



Marketing and Licensing

#1 Plan cycle - 1
Plan cycle 2019/2020
7/1/19 - 6/30/20

Performance Objective 1 Increase overall share of voice for key academic programs using SEO and the BrightEdge platform.

1 Assessment and Benchmark

Assessment: Search Engine Ranking Position (SERP).

1.1 Data

2019-2020:

Although there appears to be some growth in our keyword rankings and SERP, it is not a result of work done by the marketing office. In 2019-2020 we did not spend any significant time managing SEO.

[19-20 BrightEdge Executive Dashboard](#) [PDF 133 KB 7/9/20]

[19-20 BrightEdge SERP and Keyword Overview](#) [PDF 114 KB 7/9/20]

1.1.1 Analysis of Data

2019-2020:

Our overall organic search volume is down by 43%, and while our keyword ranking did improve, it is due to the work done by the RNL team in setting everything up and providing optimized copy for the initial academic pages that they provided. We have not continued the work they established for us and as a result we're starting to see our results slowly decline.

1.1.2 Plan for Continuous Improvement

2019-2020:

Our plan for this year is to hire a GA from the English, Journalism or MFA program to help develop SEO content for academic programs on the website. We have reallocated work loads and responsibilities within the marketing office to allow the director to focus on SEO research, monitoring and management throughout the week.

2 Assessment and Benchmark

Assessment: Click-Through Rate (CTR).

This should have been a metric for the amount of time users spent on the site and the number of pages they visited (stickiness) and it would indicate how relevant and appealing our content is to the target demos.

2.1 Data

2019-2020:

[GA_AD Words Campaigns_19-20_Pages and duration](#) [PDF 66 KB 7/9/20]

2.1.1 Analysis of Data

2019-2020:

This was the first year that we ran Google Ads and the ads that we ran for specific academic programs weren't very effective. The Apply Now ads were very effective and have given us a benchmark for future ads.

2.1.2 Plan for Continuous Improvement

2019-2020:

We will allocate money to advertise for academic programs with high search volumes to help increase the page rankings for those programs.

3 Assessment and Benchmark

Assessment: Monthly search volume.

This metric should be changed to the number of keywords ranked on page 1 per academic program.

3.1 Data

2019-2020:

[19-20 Keyword Rankings Overview BrightEdge](#) [PDF 162 KB 7/9/20]

3.1.1 Analysis of Data

2019-2020:

We have seen growth in keyword rankings but it's all due to the work that RNL did initially; because SEO hasn't been consistently managed since our agreement with RNL concluded in October, we are starting to see a decline in number of keywords appearing on page one.

3.1.2 Plan for Continuous Improvement

2019-2020:

We are re-allocating workload and responsibilities in the marketing office and adding an SEO GA to staff to make SEO management a priority in 20-21.

Performance Objective 2 **Develop the website into a lead generation funnel that feeds directly into the CRM.**

1 Assessment and Benchmark

Assessment: Leads entered into CRM.

We worked with Glacier, a third-party service specializing in higher education advertising to high school students to geo-fence high schools in SWLA and SETX and deliver digital advertising directly to their devices that would take them directly to a custom landing page for their high school on our website, and a form to capture them as a lead. Pat developed the custom landing pages according to industry best practices and guidance from the Glacier team.

We successfully drove almost 33,500 high school landing page visits on our website; however not one single person filled out the lead form. Although Pat and I disagree on this, I feel strongly that there must have been a technical issue on our website that prevented us from capturing leads. We tried several times to adjust the landing pages and the lead form, but nothing made any difference.

1.1 Data

2019-2020:

[STATS High School Landing Page Visits 19-20](#) [XLS 37 KB 6/16/20]

1.1.1 Analysis of Data

2019-2020:

Since we didn't generate any leads but drove a substantial amount of web traffic, the strategy was effective but the execution was flawed. Because we were unable to determine the issue, we are going to regroup with a different strategy to produce the same result.

We are partnering with StudentBridge to create an online virtual/video tour platform with a built in lead form that integrates directly with our CRM. Once the platform is up and running (at the end of 2020), we will utilize digital ads and SEO tactics to drive traffic to our website to collect leads.

1.1.2 Plan for Continuous Improvement

2019-2020:

Once we get a program that works, we will implement a plan for continuous improvement.

