

A Strategic Communications Plan for

The University College of the Cariboo

Original Draft: Fall 1991

Most Recent Updates: Fall 1993

1. Introduction

The University College and Education: Our Product

Our product is not a "Physical" one that can be packaged and sold across the counter. It's an intangible founded on creating AWARENESS, securing ENROLLMENTS and providing superior SERVICE, which ultimately proves its quality by the superior PERFORMANCE of both ourselves and our customers - the students.

This is a process of communication: creating the **awareness** among those who would be our customers to secure their **enrollments**; providing **service** to our customers through superior communications, services, facilities and resources; achieving superior **performance** through the emphasis on quality; and then communicating these achievements back to the market to achieve even greater **awareness**, among both customers and other target groups. This cycle is repeated endlessly.

Our product is based on earning a reputation. Saying we are good is not by itself good enough - we must in fact prove it, and seek to improve it at all times. Only then can we ensure that our various 'publics' are receiving an honest message, and that the very best interests of the institution are being served.

At the same time, the communications process must be two-way, to ensure that the University College listens and responds to the needs and priorities of our customers and other target groups. Only by doing this can we alter and improve our product and our methods of communication, to ensure we are serving the best interests of those customers and other target groups.

HOW DO WE AS AN INSTITUTION COMMUNICATE TO OTHERS?

- Everyone EMPLOYED by us and WHAT they do
- Everyone who ATTENDS as a student in anything we offer
- Everyone we ASSOCIATE with or do BUSINESS with
- Everything that we PRINT on paper and distribute
- Everything that we SAY, or support in public
- Every ACTION of every employee, student or associate
- Every SUCCESS or FAILURE, be it human or mechanical
- Every PHYSICAL ELEMENT of the institution, from signage to cleanliness.....

All of these DELIVER a MESSAGE about US

They send (communicate) messages to EVERYONE they touch, directly or indirectly, which in turn influences the messages these people pass on to others (with a multiplier effect).

A COMMUNICATIONS PLAN should allow us to identify the messages we want to send, and to whom we send them, to achieve major objectives that allow the institution to grow and prosper.

These objectives include:

- public support in the community and across the region
- political support, at a variety of levels: municipal, provincial, federal
- business & industry support, both financial and political
- first class image and maximum credibility for everything that we do
- MAXIMUM participation of various publics, especially STUDENTS, so that all programs are full at all times, and the importance of post-secondary education as an investment in our community is raised to new levels of awareness.

BARRIERS TO OUR AGENDA

At UCC, we have been following an AGENDA based on GROWTH, CHANGE and NEW STATUS. This agenda is facing shrinking resources, a changing political environment, changing product needs, and rising competition.

1) Shrinking Market

- H.S. grads - down in B.C., with largest majority located in urban areas
- H.S. grads - down in region, with no future growth forecast
- urbanization in lower mainland, resulting in pressure for more resources by those Colleges
- post-secondary participation rate - lower than desirable provincially, highest of all in our region
- science, math, technology participation down across the country; an area of National Concern
- local population growth is slow, and no dramatic change expected
- local business industry growth is stable, but no dramatic change expected

2) Political Climate

- post-secondary funding and policy uncertain in a restraint economy
- UNBC in Prince George creating competition for limited funding
- a potentially different Univ-Coll perspective within our system, as the result of both political change and competition for resources
- a Ministry policy of "lowered expectations" in light of high expectations created through "Access"
- criteria for measuring "success" related to "output"; quantity vs quality!!

3) Changing Product Needs

- new technologies and a changing workplace; expected new emphasis on 'applied' training and training for employment
- The need for better critical thinking and communication skills from graduates
- new technology that requires math and science skills to learn
- need to embrace/promote life-long learning
- new Federal government, and anticipated new approach to financing training/retraining, and limits in transfer payments to provinces for post-secondary education

4) Direct Competition Challenges

- Three other Univ-Colleges in B.C., and strong lobbying for a fourth. Two of these three Univ-Colleges in our 'backyard'
- UNBC, Provincial Universities, Eastern Canadian universities
- BCIT, Okanagan, Fraser Valley and others: A new commitment to marketing and recruitment of students

a) Direct Competition: Okanagan University College (OUC)

- Regional recognition factor - 'Okanagan' and 'Kelowna' are instantly recognized on wide basis, while 'Cariboo' has no regional recognition and no appeal vs. 'Okanagan'
- 'Kamloops' is not in the 'Cariboo' so no strong association of city to region
- 'Perception' of Okanagan as a better place to live/work, as opposed to 'inferiority complex' mentality of Kamloops
- Slower, more fragile economy here, while Okanagan has a larger market base to draw from and it's growing, lending credence to political arguments for larger share of resources

- b) **Direct Competition:** UCFV - University-College of the Fraser Valley
 - largest population growth area is in valley east from Vancouver
 - SFU or other university campus proposal still being considered, in spite of University-College status for Fraser Valley College, in September 1992
 - UCFV limits market penetration into the lower mainland, and potentially impacts us in communities in southern part of our region, including Kamloops
- c) **Direct Competition:** UNBC - Now political reality, with the potential to:
 - limit our access to northern B.C. market, direct competition in Williams Lake and 100 Mile where they are already actively promoting themselves, both in programs and fund raising areas
 - draw off capital and operating funds available for growth
 - draw off political support inside government of the day
- d) **Direct Competition:** B.C. Universities/Eastern Canadian Universities
 - B.C. universities have strong communication/recruitment programs in place
 - we compete with UBC, SFU and UVIC now for top students in our own region
 - at least 11 Eastern Canadian Schools NOW actively recruiting in B.C
- e) **New Commitments:** BCIT, Okanagan and others
 - BCIT has completed 'Enrolment Audit' and introduced a comprehensive 'Enrolment Management Program', designed and developed by U.S.-based specialist Ron Ingersoll. They are clearly committed to shedding their 'trade-school' image in favour of a new high-technology identity, and will likely go HEAD-TO-HEAD with us for student enrolments in those Career/Tech we both offer
 - Camosun College (Victoria), OUC, UCFV, UNBC and other are bringing all their public relations, marketing, publication, recruitment and development activities under one umbrella, to maximize service, efficiency and results in communication strategies

What does a total Communications Plan involve? Ultimately, it involves every person in the institution. To reach that point, it identifies the environment in which we currently operate, the 'key' audiences that we communicate with, and the 'programs' and 'activities' which need to be put in motion to communicate with key audiences.

2. The College Today

A communication plan requires us to regularly examine the external and internal environment that we currently operate in, to establish priorities and determine what forms of communications must be developed first. The following is drafted from the communications perspective, and incorporates details presented in the three-year plan environmental scan.

The External Environment:

1) SOCIAL

- a) The University College serves the second largest geographic region of the province, with a population base of 142,280 (est.), smaller than other Colleges of comparable size.
- b) Distance to the nearest University College facility is a factor, especially for adults whose mobility is restricted by job and family.
- c) Population growth in the region is stable, but not increasing in the dramatic ~~the~~ way it is in areas of the lower mainland, resulting in potential for greater 'political pressure' to be exerted to meet demands of urban growth first. Growth in the region was projected to be about 25,000 people in this next decade, of which at least half would be in Kamloops (75,500 projected by year 2000). This may prove to be too low an estimate for Kamloops, but likely remains valid for the rest of the region.
- d) The high school population in the region is projected to decline but population growth in Kamloops may bring some stability to these projections. Real growth for the College in this market may only be achievable by influencing the post-secondary participation rate of high school graduates, and we **already have the best** participation rate in the province.

See Report A: Grade 12 Enrolment Projections (Page)

Report B: 1991 H.S. Populations (Page)

Report C: 1993 H.S. Populations (Page)

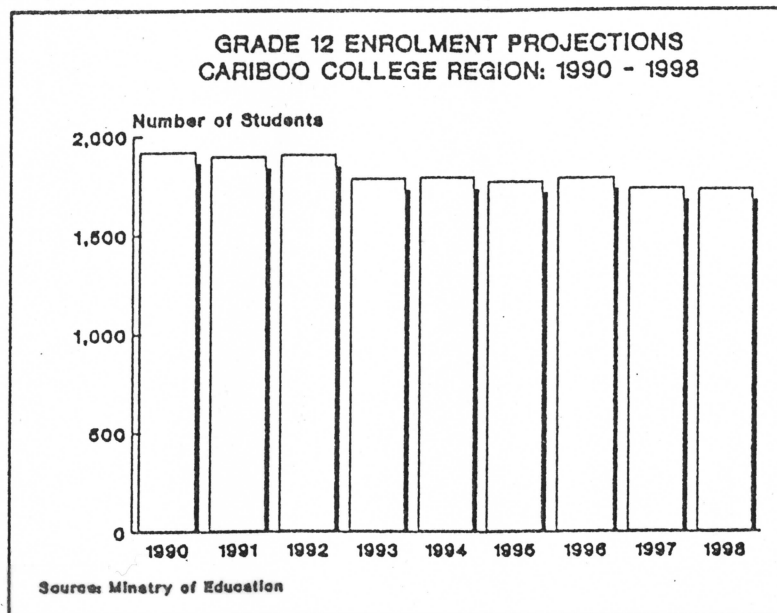
- e) The trend for university bound students in the region has been to go to the lower mainland if they are a 'top' academic student, or to consider College as a temporary step in getting access to University.

