement	X	X	X	X	X	X	X	X	X	X	X	X
Legislative Advocacy								X	X	X	X	
Athletic Competitions			X	X	X	X	X	X	X	X	X	X
BBCC Hosted Events			X	X	X		X	X			X	
Community-Sponsored Events		X	X							X	X	
Commencement Events												X
Area of Interest Focused Activities												
STEM	X		X							X	X	
Arts, Education & Human Services	X					X			X	X	X	X
Aviation	X							X	X			
Business			X				X	X	X	X	X	X
Health Care			X									
Industry, Manufacturing & Trades			X						X			
Activities Focused on Adults												
Marketing focusing on adults	X	X	X	X			X	X	X	X	X	X
CBIS Training	X	X	X	X	X	X	X	X	X	X	X	X
Weekly visits to Moses Lake												
WorkSource	X	X	X	X	X	X	X	X	X	X	X	X
Veteran Events		X	X									
High School Focused Activities												
College Fairs			X	X	X			X	X	X	X	X
Career Activities				X						X		
Moses Lake School Events				X	X					X	X	X
FAFSA and Foundation Scholarship Nights				X	X	X	X					
TRiO & Upward Bound Grant Activities	X	X		X	X	X	X	X	X	X	X	X
Letters of Acceptance						X	X	X				
Dual-Enrollment Information Sessions			X			X	X	X				
Dual-Enrollment Programming		X	X	X	X	X	X	X	X	X	X	X

Appendix B - Summary of Student Demographic & Enrollment Data

Summary of student demographics and enrollment data over the past three years:

- Overall enrollment declining in all areas except Running Start.
- 54% of students are part time, 46% are full time.
- 43% Hispanic, 48% White.
- 76% First Generation.
- 39% 25 years or older, 61% 24 years or younger.
- 7% of Transfer students are employed full time, 12% of Workforce Education and Basic Skills students work full time.

Programs with large percentage of out-of-district students (less than 85% of students in district)

- Aviation Maintenance (69%)
- Commercial Pilot (29%)
- Simulation Technology (61%)
- Unmanned Systems (78%)

Programs with over 50% students 24 or younger

- Transfer (DTA)
- Agriculture
- Automotive
- Commercial Pilot
- Business Transfer
- Computer Science
- Nursing & Pre-Nursing

Programs with over 50% students 25 or older

- Accounting
- Aviation Maintenance
- Business Information Management
- Commercial Driver's License
- Early Childhood Education
- Industrial Systems Technology
- Simulation Technology
- Unmanned Systems
- Welding
- Basic Education for Adults

Programs with enrollment more than 50% Male

- Agriculture
- Aviation Maintenance
- Automotive
- Commercial Pilot
- Business Transfer
- Commercial Driver's License
- Computer Science
- Industrial Systems Technology
- Simulation Technology
- Unmanned Systems
- Welding

Programs with enrollment more than 50% Female

- Transfer (DTA)
- Accounting
- Business Information Management
- Criminal Justice
- Early Childhood Education
- Medical Assistant
- Nursing
- Basic Skills

Programs with enrollment more than 50% Hispanic

- Early Childhood Education
- Medical Assistant
- Industrial Systems-Mechanical Maintenance
- Basic Skills

Programs with enrollment more than 50% White

- Transfer (DTA)
- Agriculture
- Aviation Maintenance
- Automotive
- Commercial Pilot
- Business Information Management
- Computer Science
- Criminal Justice
- Pre-nursing
- Simulation Technology
- Unmanned Systems
- Welding

Program with enrollment more than 50% Multi-Race

- Commercial Driver's License

Programs with enrollment with race/ethnicity nearly even split

- Nursing
- Accounting
- Business Transfer
- Industrial Systems-Industrial Electrical

Appendix C – Student Demographics

Students Living Within a Service District Zip Code

2015-16, 2016-17, 2017-18

Program Title General	SERV DIST TOTAL	% of Students from Service District	TOTAL Students
Accounting Technician (ACCT)	118	100%	118
Agriculture (AG)	70	95%	74
Aviation Maintenance Technology (AMT)	107	69%	155
Automotive Technology (AUTO)	141	95%	148
Aviation Flight (AVF)	94	29%	326
Basic Education for Adults (BEaA)	1606	98%	1638
Business Information Technology (BIM)	362	92%	395
Commercial Driver's License (CDL)	103	86%	120
Computer Science (CS)	237	94%	251
Criminal Justice (CJ)	15	100%	15
Direct Transfer Agreement (DTA)	5045	92%	5500
Early Childhood Education (ECE)	330	98%	336
Homeland Security Emergency Management (HSEM)	5	100%	5
Industrial Systems Technology - Emphasis Industrial Electrical (IST-ELC)	173	95%	183
Industrial Systems Technology - Maintenance Mechanics Technology (IST-MMT)	65	94%	69
Medical Assistant (MA)	299	99%	303
Nursing (NURS)	665	92%	721
Nursing Assistant (NAC)	36	97%	37
Simulation (SIM)	31	61%	51
Unmanned Aerial Systems (UAS)	7	78%	9
Welding Technology (WELD)	264	95%	278

Student Demographic Profile 2015-16, 2016-17, 2017-18

	AGE		SEX		RACE/ETHNICITY						
	< 24	25 & older	Female	Male	Asian	African American	American Indian	Hispanic	Multi-racial	White	Intn'l
ACCT	35%	65%	79%	21%	3%	2%	2%	47%	0%	47%	0%
AG	64%	36%	19%	81%	3%	0%	0%	39%	7%	51%	0%
AMT	49%	51%	9%	91%	2%	3%	3%	18%	5%	69%	0%
AUTO	68%	32%	9%	91%	0%	1%	2%	45%	0%	52%	0%
AVF	83%	17%	5%	95%	3%	1%	0%	5%	7%	84%	0%
BEdA	33%	67%	55%	45%	2%	2%	1%	72%	1%	22%	0%
BIM	18%	82%	68%	32%	2%	1%	1%	40%	5%	51%	0%
BUS - DTA	62%	38%	42%	58%	0%	0%	0%	19%	22%	48%	11%
CDL	25%	75%	5%	95%	5%	1%	0%	32%	62%	0%	0%
CS	56%	44%	16%	84%	2%	1%	0%	30%	6%	61%	0%
CS-DTA	63%	38%	13%	88%	0%	0%	0%	0%	0%	100%	0%
CJ	73%	27%	60%	40%	0%	0%	0%	36%	0%	64%	0%
DTA	81%	19%	58%	42%	2%	1%	1%	38%	5%	52%	0%
ECE	38%	62%	98%	2%	1%	0%	0%	72%	4%	22%	0%
IST-ELC	39%	61%	4%	96%	2%	0%	0%	47%	4%	48%	0%
IST-MMT	37%	63%	1%	99%	0%	1%	0%	54%	3%	41%	0%
MA	50%	50%	95%	5%	0%	1%	0%	55%	1%	43%	0%
NURS*	57%	43%	90%	10%	2%	1%	0%	44%	5%	49%	0%
PRENURS AA	80%	20%	100%	0%	0%	0%	0%	0%	0%	100%	0%
SIM	45%	55%	47%	53%	2%	2%	0%	18%	6%	71%	0%
UAS	11%	89%	22%	78%	11%	0%	0%	11%	11%	67%	0%
WELD	46%	54%	12%	88%	2%	2%	0%	30%	6%	61%	0%
TOTAL	68%	32%	55%	45%	2%	1%	1%	39%	6%	52%	0%

*includes students taking pre-requisites