2 Assessment and Benchmark

Assessment: Landing page traffic counts.

See 1.1 in Objective 2

2.1 Data

2019-2020:

See attachment in 1.1 Data field for Objective 2

2.1.1 Analysis of Data

2019-2020:

See Objective 2, field 1.1.1

2.1.2 Plan for Continuous Improvement

2019-2020:

See Objective 2, field 1.1.2

Performance Objective 3 Develop the McNeese “marketing voice” to distinguish us from competition through data-driven strategies and through working with stakeholders from key offices: public relations, marketing, and enrollment management.

1 Assessment and Benchmark

Assessment: Conduct an audit of our marketing pieces and competitive marketing pieces.

1.1 Data

2019-2020:

[Competitive Print Material Review_White Board Strategy](#) [JPG 2,210 KB 6/16/20]

[Competitive Social Media Review - Fall 2019](#) [XLSX 27 KB 6/18/20]

[CompSocMedReview_Fall20](#) [PDF 237 KB 6/16/20]

1.1.1 Analysis of Data

2019-2020:

We utilized our staff and student worker team to collect marketing materials for various universities -- some were institutions we might want to learn from and others were our direct competitors. Our students workers conducted an audit of the printed pieces we collected. Students and staff conducted social media audits. We looked at the type of messages/content they were promoting, the voice/tone of the messages, the use of graphics vs. photography, the timelines that they used to publish the content and in social media we also watched engagement and measured against our own engagement for similar content.

From this, we developed some best practices for our communications plan. With regard to social media, we reduced the number of posts we were making and scheduled them for specific days and times of day that garnered the most engagement and reach. We changed the type of content that we post in each platform based upon content performance. We worked with the Public Relations to implement content posting tactics that support the new strategy.

As a result we have seen greater reach and engagement across all platforms. Follower growth remains consistent with industry standards and our competition.

1.1.2 Plan for Continuous Improvement

2019-2020:

We will continue to track the effectiveness of this new strategy using analytics provided by Hootsuite,

insights directly from the individual social media platforms, free engagement comparisons provided by RivallQ, follower growth, and internal print collateral audits and reviews in addition to anecdotal data provided by the enrollment management team on printed collateral and through our own observation and management of the social media platforms.

We will make adjustments to the strategy as needed to remain competitive and stay aligned with industry standards.

2 Assessment and Benchmark

Assessment: Identify the language and style of writing/speaking that best supports the University mission and vision.

2.1 Data

2019-2020:

We hosted a meeting on 07/18/19 that included EM and PR staff. The meeting was intended to be the first of several brainstorming sessions between our offices to help define our marketing "voice." The impetus for the meeting was that content was being developed in various places across campus, and not all content carried the same tone or style of communication. The strategy was to bring together the key offices responsible for external communications and develop a style guide that would standardize all of our communications. The meeting didn't go as planned and the original strategy was abandoned because the PR office stated that they have already established a "voice" for the university.

At PR's request, the meeting shifted to focus on developing a communications timeline that would allow the PR office to be involved from the beginning (in the planning process) allowing them to develop the content for all enrollment management communication pieces.

2.1.1 Analysis of Data

2019-2020:

On 07/18/19 we hosted the first of what was supposed to be a series of brainstorming sessions with the EM and PR offices to help determine the marketing "voice" for the university. The impetus being that communications designed for recruiting were being developed in various parts of campus resulting in an inconsistency of tone and style. (i.e., humor was sometimes used, but not always; the humor when used was inconsistent in style; sometimes the communications were familiar and welcoming and sometimes they were dry and straightforward, etc.) The plan was to develop a style guide that would standardize all of these communications.

The meeting didn't go as planned because the PR office stated that they had already identified and developed the "voice" of the university. At PR's request, the meeting shifted focus to develop a communications timeline that would enable the PR office to be involved from the beginning in the planning of all EM communications pieces so they could develop the content for all of those pieces.

2.1.2 Plan for Continuous Improvement

2019-2020:

Although EM hasn't been able to complete a communications timeline yet, we've made every effort to involve PR as early as possible in the process to give them the opportunity to develop new content when needed.

Most of the communications pieces that were sent out in 2019-2020 were repeats of existing pieces. As we work on new projects we continue to reach out to PR for content development.