The introduction of degree-completion in 1989 had an impact on this trend. The issue that still remains is whether the University College has established sufficient credibility to attract more of the 'top' students in our region, or remains as a choice of second (or last) resort - even for those who would not go on to lower mainland universities under most circumstance.

- f) The middle-age sector of the population is growing, by both an influx of new residents and by the aging of a static population, creating different demands for different types of education.
- g) The 'seniors' population group is growing, and has the potential to experience considerable real growth in the region. They also represent unique opportunities and demands.
- h) The North American family tendency towards smaller family units is real, and in Canada the number of one and two person households accounts for almost 50% of all Canadian households (Canada Post, 1988). That may not be so high in our region, but it's a trend that suggests people will continue to have more time available for part-time educational activities
- i) Promoting the concept of life-long learning will face unique challenges, in a large geographic region with sparse population, and in a resource based economy subject to fluctuation.
- j) Illiteracy rates in our region require continued focus on the ability to deliver basic education programs to address a grass-roots problem.
- k) There is a large native population in the region, representing a unique set of educational requirements and political considerations.
- l) The major social issue, on a global basis during this decade and beyond, is the environment. Policies and programs that are committed to (not just seen to be) dealing with current environmental issues and creating a new generation of environmental education and awareness, are programs that will receive the strongest support from social and political forces.

Report A: Grade 12 enrolment projections - Cariboo College Region: 1990 - 1998

Ministry of Education Grade 12 enrolment projections to the end of the century indicate that a 1990 figure of 1,919 for the school districts in the College region will drop to 1,770 by 1995 and to under 1,770 by the year 2000.



REAL FIGURES on Grade 12 enrolments, as of November 1990, show only 1,860 students.

Report B: 1991 High School Populations

This information, as of November 30, 1990 shows only 1,860 grade 12 students in our region, of which 50% (925) are in Kamloops schools, and almost 25% (462) in just one school - Kam High.

The total high school population in the region is just 10,696 (Grades 8 - 12), of which just over 50% (5,412) are in Kamloops schools.

A survey of just six communities on the edge of our region, but ones from which we do draw increasing numbers of students, showed 872 students (equal to 48% of our whole region) in Grade 12 classes in those schools. Our increasing numbers in all program areas are in part due to increased numbers from these schools - and ALL are in areas where new competitors (UNBC/UCFV/UCO) could have a significant negative impact on our enrolments.

**Cariboo College Region and Near Region
1990-91 High School Population**

Region		Grades				
School	8	9	10	11	12	Total
Kam High		-	-	-	489	462
St. Anne's Academy						189
Brocklehurst Sec.		163	143	122	139	119
John Peterson Jr.		154	153	158	-	-
Sahali Jr.		221	222	205	-	-
Valleyview Jr.		174	189	204	-	-
Westsyde Sec.		177	179	166	145	141
Norkam		<u>195</u>	<u>173</u>	<u>209</u>	<u>211</u>	<u>203</u>
Kamloops Totals:		1084	1059	1064	984	925
Barriere Sec.		50	64	63	52	44
Chase Sec.		77	91	67	67	43
Logan Lake Sec.		39	57	44	42	44
David Stodard Sec.(Clinton)		17	16	21	15	12
Kumsheen (Lytton)		24	21	20	20	17
Lillooet Sec.		88	79	73	55	54
Anne Stevenson Jr.(W/L)		191	196	168	-	-
Williams Lake Jr.		242	188	200	-	-
Columnneetza Sen.(W/L)		-	-	-	378	345
100 Mile House Jr.		179	167	67	-	-
Peter Skene Ogden(100 M)		-	-	67	155	150
Merritt Sec.		88	75	108	120	113
Nicola Valley Jr.		66	52	56	-	-
Clearwater Sec.		75	78	71	60	53
Ashcroft Sec (Aprox)		60	60	60	60	60
Overall Totals:		2,280	2,203	2,159	2,008	1,860
						10,696

Near Region**Grades**

School 8	9	10	11	12	Total	
Revelstoke Sec.	128	119	128	111	110	596
Hope Sec.	104	94	73	72	72	415
Salmon Arm Sen.	-	-	-	263	270	533
Shuswap Jr. Sec.(S.Arm)	162	143	142	-	-	447
J.L. Jackson Jr. Sec(S. Arm)	154	144	131	-	-	429
A.L. Fortune Sec.(Enderby)	81	58	82	70	59	350
Eagle River Sec (Sicamous)	48	44	43	29	69	233
Quesnel Sec.	150	132	139	144	133	698
Correliou Sec.(Quesnel)	183	162	135	165	159	804
Maple Drive Jr. (Quesnel)	135	110	86	-	-	331
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Total	1,145	1,006	959	854	872	4836

Report C: 1993 High School Populations

IN REGION	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Barriere Secondary	60	54	56	58	50
Clearwater Secondary	73	67	58	76	70
David Stoddard (Clinton)	17	17	19	14	7
Lillooet Secondary	74	83	86	84	60
Columnnetza (W. Lake)				400	400
Williams Lake Jr. Secondary	230	220	200		
A. Stevenson Jr. (W. Lake))	200	200	200		
Logan Lake Secondary	49	41	32	55	38
P.S. Ogden (100 Mile)			168	175	133
100 Mile Junior Secondary	187	168			
Ashcroft Secondary	67	70	51	53	51
Chase Secondary	80	70	70	65	60
Kumsheen Sec. (Clinton)	25	25	30	20	15
Merritt Secondary	89	83	85	125	110
Nicola Valley Jr. (Merritt)	63	45	45		
IN REGION TOTALS	1,214	1,143	1,100	1,125	994

Kamloops Senior Secondary				550	516
Brocklehurst Sr. Secondary	147	151	148	134	102
Westsyde Senior Secondary	180	170	160	145	140
Norkam Senior Secondary	198	186	207	180	180
St. Anns Academy	53	51	42	33	23
Kamloops Christian School	28	26	24	22	15
Valleyview Jr. Secondary	196	205	167		
John Peterson Jr. Secondary	188	164	150		
Sahali Jr. Secondary	263	222	205		
KAMLOOPS TOTALS	1,253	1,175	1,103	1,064	976

NEAR REGION	GRADE 8	GRADE 9	GRADE 10	GRADE 11	GRADE 12
Revelstoke Sr. Secondary	122	131	110	108	97
A.L. Fortune Sr. (Enderby)	90	85	85	60	80
Eagle River Sec. (Sicamous)	64	53	51	37	43
Salmon Arm Secondary				276	250
Shuswap Jr. (Salmon Arm)	178	150	150		
J.L. Jackson Jr. (Sal. Arm)	170	160	150		
Quesnel Secondary	145	103	130	163	145
Correliu Sec. (Quesnel)	175	165	165	205	160
Maple Drive Jr. (Quesnel)	155	104	82		
Hope Senior Secondary	123	125	85	80	91
NEAR REGION TOTALS	1,222	1,076	1,008	929	866

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**Report D: 1989/90 Participation Rates Persons 18 years or older per
1,000 population in College Regions**

Academic/University Transfer

		F/T	P/T	Total
1)	Capilano	14.10	6.19	20.29
2)	Cariboo	12.39	4.98	17.36
3)	Malaspina	8.94	8.20	17.15
4)	Okanagan	8.08	5.89	13.97
5)	N. Island	1.66	11.50	13.15
6)	Selkirk	6.88	5.37	12.25
7)	VCC	5.67	6.47	12.13
8)	CNC	6.49	5.02	11.50
9)	Fraser Valley	5.03	6.37	11.39
10)	N. Lights	2.28	8.35	10.62
11)	Douglas	3.75	6.77	10.52
12)	E. Kootenay	5.12	4.26	9.37
13)	Camosun	3.38	4.81	8.20
14)	Kwantlen	2.95	5.10	8.05
15)	Northwest	2.27	3.80	6.07
TOTAL*		5.69	7.30	12.99

**Includes ALL Institutes and Colleges*

Career/Technical

		F/T	P/T	Total
1)	Capilano	6.53	4.94	11.46
2)	CNC	5.76	5.28	11.04
3)	Selkirk	8.82	0.85	9.66
4)	Cariboo	6.87	2.73	9.60
5)	Camosun	5.50	3.87	9.38
6)	N. Island	0.33	8.68	9.02
7)	Fraser Valley	2.66	6.26	8.92
8)	Douglas	3.80	4.08	7.88
9)	Malaspina	5.02	2.81	7.83
10)	N. Lights	0.64	5.38	6.02
11)	Okanagan	3.14	2.83	5.97
12)	E. Kootenay	2.24	3.57	5.80
13)	VCC	3.61	1.12	4.73
14)	Kwantlen	1.68	1.47	3.15
15)	Northwest	1.50	1.13	2.63
TOTAL*		5.76	8.73	14.49