As we continue to evaluate our own marketing materials and competitive materials, we will seek and analyze feedback from various audiences that will help us measure the effectiveness of our communication styles. We will continue to try to steer all communications into a consistent style that incorporates the most effective/appealing tone and device according to the research and analysis that we conduct internally.

3 Assessment and Benchmark

Assessment: Develop standards to share with the campus community to help ensure consistency of voice throughout all applicable communications.

As we develop a tone and style of writing for marketing communications, we will formalize it into a document. We are currently finalizing a "print-on-demand" type of web platform called DesignConductor. This web-based platform will enable key users across campus to access pre-fab templates for various pieces of marketing materials, like brochures, banners, flyers, etc.

The templates are already branded to McNeese and will allow the end user to modify the designs to a certain point while ensuring that the final pieces will still be on brand. There is an approval work flow built into the platform, so the end users will not be able to publish anything before it has been approved by marketing and PR. This will standardize many the marketing materials that are being developed across campus in terms of design and brand consistency and will be an integral part of our overall "voice."

3.1 Data

2019-2020:

We don't have any data at this time, but if we can get the DesignConductor site up and running in the coming weeks I will at least update this area with the link to the platform and the key users who have been trained on it to date.

Next year we should be able to show data on volume of use of the templates and overall volume of communications that were sent out.

3.1.1 Analysis of Data

2019-2020:

We don't have any data to analyze at this time; we will be able to provide this in 2020-2021.

3.1.2 Plan for Continuous Improvement

2019-2020:

Since the strategy hasn't launched yet we will have this information in 2020-2021

Performance Objective 4 **Create opportunities for McNeese faculty and staff to share their "MyMcNeese stories" in an authentic and safe environment.**

1 Assessment and Benchmark

Assessment: Set up closed Facebook group and build awareness among all McNeese employees; use group to distribute shareable content/messaging. Effectiveness will be measured by engagement and volume of content shared.

1.1 Data

2019-2020:

[Facebook_Group_Insights_6-16-2020](#) [XLSX 147 KB 6/16/20]

1.1.1 Analysis of Data

2019-2020:

We sent invitations to join the closed group via email to 804 current employees; 505/62.4% employees opened the email invitation and of those employees 158/31.4% clicked on the link to go to the Facebook group.

We had 142 people ultimately join the group. 110 of the group members were active in the group over the

period of Nov. 1, 2019 through June 15, 2020. Over 80 group members participated in conversations or engaged with the group page each time we posted content. Roughly 14% of our employees joined the group and 10% of our employees were active contributors.

This is the first year, so this year set the benchmark. Wednesdays seemed to be the most active days for engagement and the most active times for engagement were from 10am to 9pm with the peak times coming around 10am, 1pm-2pm and 7pm-8pm.

1.1.2 Plan for Continuous Improvement

2019-2020:

This was originally conceived to be a one-time only initiative in support of the "MyMcNeese Story" campaign, with a goal of building engagement and awareness of marketing messages with employees and with the hope of finding some new stories to tell (fresh marketing content resource).

Dr. Burckel provided one-time funding for prizes for several contests set to run in the group throughout the year. The contests were designed to encourage engagement in the group by soliciting various types of stories that could be re-used in marketing communications. Unfortunately, the same set of employees were the ones participating in each contest and as a result the engagement dropped over the course of time; also, many of the contest winners never bothered to pick up their prizes.

We did find success in utilizing the group to disseminate important messaging. Our current plan is to keep the group up and running, but to use it mainly for information sharing moving forward.

Performance Objective 5 Identify and market to new and emerging markets.

1 Assessment and Benchmark

Assessment: Execution and effectiveness of related marketing campaigns (engagement, reach, and lead generation).

According to census data and data provided by RNL, we are seeing a growth in the Hispanic population in our region. Therefore, we are allocating advertising and marketing resources to target that growing segment specifically.

- TV ads run locally on CBS and Telemundo in Spanish
- Social media posts in Spanish
- Increased digital and outdoor advertising in Southeast Texas featuring students who look Hispanic

- We have not been able to directly attribute any lead generation specifically to advertising campaigns because of technical issues.
- Demographic data showing Hispanic audiences is not available in any analytics platforms we have.