**Includes All Institutes and College*

Total NON-VOCATIONAL Participation Rates

1)	Cariboo	20.83	15.02	35.05
2)	Capilano	21.37	12.46	33.83
3)	N. Island	3.00	30.42	33.49
4)	Malaspina	14.47	11.35	25.83
5)	Okanagan	12.12	11.97	24.09
6)	CNC	12.25	10.50	22.76
7)	Fraser Valley	8.50	13.71	22.20
8)	Selkirk	15.70	6.21	21.91
9)	Camosun	9.97	10.21	20.18
10)	VCC	10.12	9.91	20.03
11)	Douglas	8.31	11.25	19.56
12)	N. Lights	2.92	13.72	16.64
13)	E. Kootenay	7.80	8.15	15.95
14)	Kwantlen	4.63	6.57	11.20
15)	Northwest	3.76	4.93	8.70
TOTAL		12.10	18.28	30.38

**Includes all Institutes and Colleges*

Report E: 1993 Participation Rates (Same groups)

INFORMATION

TO COME

2) ECONOMIC

With the economy of the region based primarily on resource industries (forestry and mining in particular) the swings in provincial economic fortunes have different results in this region. A slower economy and restraint policies have tended to impact the region first and hardest, while a strong economy has the reverse tendency of bringing positive growth slowly and much later, especially when compared to the lower mainland and the Okanagan.

- a) Restraint in the provincial economy could have a negative impact on unemployment, (impacting opportunities for graduates to secure jobs) and impact University College funding.
- b) Changes in technology are such that fewer jobs are being created, and retraining for those currently employed, and unemployed is continuing to be a priority. One issue is who is best equipped to provide that training, the public post-secondary system or private training initiatives and whether our own governments have confidence in our post-secondary system to meet the training challenges ahead.

A second major issue is the continued split between various public sector initiatives. The K-12 and Post-Secondary systems remain in a competition for Adult Basic Education resources and program (to the serious detriment of smaller regional communities) and any new training initiatives in the public sector could create similar problems for the college system.

- c) Increasing numbers of private training facilities will force the University College to become more competitive in each local community market, or withdraw the training and utilize the resources elsewhere. (The computer training market is an example.) This is especially true in smaller regional communities where competition in a small market can force everyone out!
- d) The growth of secondary and manufacturing industry in the region is slow and employs fewer people. To sustain the capacity and need for high skill programs in the region, the University College needs to be proactive in seeking out and bringing new opportunities to the region, so programs can be sustained - or new programs created - by tailoring them to specific demand. The ability to justify high cost high-tech programs may depend on having a clearly established link with the local or provincial economy and utilizing new technologies to deliver these programs in multiple locations.

- e) The largest areas of employment growth include tourism-based and service sector industries, where lower wages, higher turnover and a high percentage of part-time work are the major characteristics. University College programs need to address these growth areas, and consider how these characteristics can be influenced to change through programs that will improve the success rates of small business, and create educational opportunities that encourage more part-time employees to become part-time students as well.
- f) There is a growing activism among students, much of it focused on the costs of education. Along with being sensitive to this issue, students needed to be included to a greater degree in College operational decisions and allowed to see the reality, rather than being told it, by someone they're not inclined to believe.
- g) The 'costs' of post-secondary education are a major consideration to all students. The expense of attending University (UBC/SFU/UVIC) has become prohibitive to many young students. University status and degree completion offer an alternative to many, which has the potential to positively impact post-secondary participation rates in our region. By 1993, we have come close to reaching the point where these rates are creating a demand that's greater than our capacity to deliver.
- h) Tuition fees and the expenses of living away from home are major factors in the student decision; our upper level degree program tuition fees place us at a competitive disadvantage with the other University-Colleges, but our overall lower tuition fees are an advantage to students. On the opposite side of this, these lower fees generate less revenue for this institution, as compared to others. Another important issue is the continued lack of government policy on tuition fees and their apparent unwillingness to create an 'equal field'.
- i) In the face of uncertain tuition fee policies and funding restraints, there is a clear expectation by government that institutions should generate a greater percentage of their revenues - and reduce reliance on government grants. Of concern are a number of potentially important indications, including:
 - increased reliance on extension (continuing education) activities and international education, to generate more revenues
 - the flexibility (or lack of it) in both faculty and staff groups, to support these and other revenue generating initiatives

- the tendency towards charging fees for services, to both students and internal departments, to regulate demand and reduce operating costs
- the inability to meet demands for services required by a growing student population, because services are not cost-effective or judged to be less important than academic initiatives
- increased competition with private sector businesses in local communities, as the institution expands revenue generation initiatives beyond the campus

3. EDUCATIONAL

- a) There is no national policy on education in Canada, and no formal plan for the B.C. Post-secondary system. However, there is now an expectation that we should NOT be judged by how many students we accept, but how many students we graduate, and at what level of quality and skill (output measurement).
- b) As the direct result of initiatives in the areas of 'Student Financial Aid' and 'Access', enrolment demands across the province have increased steadily in the past five years. The primary growth to this point has been in academic/university degree programs, and has led to even greater limitations in enrolment/college transfers being imposed by the three universities. The opening of UNBC in September 1994 is not likely to have much impact on excess demand, but may take away all resources for growth at other institutions. There are also strong indications of a shift in emphasis, from government, in program funding growth. The 0% inflationary lift may continue, and new program funding appears to be destined for technical/vocational/applied program areas.
- c) Growth in the trades sector is under pressure from private sector training initiatives, changes in federal government priorities, provincial restraints, rapidly changing technologies, and a fluctuating economy. The issue of structural unemployment in our provincial economy is forcing us to look at the value and costs of traditional training formats for a wide range of trades, as opposed to selected priorities based on the regional needs of the economy, the need for integration of more academic studies, customized

business/industry training on an individual contract basis, and the use of modern technology for more flexible distance education delivery.

- d) Career/technology program enrolments are restricted by limited intake capacity, and suffering from a conflict of open access vs. output evaluation. Programs that are filled by accepting the first 24 applications that meet minimum admission requirements are doomed to higher attrition rates, and to being judged less than successful by external groups (education, government and industry) because of both higher attrition rates and lower standards (real or perceived) of skills (job readiness) achieved by graduates.
- e) Increased post-secondary participation is bringing students of ever-widening levels of skill back into the system. To operate cost-efficiently and under scrutiny based on measuring output results, there needs to be more time spent in assessing and counselling students and directing them into upgrading/preparation programs, to allow them the very best possible chance of success.

The Internal Environment

1) Resources

- a) Cariboo is well-managed and cost-efficient and has been delivering education consistently and significantly beyond funded capacity levels. That is a situation which cannot continue without putting severe strain on existing resources.
- b) Attempting to serve a large region creates distance-related logistical problems which are more costly, but the University College is expected to provide more and better resources to meet rising expectations for access to new programs and retraining/upgrading across the region.
- c) With a modern campus augmented by non-College developments such as student housing, athletic and recreation facilities, short-term recruitment is enhanced, but long-term recruitment could be undermined by any failure to deliver on the promise of our mission; a quality experience.
- d) Private sector support in developing future facilities must be looked at to create new physical capacity while reducing operating budget burdens. The

role of the Foundation needs to be considered in terms of their ability and/or priority to secure such opportunities.

2. Flexibility and responsiveness

- a) The University College should increase efforts to develop unique private sector associations and become involved in non-educational utilization of facilities (like conferences) to generate revenue in support of the educational mission. Our capacity to host events and undertake unique initiatives, taking advantage of evening, weekend and summer periods where utilization of facilities is lower, is essential if we are to grow in stature.
- b) The delivery of education over a large geographic region through a decentralized cost-recovery extension format has been enhanced by the creation of an academic Division with responsibility for regional programs, but remains under pressure from increased demands for access across the region. The conflicting issues of cost-recovery/revenue generation vs. improved regional service remain unresolved.
- c) While the primary focus of communication is based at the Kamloops Campus, it must also support regional communities and events, and designed both to bring students from the region to Kamloops complete credit programs, and bring new programs to the communities.

3. Reputation and Image

While we are building our future plans towards independent university status based on the assumption that our image and reputation, in the community and among former students, is good and positive, we require more research to ensure that this is valid.

The assumption that we have a positive reputation and image, and that these key constituencies are generally supportive, is most likely valid. However, truly effective communications strategies should be built on the foundation of "why" you have a positive image and reputation (or "why" you don't) and that requires specific research.

4. Student origins and demographics

This is another area where we do not have enough meaningful research and statistics, but some work is being done. Once the new IMIS computer system is fully operational, it should be possible to do more geodemographic research and analysis, on a program-by-program basis.

Significant geodemographic research is required on the program-by-program basis to present a clearer picture of who our students are, where they have come from, and why.

Institutional Research indicates that 17.5% of first-year first-time enrollees in 1989 were from OUTSIDE the College region, and that this figure rises to 39% of total College enrolment.

3. Goals of the Communications Plan

Concurrent to the three-year planning cycle, the broad major goals of this communications plan are:

- 1) To build internal communications, and have employees take an active role in the communications efforts of the University College through superior service to all clients and potential clients, bringing a marketing/communications orientation to the University College as a whole.
- 2) To increase the awareness of the University College of the Cariboo (UCC) and its programs province-wide, increase the number and quality of students we attract from around the province, and create a positive and informed climate within which broad public and political support for the objective of independent status can be achieved.
- 3) To bring high standards of professionalism and consistency to all vehicles of communication but ensuring that the physical aspects of communication are quality, concise, consistent and accurate, in keeping with an institution worthy of independent status.

This Plan identifies numerous activities (or issues) for consideration, which fall under one of four specific programs.

- 1) **RELATIONS MANAGEMENT PROGRAM**
 - Media Relations - expanded coverage
 - Public(s) Relations - to support recruitment and key audiences
 - Community Relations - business, industry, political
 - Individual program communications plans, for recruitment and retention
- 2) **ADVERTISING PROGRAM**
 - Planned Approach to placement and budgeting
 - Consistent Identity with Professional quality
 - Targeted, not random, to Maximize cost effectiveness

3) RECRUITMENT PROGRAM

- specific research to build plans on FACTS, not ASSUMPTIONS
- set clear and specific objectives for recruitment activities and relationships
- make it a planned and sustained activity, involving the University College community as a whole, rather than a series of random events
- distinguish recruitment as an active communications function, separate from providing service to students already "in" the institution
- develop internal support and involvement for a 'cradle to grave' approach to enrollment management

4) PUBLICATIONS PROGRAM

- establish standards of quality and style, with approval of design and content
- provide top quality print resources to lead communications plan
- professional image, totally consistent in all printed materials

4. Priority Constituencies (Publics)

To facilitate communications, we first identify those constituencies touched by the University College. There may be 40 or more audiences so it's necessary to reduce this number to a manageable level.

I) INTERNAL PUBLICS

- a) Staff: all non-teaching employees in union and admin groups
- b) Faculty: all categories, in both credit and extension programs
- c) Students - academic and degree programs
- d) Students - career, trades, developmental programs
- e) Students - evening and extension courses and programs
- f) Affiliates - all members of College program advisory/regional committees
- g) Graduate of UCC - Alumni
- h) College Board - past and present members

II) EXTERNAL PUBLICS

- a) High school students currently in Grades 10 - 12 in B.C. Interior schools.
- b) College students currently in academic/UT programs in B.C. Colleges.
- c) Potential students (i.e. adults) not attending school/college in this region.
- d) High School counsellors and principals at all B.C. Interior secondary schools.
- e) School teachers and administrators - all regional schools.
- f) Media - college region, and selected Interior markets
- g) Elected and appointed officials at all levels of public office, in B.C. and region.
- h) Business, industry, professional and community groups in the region.

5. Themes and Messages

Planning communications activities for individual publics means there are a number of primary "themes and messages" that we must deliver. To each group, the message may be altered, according to the relationship with each, but the objective is consistent: rather than trying to deliver 100 different messages, and be all things to all people, (which usually creates the opportunity for contradictory messages) we fasten ourselves to 5 or 6 messages and deliver them 100 times or more to each of those "publics" who we have a relationship with.

Based on the mission statement of UCC today and the three-year strategy and goals set out in policy, the primary themes and messages that we must deliver to our internal and external publics are:

- 1) We are a comprehensive institution, which means that we offer, and **will continue** to offer a wide range of educational opportunities to meet the specific needs of individuals, the communities and local economies that we serve.
- 2) Education is essential for the jobs, and careers in our society - both today and tomorrow. Education is therefore an "investment" in our future, not an expense, and as a province we must expand our investment, not restrict it.
- 3) We are here for the benefit of students, they are our top priority, we respect the input and advice of students to achieve the highest standards of service and education, and we seek the input of employees in seeking new ways to provide service to our students and the community.
- 4) We are a part of the community, and operate on the basis of being responsive and flexible to meet the needs of the publics and communities we serve, within the constraints of being a publicly funded institution operating in accordance to professional business practises.

- 5) We are not masters of our own destiny. To achieve the objectives of meeting demand and creating new opportunities for the individuals and communities we serve, it will ultimately require the public expression of support and visible demonstration of that support by individuals and communities, to convince those who are the masters of our destiny that the University College should be provided the means to move forward.
- 6) We aspire to be a unique post-secondary institution within our province. Every student, employee and member of the community who touches us or passes through our doors should reflect this uniqueness and our commitment to quality, excellence, and concern for the world that we live today, and tomorrow.

6. Major Communications Initiatives:

a) Graphic identity, signage and information

GRAPHIC IDENTITY PROGRAM: A strong and impressive graphic identity is imperative to provide a foundation for other communications activities. In the minds and eyes of all our clients, we must look like the institution that we say we are and will be.

Not only must our graphic identity create a new image of a 'university-college' (an academic institution in the interior of B.C.) but that identity must also be applied consistently in every way across the institution.

This is a "marketing" identity program, designed to support awareness, promotion and recruitment.

Once independent university status is achieved, a more formal 'heraldic' CREST may be developed as the "formal" identity, apart from a marketing identity.

OBJECTIVES:

- 1) to create a new graphic identity for the institution
- 2) to implement "graphic standards" to govern the proper use of the new identity program
- 3) to print a graphic standards manual for major user groups

UPDATE (1993):

A graphic identity program, with a set of 'standards' and manual are now in place. A program for training and developing procedures, at the department level, is still required to overcome the continued desire of some departments to establish separate identities.

SIGNAGE AND INFORMATION: At the moment, the message we are sending on this campus to students, potential students, community residents and visitors who venture here is that "we really don't want you here", and "we don't care enough about you to help you find your way around".

Accurate, updated and professional image directional signage is needed on campus. Off-campus signage in regional centers where we have a permanent presence is also badly needed on the buildings and on the major roads, to raise the awareness of our presence and assist people in finding us.

In Kamloops, an events/notice board signage capacity is needed to assist people in finding out when and where courses and events are taking place, especially on evenings and weekends.

There is also a need for building names or designations on the Kamloops campus, and to have buildings clearly designated by signage.

Among the priorities should be:

- Signage and names for major buildings
- Information maps/stations in key locations, with capacity for low cost, easy replacement of map and directory information on 'where to find what' on campus
- more for electronic board/video screen or event directories to provide daily updated posting for events/rooms etc.
- parking signage and major building directional signage at entrance points
- exterior signage for regional centers
- request to Ministry of Highways for road signage to University College facilities in regional communities, and larger, updated signage for Kamloops Campus, to incorporate new logo.

Update (1993):

Signage issues remain unresolved, primarily due to lack of funding for permanent signage.

b) University College Calendar

The University College Calendar is a major publication, to which High School and College counsellors, students and potential students turn to for specific policy and procedure details for courses and programs. It has also been seen and used as the major (and only) promotional publication for the University College, a use for which it is not designed or intended.

As the primary source of college and academic policy, entrance requirements and specific course details, the Calendar is a "quasi-legal document" that must be accurate and complete. It must also be the 'bible' which supports the activities of the Registrar, facilitates the provision of accurate information and quality service to students and potential students, and should be concurrent with an internal process of academic program and course planning on a schedule of deadlines, to improve our ability to recruit and provide service to students.

The responsibility for the revising and approval of the CONTENT of the College Calendar is that of the Registrar. The Registrar and Public Relations Office are jointly responsible for the final format and layout of the publication, and the Public Relations department will be responsible for design, and all publishing costs.

UPDATE (1993):

The production schedule of the Calendar is now linked directly to the deadlines for course/program approvals through Education Council (October/November) to allow the calendar to be published by the end of January each year.

High school, college and university counselling offices and registrars, government agencies and public libraries all receive complimentary copies of the calendar. All other users who want their own copies are now asked to purchase the Calendar (\$3/\$5 by mail), consistent with the practise of most other institutions. This has reduced the wastage factor of 9,000 copies annually, and is moving UCC away from using this document as a promotional publication.

c) Publications and Program Standards

PUBLICATIONS: The calendar is not a promotional publication, and using it as one results in mixed messages. It fails in its ability to attract interest from potential students or other external publics because of its complexity and size. This is also a very expensive publication that is not cost-efficient to use as a publicity tool.

Top quality publications are required to provide program specific details to promote the University College and individual programs, and to ensure a consistent and professional image.