- YOY data on applications and admissions for Hispanic segment
- Include YOY data from Glacier on Texas marketing results

1.1 Data

2019-2020:

[2020v2019 Hispanic Applied_Accepted](#) [XLSX 53 KB 6/18/20]

[FB Campaign Performance YOY](#) [XLSX 19 KB 6/18/20]

[Glacier YOY Performance](#) [XLSX 11 KB 7/9/20]

1.1.1 Analysis of Data

2019-2020:

Compared to 2018-2019, we saw an increase of 4.7% in applications from Hispanic/Latinio students even while applications overall and applications from non-Hispanic/Latino students decreased. Even though the number of admitted Hispanic/Latino students remained flat, the population of Hispanic/Latino students increased in the overall admitted population.

1.1.2 Plan for Continuous Improvement

2019-2020:

We will continue to market directly to this segment with materials and advertising that depict Hispanic students and material and advertising that have been translated into Spanish.

2 Assessment and Benchmark

Assessment: Establish lines of communication with key city and parish offices.

This was not accomplished in the 19-20 academic year due to volume of project work handled by the marketing office. Campus branding became a growing priority this past year and displaced this initiative.

2.1 Data

2019-2020:

There is no data for this initiative in this academic period.

2.1.1 Analysis of Data

2019-2020:

2.1.2 Plan for Continuous Improvement

2019-2020:

We will once again include this as a strategy to reach our goal.

Performance Objective 6 Deepen penetration into existing markets.

1 Assessment and Benchmark

Assessment: Measure website traffic, referrals, lead generation, brand awareness, advertising recall, and engagement using the following:

- Google Analytics
- Facebook Insights
- Glacier Insights Dashboard
- Radius CRM
- Hootsuite
- Brand awareness surveys with incoming freshmen, prospective high school students, and non-matriculants.

Brand awareness surveys have been completed with prospective high school students in Texas and Louisiana (cold leads from the CRM);

Incoming freshmen surveys will be conducted during orientation sessions but initial data will not be available until the end of July;

Non-matriculant surveys will go out in August, so that data won't be available until the end of August;

Analytics and insight data from 3rd party platforms attached

[GA_20190801-20200617 20180801-20190731 Users By Location](#) [XLSX 14 KB 6/17/20]

1.1 Data

2019-2020: Uploading data that we have to date.

[facebook_audience_2019-08-01_to_2020-06-17_created_on_20200617T1542Z](#) [PDF 232 KB 6/17/20]

[GA_20190801-20200617 20180801-20190731 Users By Location](#) [XLSX 14 KB 6/17/20]

[mixed_overview_2019-08-01_to_2020-06-17_created_on_20200617T1610Z-1](#) [PDF 512 KB 6/17/20]

[STATS_19-20_Location](#) [XLS 72 KB 6/17/20]

[twitter_audience_2019-08-01_to_2020-06-17_created_on_20200617T1549Z](#) [PDF 120 KB 6/17/20]

[TX_LA Cold Lead Brand Awareness YOY](#) [XLSX 83 KB 6/17/20]

1.1.1 Analysis of Data

2019-2020:

We've shown positive overall growth YOY in both social media and website traffic for awareness and engagement in our existing markets; we're also showing growth of social media followers YOY in our existing markets.

The brand awareness surveys have been implemented inconsistently since 2018 so the data isn't really clean and robust yet, but we have a standardized survey and implementation system now where we can obtain a significant volume of responses so data moving forward should be more accurate.

In the fall of 2018, the implementation of the mandatory cookie consent banner on the McNeese website dramatically choked the amount of data we can collect from Google Analytics. Subsequently, we began collecting data in-house through Matomo which is a little more difficult to extract data from, but the data is more accurate. Both reports are included.

1.1.2 Plan for Continuous Improvement

2019-2020:

We will continue to track the data points we're currently tracking and using the standardized surveys to get more consistent and robust data.

The data shows that the tactics implemented to grow awareness in our existing markets are working.

In 2020-2021, we will change our strategy of driving traffic to custom high school landing pages on the website to driving the traffic to the new StudentBridge platform. This will extend the amount of time that visitors stay on our site. We will also be optimizing the content on that site as well as pages for academic programs on our site to boost our search engine ranking, generating more organic reach for our website.