It is necessary to provide all educational programs with quality support material. This also supports the objectives of Counsellors, Admissions and Recruitment by creating professional resources that provide service to students attending, applying or expressing interest in the University College.

The development of a publications program is required to put in place a plan for publications development across the institution. The ongoing responsibility for design, production and the enforcement of standards, (both internally, and externally with printers and designers) is part of a coordinated approach to publications planning.

OBJECTIVES:

To put in place a Publications Plan for the institution that includes:

- a) a 3-year cycle of publications, to ensure every program has publications materials
- b) a "major publications" plan for high profile, high quality resources for institutional awareness, recruitment and admissions
- c) a clearly defined 'publications process' to allow all depts/programs to develop required publications with greater ease and cost-efficiency.
- d) a clearly defined publications approval policy and process to ensure consistent and professional use of graphic identity.

UPDATE (1993):

A formal Publications Plan, integrated with the Advertising Plan, is in the early stages of development, but many of the objectives set have been achieved and are well established. See Section 8 for these activities.

d) Communications support for educational programs and departments

A Publications plan is one component of communications. The next step requires using those materials effectively, as part of an organized approach to the promotion of individual programs.

As well, a more formalized communications flow is required from programs and divisions, to allow them to IDENTIFY AND TAKE ADVANTAGE OF potential publicity opportunities, news items (internal and external), events, recognition, and changes or planned changes in any academic program.

This is ESSENTIAL for good public relations, and to stop the tendency for events and changes to take place in isolation without other interrelated departments (Public Relations, Admissions, Counselling et.al) being aware of them.

The development of individual communications activity plans for EACH division/program (especially career and trades programs) to produce joint recruitment strategies, and build a strong bond of understanding and co-operation with the whole Communication process is required. It should also prevent high school contact (in its many forms), campus visitations, and other such activities from continuing to occur in isolation.

To begin this, basic research on WHO our students are in these programs, and HOW and WHY they chose to come here, is critical.

Developing and managing individual program communications properly across the University College will not be easy, with the burden of seven degree programs, 22 Career/Tech programs, 12 Trades programs, 12 region centres, plus Co-Operative Education, International Education and Extension Services.

As the institution reaches upwards of 10,000 students, it may become feasible only by assigning responsibilities to someone in each academic division to support ongoing communication objectives.

OBJECTIVES:

- 1) To commence program-by-program research in ALL Career/Tech and Trades and Industrial programs.
- 2) To develop INDIVIDUAL Communications Plans for EACH Career/Tech, Trades and Industrial, and Degree program, as soon as staffing capacity permits.
- 3) To encourage communications participation of divisions/departments by developing their own resource materials for promotional purposes.

e) **Student recruitment**

There has never been a formal commitment to recruitment at this, and most other colleges in B.C., but that is changing rapidly. The introduction of marketing/communications plans and enrollment management, public relations, development and alumni in two and four-year colleges and Institutes has literally put everyone in the recruitment business, whether they admit it or not.

By recruitment, it is meant that we undertake a formal, program of developing numerous relationships, seek out and attract specifically targeted numbers of applicants using good geodemographic research, to ensure that both the or quantity and quality of applicants continues to increase in **all** program areas. This involves the development and management of a number of key external relationships, and the coordination of resources (and departments) inside the organization.

While student numbers in academic programs are at our capacity to handle them, the stable/declining high school population in our region and the major areas of competition identified on the edges of our region are capable of reversing this situation quickly. To be faced with not enough qualified applicants for our academic/degree programs in just a few years is not an acceptable situation. The development of new and unique degree opportunities will also require we expand our recruitment horizons significantly, because

there will not likely be sufficient numbers within our own immediate region to fill these programs. Many of our programs are already unique in the interior, in B.C. or even in Canada, so we are not just a regional institution. In many respects, as a University College, we are a provincial institution. Independent status will expand this, and the creation of unique and laddered degrees will **require** that we take a provincial approach to recruitment if we are to attract sufficient student numbers.

It is not unreasonable to set application targets of 2 to 4 times the seat capacity of our limited intake programs, and the same or more for what will be the limited capacity of first year academic study. Along with that, we must begin to expand enrollment management activities for all programs, and work towards a 'cradle-to-grave' enrollment management philosophy to address many issues with one comprehensive strategy.

Undertaking a coordinated approach to enrollment management also serves to improve our ability to "serve" clients attending the University College already. Counsellors and academic advisors, now overwhelmed by the demands on them from students at the University College, should benefit from planning activities that address issues of preparation, retention and improved results as the result of an organized approach to recruitment.

It is hoped that a Recruitment Coordinating position can be established, to design and administer an ongoing recruitment plan that would coordinate and accelerate the "involvement" of advisors, counsellors, faculty and many others in the process.

OBJECTIVES:

1. Significantly increase contact and level of services to University College region high schools, and expand contacts to other regions of the interior.
2. Expand two-way communications with regional H.S. administrative and counselling offices.
3. Expand communications to include all B.C. secondary schools, on a regular planned basis.
4. Undertake our own interior Colleges visitation program.
5. Attend H.S. career fairs and career day events in region and out of region as invited, and actively solicit invitations to outside region schools.

6. Regularly monitor University College information material displays in regional schools, and undertake research to support new publications development.
7. Create a co-ordination mechanism for internal program/chairperson H.S. contact activities, to assist them in meeting all external requests in professional way.
8. Facilitate expanded opportunities for academic, career and trades programs faculty to access regional high schools to speak directly to relevant student groups, and to develop, assist and support joint initiatives to create more opportunities for student groups to come to the University College.
9. The establishment of a University College speakers bureau, accessible by the local school system, based on researching their acceptance and areas of use.
10. Initiate joint University College/School District promotional events in an organizing capacity as active participants.
11. Develop and conduct research with internal program students, and design three-year research program plan outlining information and resources required.
12. Provide planning, logistical and resource support to initiate or directly support important institutional events such as Orientations, Parents Nights, Counsellors Conferences, Career Prep Conference, specialized student conferences.
13. Support the ongoing publication of The Advisor Newsletter for high school counsellors.

f) Office of the Registrar and the Admissions Office

As a point of 'first contact' or 'first request' by many students, the Office of the Registrar, and in particular the Admissions office plays a key role in the communications and recruitment process. They are often responsible for the vital "first impression" of the institution.

Image, consistency, accuracy and clarity of their messages and materials are key issues in every verbal and written communication originating from this office. The understanding commitment of their staff to providing "quality service" is vital.

The Registrar and Admissions must have significant involvement in the communications process, working hand-in-hand with the Public Relations & Publications Department in such vital activities as:

- College calendar revision/production
- Standardized admissions package format
- admissions-related copy development for major promotional publications
- identification of publications needs
- distribution of publications and other information
- facilitating research requirements
- educating internal groups on Admissions policy/procedure
- Targeted communications to students between time of acceptance and start of classes (January - August)
- Actively participate in orientation and information events and programs.

It should also become practise for all written communications going to students, from the Office of the Registrar, to be developed in consultation so that the proper messages are delivered clearly, and do not contradict objectives of the institution.

g) Advertising

Mass media advertising as the primary means of recruitment and communication is not adequate, and becoming increasingly more expensive. To be cost effective and achieve better results, primary advertising needs and creative should be identified in an annual plan.

Base funded advertising budgets should also be exclusive, and the real costs of advertising regional and extension programs should be identified separately.

Advertising planning must use all forms of media in combination, based on current research. It must address all 'base' program advertising needs in advance, in an effort to eliminate the random and expensive approach of last-minute requests, and to achieve maximum cost-efficiency by negotiation of better rates and limiting unnecessary spending, so future budget increases can be kept to a reasonable level.

OBJECTIVES

1. To design an annual 12-month advertising plan based on fiscal year (April 1 - March 13).
2. Incorporate consistent graphic standards use in print and other visual advertising.
3. Function as the central "media purchaser" for all advertising requirements, including regional centres, to maximize cost-efficiency of advertising budgets.
4. Support individual program communications planning, identifying realistic requirements and design copy and layouts specific to individual needs.
5. To provide advertising support and direction, including annual plan and placements, for Williams Lake campus.
6. To work with Human Resources division to improve effectiveness (cost and results) of personnel recruitment advertising, and develop a format and identity for HR advertising.
7. To further improve systems with Finance Division, to guarantee accuracy of all invoices and ensure timely payment to suppliers.

h) Extension Services, Conferences and Workshops

Extension service activities, including the increasingly large numbers of business and industry contract training programs, not only contributing revenues the University College but also to expand our ability to meet needs and demands from communities across the region.

Expanded facilities on campus have added "conferences" and "workshops" to the revenue picture in most divisions, and the ability to further expand this area (which has major financial and public relations potential).is being greatly enhanced by our Campus Activity Centre There are an increasing number of conferences, workshops and similar events, either directly through extension programs or hosted by academic divisions with support from the extension operations, where our reputation and standards of quality can be greatly enhanced.

Through the Office of the Dean in each Division, and through each Extension Services departments, we should be actively seeking all future opportunities for conferences, workshops, special events, professional development seminars, provincial or national meetings and events. By providing facilities, meals, accommodations and other logistical services for any event from 20 to 1,000 people, a fully developed Conference Services capacity can enhance revenue opportunities for each extension operation, earn revenue to support the activity centre, and raise the awareness level of the institution in many new markets by bringing large numbers of people to the campus for the first time and impressing them accordingly!

i) Research Requirements to Support Communications Planning

We still operate more on assumption than fact. Basic geodemographic research can provide focus and direction for individual program communications plans, advertising, publications, and recruitment planning, and give faculty, chairs and administrators a more accurate picture of our student body, their opinions and perceptions.

At the same time, we must consider the need for a 'cradle-to-grave' Enrollment Management strategy, and the need for complete geodemographic reports on students by extracting data from the new IMIS database. The planning and managing of recruitment/enrollment strategies, to identify strengths and weaknesses, will bring together isolated pieces of research and information to provide a picture that can greatly enhance the cost-effectiveness of planning and budgeting for virtually every aspect of University College operations. It should also be able to have a major impact on retention rates.

j) Alumni Association

Concurrent to 20th anniversary celebrations, the founding of an alumni association was timely and appropriate for the University College.

Alumni are another 'public', and communicating with them should be recognized as valuable to all, in the same way that we communicate with current students. As part of a coordinated Communications program, alumni represent potentially significant contributions to future public support and revenues (development office) of the University College.

Each and every alumnus who is 'sold' on our institution becomes another salesperson in the external community, enhancing our image and credibility in a way far more cost-effective and dramatic than any multi-media promotional program.

However, it is important that the communications plans and strategies of the alumni association are integrated into the institutional communications structure, and become part of the information/advertising/publication/recruitment process.

k) Foundation and Development

There would appear to be a significant reversal of the definitions and roles of "Foundation" and "Development", as they currently exist. In a more common education organizational structure, the "Foundation" is an independent, charitable (non-profit) fund-raising wing, who create endowed funds for uses/needs of the College. It's administered by an independent Board (while usually housed as part of an institutional Development Program) and undertakes their fundraising primarily through the resources and influence of that Board and those they draw into their circle. As an independent Board, they generally take their direction on priorities from the Institution, and are more frequently involved in the direct solicitation of major gifts and the investment of funds.

"Development," by contrast, is the ongoing 'institutional' effort to encourage and solicit gifts to the Institution - both cash and gifts in kind - using the 'Foundation' as the vehicle through which they flow, primarily for tax purposes. Beyond the traditional needs for scholarship/bursary revenues, a Development Program can establish programs to directly meet and/or support Capital project or equipment acquisition, as determined by the priorities of the Institution, special projects for programs, and many other opportunities.

The "Foundation" is the legal entity that is key to the "Development" Office, for the legal channeling of funds, but NOT the other way around. The danger of this reversal is that if both the objectives and priorities, as well as the existing funds are at the control or discretion of an outside Board, the priorities they set may be contrary to those of the institution.

A well-organized, cost-efficient Development Program, with objectives set by the institution and integrated with the communications resources of the institution, should be a leader in supporting a wide range of important needs, including:

- expanding scholarship/bursary funding
- augmenting capital equipment requirements
- soliciting private sector funding support
- student recruitment and alumni development
- marketing/communications to local communities
- political support at community/private sector levels
- developing unique university college identity
- developing unique educational programs for region
- capital fund raising to create operational endowments, or major facilities

construction.

At arms length from the College, the 'Foundation' should still be a visible and growing component of this overall Development Program - seen by both internal and external publics as the 'source' of funding growth for scholarships/bursaries/special equipment, etc., but the distinction between 'College' and 'Foundation' should only be clear in terms of structure. To our key audiences outside, and many inside, they SHOULD be one and the same, and the messages delivered by Foundation activities must be messages "from and about" the University College itself.

Operating in a manner contrary to normal structure, the exact opposite is happening. Operating in isolation, the Foundation (which runs the Development Program) is seen as unattached, elitist, and lacking in focus or continuity, by too many constituents, especially internally.

The costs (financial and image) of duplication, conflict in images and messages, and the necessity for Development activities to be driven by the priorities of the College, not the reverse, are the reasons why communications plans and strategies are usually a part of the institutional marketing/communications structure.

I) Media and Community relations

Media and community relations activities require specific objectives, and programs that will continue to effectively increase the image of the institution. Such programs are dependant on the involvement of faculty and staff.

The development of individual communications strategies for programs across the University College will meet many of these objectives in media and community relations.

These include such things as: expanding media coverage in regional centres, expanding our media relations focus to markets beyond the region, establishing a Speakers Bureau, creating new opportunities to bring potential students on campus, and most importantly, to create within the institution itself a "**marketing/communications orientation**" that will emphasize 'service' to our 'students' (customers).

"A college that has a marketing (communications) orientation tries to gather information about the needs of its constituencies, acts to meet those needs, communicates effectively with the public, and constantly evaluates its programs and services in order to better serve customer needs."

The importance of gathering information has been stressed in respect to students admitted or expected to apply to our programs, but in the broader context we do more meaningful research with regard to our "image" in the external community, as an important evaluation of our services. Internally, some of this type of "image" research is being done, but in isolation, especially as it relates to adults taking extension programs and courses.

While our "**identity**" consists of what actually is, our "**image**" is what people perceive us to be.

Since the reality of "**what actually is**" at this College today has changed, and continues to change significantly, we must expand our efforts to include reliable research about our image, and through several different means, ensure that the image is compatible with our new identity.

OBJECTIVES:

1. To assemble and/or initiate a more formal and informal research in all regional communities, to determine the current "image" of the University College as it relates to identity.
2. To work with the Regional Programs Division to develop communications strategies for media and community relations in regional communities.
3. To establish a greater sense of pride and ownership, both within the University College community, and the external communities we serve
4. Bring a "customer-first" marketing/communications orientation to every department of the institution, supported by formal training and recognition for initiative.

7. Task Force on Student Flow (Updated 1993)

Communications activities cannot be developed or run by a committee. They must be built on a mechanism that generates understanding, input, new ideas and the co-ordination of internal resources. Communications can only succeed through involvement, and will be undermined by independent activity that takes place in isolation.

It has been recommended that a Task Force on Student Flow be created, not to manage a plan, but to facilitate it by undertaking a serious examination of the 'flow' of students, from the point that they make first contact with us, to beyond graduation. This is essentially the first vital step in establishing a 'cradle-to-grave' enrollment management strategy: examine the activities of the institution to see what is - or is not - taking place in the relationship with students (and community) from their earliest educational opportunities, right through to the time that they may eventually make a bequest back to the institution.

The concept of initiating a "Task Force on Student Flow" has come from the Academic Deans, but there is no indication yet on support from other sectors of the institution, including Student Services. Such a Task Force, which would not be a permanent or standing committee, could lay the groundwork for establishing a broad Communications Enrollment Management Committee. Based on the report of the Task Force, such a Committee would be the catalyst to fully integrate strategic communications planning across the Institution. The mandate will be, as a group, to find ways to get things done, NOT look for excuses for why new ideas cannot become reality.

It would be the intent to bring this group together on a regular basis, but not to have a high frequency of meetings. Instead, once established, it creates a network for clearly defined process and information flow, and seeks the commitment of each individual to facilitate accurate information flow and timely response to requests on an ongoing basis.

8. Publications/Advertising Strategies - (DRAFT Updated 1993)

A formal plan - linked to annual budget allocations - is not in place, because of the continued rapid pace of change and new priorities emerging almost weekly.

Instead, a number of strategies are in place, to guide the evolution of Publications/Advertising support for both Credit programs and Extension/Regional Programs.

A) CREDIT PROGRAMS:

- Resources are being shifted **away** from last minute, or 'on request' newspaper display advertising to recruit students, to **publications** for both the institution, and department/programs to make recruitment an ongoing activity.
- Newspaper/Electronic advertising for recruitment is focused primarily within the February - April time period, to promote earlier applications to all programs.
- Individual requests for last minute support should come with some commitment from the department/program to pay for it. Advertising on demand is not an acceptable strategy.
- Departments/Programs are asked to undertake recruitment as a multiple series of strategies: quality publications support, display advertising at key times or in selected target markets, direct marketing approaches to potential students through special activities, career fairs and high school visits, links with community and business/industry agencies, and use of direct mail and follow-up lists.
- Broader awareness and recognition of UCC through greater circulation of key promotional publications (especially in the B.C. secondary school system), more information to key community, business and industry groups and leaders, and a high level of quality and consistency in all publications being developed.

- Greater focus on the primary objectives of each requested publication or advertising support which, with more time invested in front-end research and working with program/department personnel to clearly establish needs and objectives before deciding on specific requirements (e.g. large poster, brochure, direct mail flyers, display ads, media events - or any combination of these forms of advertisement.)
- Clear distinction between those activities which are in direct support of the advertising/promotional objectives of UCC as a whole and individuals programs within, and those activities which are information resources, extension, internal communications and department/program level non-recruitment. This distinction is important in order to prioritize the budget resources and time allocations to each requirement - and to achieve better consistency within each.
- A hierarchy of publications is being developed, as the lead element in the advertising strategy for credit programs and the overall institutional image, with a parallel hierarchy of resource/information materials for internal departments. These include:

Advertising/Promotional/Institutional Image:

- | | |
|---|--|
| • UCC Promotional Poster | - completed |
| • UCC Search Piece Brochure | - completed/updated annually |
| • UCC International Search Piece Brochure | - completed/updated annually |
| • UCC Promotional Video | - completed/updated Fall 1993 |
| • UCC International Promotional Video | - completed/updated schedule for early '94 |
| • Degree Program Brochures | - completed/updated annually |
| • University Transfer Program Brochures | - in process for new versions |
| • UCC Viewbook - All Programs | - in process for 1994 completion |
| • UCC Annual Report | - completed annually |
| • UCC Foundation Annual Report | - completed annually |
| • Alumni Association Newsletter | - two per year |
| • Alumni Association Annual Report | - assistance provided annually |
| • Program Brochures/UCC Brochures for International Education | - completed/updated annually |

- Co-op Education program brochure package for employer recruitment - completed/updated annually
- Campus Activity Centre promotional pkg. - completed/revisions as required
- Support materials for institutional events and Initiatives (e.g. Convocation, Career Fair, Recognition Programs, Student Conferences, AECBC, et. al. - as required on an individual basis
- Williams Lake campus search piece - under development
- Campus Guides/Employee Handbook - completed, revised as required
- AIT Division program brochures - in progress
- Career/Tech program brochures - on an as requested basis
- TSC (Academic Journal) - twice annually

Resource/Information Materials:

- UCC Calendar - completed/revised annually
- Williams Lake Program Guide - completed/revised annually
- Financial Aid and Awards Guide - completed/revised annually
- UCC internal newsletter - Communicator - ongoing monthly
- The Advisor - Counsellors Newsletter - four-five editions annually
- Career Prep Newsletters - two editions annually
- Program Admission Packages - revised annually
- Summer Session Course Brochure - new annually
- Fall/Winter Credit Course Brochure - new annually
- Posters/Flyers/Magazines,etc. to support Department Events Activities, internal activities - various, as requested
- Applications of institutional identity to internal/department documents and general use - various, as requested

B) EXTENSION/REGIONAL:

- The growth of extension and contract training requires that we keep advertising/publications costs for these, recorded separately
- Budget allocations from Public Relations, for regional activities through extension services, cover the following:
 - Fall Brochures in Kamloops, Williams Lake, 100 Mile, Clearwater, Merritt, Chase and Gold Country (Ashcroft, Cache Creek, Lytton, Lillooet, Clinton)
 - Winter Brochures in **same** markets
 - Spring brochures by pre-approval only - usually 100 Mile House & Merritt
 - Pre-approved newspaper and/or radio advertising support, to maximum levels, in Merritt, 100 Mile, Clearwater, Williams Lake and Kamloops
 - Advertising support, by individual request for other communities
- All advertising/promotional support requests outside of pre-approved expenses should be funded by the department/division making the request
- All advertising/promotional support for contract courses/programs are paid for in full as part of the contract. No expense is incurred by UCC.

GRAPHIC STANDARDS: Along with a new identity there is now a complete set of graphic standards to guide the use of the logo and graphics in all areas of the University College.

The graphic standards cover all internal printed materials (stationary, envelopes, mailing labels, business cards, forms, memos), signage, promotional products, vehicle identification, athletic identity as well as all external and promotional publications, including brochures, posters, promotional or publicity materials, advertising formats, newsletters, display materials, manuals and report covers, presentation folders and such.

Along with establishing the guidelines for correct use of logo and graphics, the program establishes a process for external publications. Programs and departments work directly with the Public Relations & Publications Department to develop printed material. Final approval of all such printed materials must go through the Public Relations & Publications department, to ensure they meet the graphic standards and levels of professionalism required by the institution.

9. School and Community Liaison Plan - (DRAFT 1993Update)

At present, the staffing and resources do not exist to fully implement a coordinated plan to bring together the many isolated events and activities under a common umbrella.

The activities receive varying levels of support from the Public Relations & Publications Department, depending on the lead time and staff time available. Activities which are in direct support of student recruitment are of highest priority.

An institutional approach to developing a 'cradle-to-grave' enrollment management strategy is required. This would ultimately bring together many different parts of the organization, to achieve a coordinated effort in the recruitment of students, from a broad perspective.

The following draft school and community liaison plan is a prelude to that.

POSITIONING:

UCC is a truly comprehensive institution, located in a geographically central position, offering a wide range of educational programs, support services and quality facilities. It is primarily focused on serving the immediate needs of Kamloops, Williams Lake and several smaller communities in the Thompson-Cariboo regions, but is continuing to develop unique programs, and a broader mandate to support the economic needs of all areas of Interior B.C.

UNIQUE SELLING POINTS:

Comprehensive	-	all one campus
Facilities	-	more/better than any interior institution
Programs	-	interior focus/many are unique in Interior/BC/W. Canada
	-	Laddering - Life-long learning
	-	Business and Industry 'just-in-time' training

GOALS:

- To substantially raise the **awareness level** across the interior of UCC mandate, capabilities and programs
- To position UCC as an institution of 'first choice' for graduating high school students in the interior
- To position UCC as an institution of 'equal consideration' for students in transfer programs at other colleges
- To position UCC as a leader in responding to the training needs of business and industry in the interior
- To establish broad-based **community** support for growth and development at UCC, and to ensure broad-based **community input** into the directions of future growth and development

THEME/MESSAGE:

- Consider the University College Advantage
- Key message: ADVANTAGE (from flexibility to currency of training; one campus to smaller classes; central location to unique facilities; laddering of education to unique programs)

PRIORITY CONSTITUENCIES:

External:

- Grade 12 Students (Interior)
- Grade 9 - 11 Students (Interior)
- H.S. Counsellors (Interior)
- H.S. Career Prep Coordinators (Interior)
- First Nations Education/Training Coordinator (Region/Near Region)
- H.S. Teachers (Region/Near Region)
- Interior Colleges - Counselling Departments
- Interior Colleges - Deans/Chairs
- H.S. Principals (Interior)
- Elementary Principals (Region/Near Region)
- S.D. Superintendents (Interior)
- First Nations Council Leaders (Region/Near Region)

- School Boards (Region/Near Region)
- Industry/Employer Associations (Provincial)
- Business Associations (Provincial)
- Ministry/Government Agencies (Provincial/Federal)

Internal:

- Student Services (Counselling/Admissions/Financial Aid/First Nations/Distance Coordinators/Registrar/Athletics)
- UCC Students (Current)
- Division/Department Secretarial/Staff
- Extension Services and Community Coordinators
- Faculty - Degree Programs
- Faculty - Career/Tech/AIT/Voc/DRP
- Executive/Senior Administration
- Alumni Association/Former Students
- Foundation/Donors

GLOBAL RESOURCES:

- Public Relations Department - Budget Allocations for:
 - Publications
 - Promotions/Promotional Support Materials
 - Travel
 - Display Advertising
- P.R. Staff (Associate Director/Liaison Coordinator/Media Coordinator/Advertising Coordinator/Electronic Publishers/Photographer/Department Secretary
- Work Study Students (2) September - April
- Department Chairs
 - Participation/Support - Faculty and Students
 - Department Budgets for Publications/Printing
- Counselling/Advising
 - H.S. Liaison Program
 - Participation/Support
 - Joint needs identification/planning

- Admissions
 - Copy development/proof/cross-reference
 - Status reports/correspondence control
- Deans
 - Information flow (2-way)
 - Planning/priorities
- Extension/Community Coordinators
 - Participation/Support
 - Access to Community Resources
 - Feedback from grassroots levels

CONSTITUENCY: Grade 12 Students

Objectives:

- 1) Increase applicant numbers to non-degree programs
- 2) Raise awareness level of UCC options, among all high school grads
- 3) Develop accurate geodemographic profiles and attitudinal/awareness profiles of selected grads/schools in the interior

Research Needs:

- 1) Accurate listing of all schools (Interior) with **key contacts** and **student numbers** (Grades 8 - 12)
- 2) List of all Grade 12 students - selected schools, including all region/near region schools
- 3) Identify **all** in-school or regional Career Fairs, dates, etc.

Barriers:

- Staff time/travel budgets
- Publication budgets

Activities: (Potential and Existing)

Others with Responsibility for Involvement

- Letter to all Grade 12s (selected) from UCC in September/October
- Fall Liaison Program School Visits/
Winter-Spring Interviews - Reg. Clinics
- Newsletter/Newspaper for H.S. Students

Counselling Department

- Letter to Grade 12 (Region/Selected)
application information and viewbook (Nov/Dec)
- H.S. Tour Program Student Society
- Speakers Bureau Program Faculty/Chairs
- 'Ask A Student' Program Alumni Association
- Attend Career Fairs Joint with Counselling
- UCC/SD #24 Career Fair Joint with Counselling
- Career Prep Shadow Program Joint with Counselling

Activities:

- 'Arts Today' etc. - Specific Dept/Program
- Activities for Grade 12 Students Dept/Programs
- Geodemographic/Attitude Survey of
Grade 12s (selected)
- Focus Groups - Publications/Grade 12s (selected)
- Publications - advise on required dates for
new/reprints to support various priority activities
- Financial Aid Awareness
Program/Entrance Scholarships FAA/Counsellors

CONSTITUENCY: Grade 9 - 11 Students (Interior)

Objectives:

- 1) Increase awareness of UCC/program options
- 2) Build on Career Prep Initiatives/articulation to UCC
- 3) Better forecast future demands (numbers) and
interests/priorities

Research Needs:

- 1) Same as previous - Accurate Listings
- 2) Grade 10 and grade 11 - Intentions surveys! (selected schools)
- 3) Same as previous - Career Fairs

Barriers:

- Staff time/travel budgets
- Publications budgets

Activities: (Potential and Existing)

Others with Responsibility for Involvement

- | | |
|--|--------------------------------------|
| • Letter to Grade 10s re Options/Choices (Jan) | |
| • Letter to Grade 11s re Visit Campus (Apr) | |
| • Newspaper for H.S. Students | |
| • H.S. Tour Program (Groups)
or Summer Tours (Individual) | Student Society |
| • Speakers Bureau | Faculty/Chairs |
| • 'Ask A Student' Program | Alumni Association |
| • Attend Career Fairs | Joint with Counselling |
| • UCC/SD #24/Career Fair | Joint with Counselling |
| • Career Prep - Student Conference | Career Prep Committee
Dept/Chairs |

Activities:

Others with Responsibility for Involvement

- | | |
|---|---------------------|
| • Women Do Math (Grade 10 - Women) etc.
(Special Events) | Committees in Place |
| • Grade 10 Orientation Day
(Annual 1-day event) | SD #24 |
| • Intentions Surveys - Grade 10 & 11 (selected) | |

CONSTITUTENCY:

- 1) H.S. Counsellors (Interior)
- 2) H.S. Career Prep Coordinators (Interior)
- 3) First Nations Education Coordinators (Interior)

Objectives:

- 1) Strengthen affinity between Counsellors and UCC/Coordinators and UCC
- 2) Increase interaction between Counsellors and UCC/Coordinators and UCC
- 3) Formal feedback to UCC on future needs/current services

Research Needs:

- 1) Same as Previous - Accurate Listings (Names) All Interior Public and Private Schools and First Nations Bands
- 2) **Identify** accurate requirements for inventories of printed materials
- 3) Current status of Career Prep initiatives/agreements, etc.

Barriers:

- Staff time
- Budgets for publications

Activities:

- The Advisor Newsletter
- Annual Counsellors Conference
- Provide Logistical/Planning Support for Counsellors Conference
- Counselling Service Brochure
- Distribute all UCC Program Publications to Counselling Offices/ Coordinators
- Annual mail survey of Counsellors/ Prep Coord/First Nations
- Regular monitor/maintenance of Publication in Counselling offices/ Prep offices/First Nations offices/ UCC/Regional Centres/Region/Near Region H.S./Interior
- Newspaper for H.S. Students (submissions from Counsellors)
- Liaison Program of H.S. Visits (3)
- Letter to all H.S. Counsellors re Applied Info/Viewbook (Nov/Dec)
- H.S. Tour Program

Others with Responsibility for Involvement

Copy/content: Counselling
 Production/Distribution: Public Relations
 Budget/Schedule: Joint with Counselling
 Counselling

Joint with Counselling

Counselling

- | | |
|--|------------------------|
| • Speakers Bureau | |
| • 'Ask a Student' Program | Alumni Association |
| • Attend Career Fairs | Joint with Counselling |
| • UCC/SD #24 Career Fair | Joint with Counselling |
| • Career Prep - Shadow Program | Joint with Counselling |
| • UCC Special Events (Women Do Math, etc.) | Committee in place |
| • Grade 10 Orientation Day | SD #24 |
| • Parents Night Program (for Grade 12s) | Joint with Counselling |
| • Financial Aid Awareness Program | FAA/Counselling |

Fall '93: Individual objective and action plans for the remaining priority constituencies are still in progress.

10. Actions and Activities Status Report

		STATUS
1)	Correspondence Program	• Waiting research to support implementation
	Grade 12s (selected) Sept/Oct: Good luck, etc.	
	Grade 12s (selected) Nov/Dec: Application info/Viewbook	
	Counsellors/Prep and First Nations Coordinators	
	Nov/Dec	
	Grade 10s (selected) Jan: Options/Choices	
	Grade 11s (selected) Apr: Visiting Campus/Faculty, etc.	
2)	H.S. Newspaper (for Grade 11 - 12 students as primary audience)	• Concept
3)	The Advisor Newsletter	• Active
4)	Major Institutional Recruitment Publications	
	• UCC Poster	• Active
	• Search Piece (UCC/International Ed/W Lake)	• Active
	• Viewbook	• Active
	• Dept/Program Brochures	• Active
	• Annual Reports (UCC/Foundation/Alumni)	• Active
	• Alumni Newsletters	• Active
	• 'Ask A Student' Brochure	• Concept
	• UCC Magazine	• Concept
5)	Resource Publications	
	• UCC Calendar	• Active
	• Financial Aid and Awards Guide	• Active
	• Counselling Services Brochure	• Active

- Admission Books
 - Williams Lake Program Guide
 - Campus Guide
 - Employee Handbook
- Planning
 - Active
 - Active
 - Active
- 6) Campus Tour Program
- Informal
- Requires formal development of procedures
- 7) 'Talk of the Town' - Speakers Bureau Program
- Concept
- 8) 'Ask A Student' Program
- Concept
- 9) Career Fair Visitation Program
- Informal
- Requires formal development of procedures
- 10) UCC/SD #24 Career Fair
- Active
- 11) Career Prep Coordination/Liaison Program
- Informal
- Requires formal development of action plan/communications
- 12) Financial Aid Awareness Program
- Application Completion Workshops
 - Awards Ceremony
- Informal
 - Active
 - Active
- * A formal action plan for communications is required
- 13) Dept/Div Special Events
- Counsellors Conference
 - Career Prep Conference (for educators)
 - Career Prep Student Conference
 - Women Do Math
- Active
 - Active
 - Proposal
 - Active

- AIT Career Info Nights • Active
 - Science and Technology Week Open House • Active
 - Arts Today • Active
 - Grade 10 Orientation Day • Active
 - Women Do Trades • Proposed
- 14) Research/Survey Requirements • Concept
- Grade 12 geodemographic/attitudes survey
 - Focus Groups: Publications evaluations/UCC image
 - H.S. Counsellors/Prep/First Nations
Coordinators survey
 - Grade 10/11 intentions surveys
- 15) UCC Video • Active
- UCC International Video • Active
- 16) Parents Night Program • Concept
- 17) Media Relations
- Weekly Newspaper Columns: Kamloops/WL • Active
 - Weekly Radio Shows or UCC Events:
 - Kamloops (2) • Active
 - News Releases - all communities • Active
 - Publicity Releases/Photos • Active
 - Faculty/Division series for community papers • Concept
- 18) H.S. Visitation Program (Counselling Dept) • Active
- Fall Visitations
 - Winter Advising Appointments
 - Spring Registration/Timetable Workshops
- 19) Publications Monitoring Program
- (in schools/community) • Informal

- | | | |
|-----|---|------------|
| 20) | Publication Distribution Program | |
| | • The Advisor | • Active |
| | • Calendars | • Active |
| | • Search Piece and Program Brochures | • Active |
| | • Mailing List Data Base | • Active |
| 21) | UCC Student Orientation Program | • Concept |
| 22) | Student Services Awareness Program | • Concept |
| | • A formal action plan for communication is required | |
| 23) | Portable Display Unit/Display Initiative | • Active |
| 24) | Media Experts Listing/Faculty | • Informal |
| 25) | Media Training Seminar/Workshop | • Concept |
| 26) | Newspaper Supplement: Program Profiles | • Informal |
| 27) | Newspaper Supplement: Community Reports | • Concept |
| | • UCC/School District Career Prep/ Job Placement Database | • Concept |
| | • UCC Graduate Student Employment Program | • Concept |
| | • Graphic Standards/Institutional Identity Program | • Active |