

Noel-Levitz Report on Undergraduate Trends in Enrollment Management

2013 Marketing and Student Recruitment Practices Benchmark Report for Four-Year and Two-Year Institutions

What's working in student recruitment and marketing at the undergraduate level? To find out, Noel-Levitz conducted a 93-item, Web-based poll in March of 2013 as part of the firm's continuing series of benchmark polls for higher education. For context, the report includes some comparative findings from parallel Noel-Levitz studies in the springs of 2011, 2009, and 2007.

Among the findings:

- Again this year, events and event-related activities dominated the lists of "top 10 most effective strategies and tactics" across sectors.
- Using a CRM ranked at or near the top of a new category in this year's report for four-year private and public institutions: "Top five internal operations practices."
- Running television ads was rated a top practice in 2013 for two-year public institutions but was *not* being used by more than a quarter of respondents from this sector.
- Four-year private and four-year public institutions are now purchasing a similar, median volume of search list names from list vendors such as NRCCUA, the College Board, and ACT. This is a change from two years ago when four-year private institutions were purchasing nearly double the number of names at the median compared to four-year public institutions.
- Offering loans directly from the college or university made this year's list of the "five least-used practices" among respondents from four-year private and public institutions—but this practice received positive ratings from the majority of these respondents who were using it.
- Again this year, only about one-third to one-half of respondents across institution types reported having a strategic, multi-year enrollment plan that they felt good about.

Readers are encouraged to compare the findings in this report to the most and least effective practices on their campus. For past rankings of marketing and recruiting practices, and for additional reports, visit www.noellevitz.com/BenchmarkReports.

See the appendix of this report for detailed findings from all 93 items on the poll.



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About the rankings and the statistical process used in this study

All of the findings in this report are judged to be statistically significant. This determination was made by calculating a statistical confidence interval for each finding (e.g., means, medians, proportions, and other relevant test statistics) and then judging the confidence interval to be acceptably small relative to the size of the finding.

To identify the most and least effective practices for this study, as well as least-used practices, respondents were asked to rate each practice on the following scale:

Very effective Somewhat effective Minimally effective Method not used

To report the findings as accurately as possible, the rankings of effectiveness were based only on the relative effectiveness options that were chosen by respondents: “very effective,” “somewhat effective,” and “minimally effective.”

This approach of excluding the fourth response, “method not used,” allows emerging, less-frequently-used practices to be included in the top rankings—those practices that are rated very effective but which are not currently being used by the majority of institutions. For example, as shown in the Appendix on page 19, only 41 percent of four-year public institution respondents reported offering college-paid trips to campus for prospective students. Yet among those respondents, 36 percent rated the practice “very effective,” placing it ninth on the list of top 10 strategies and tactics for that sector. For more information on this year’s study, please see page 34.

Note: To identify the proportion of institutions using a particular method, we simply calculated the inverse of those who selected, “Method not used.”

Top 10 most effective strategies and tactics by institution type

Below are the 10 items respondents most frequently rated “very effective” among 53 strategies and tactics that were measured for their usage and effectiveness. For complete findings, please see the Appendix.

Note: The top practices identified below do not include internal operations and modes of communication, which this year are reported separately on page 5 and in the Appendix.

New this year: See the top five modes of communication and top five internal operations reported separately on page 5 and in the Appendix.

Rank*	Four-year private	Four-year public	Two-year public**
1.	Campus open house events	Campus open house events	Encouraging prospective students to apply on the admissions Web site
2.	Campus visit days for high school students	Campus visit days for high school students	Academic programs within high schools for students to earn college credits to your institution
3.	Encouraging prospective students to apply on the admissions Web site	Encouraging prospective students to apply on the admissions Web site	Campus visit days for high school students
4.	Encouraging prospective students to schedule campus visits on the admissions Web site	Weekend visits for high school students	High school visits by admission representatives to primary markets
5.	Using enrolled students in recruitment/marketing	Encouraging prospective students to schedule campus visits on the admissions Web site	Campus visit events designed for school counselors
6.	Weekend visits for high school students	Community college articulation agreements	Campus open house events
7.	Routine contacts by admissions office professional staff to assess student reactions to financial aid awards	Campus visit events designed for school counselors	Admissions decisions “on the spot” in high schools or during campus visits/open houses
8.	Campus visit events designed for school counselors	Using enrolled students in recruitment/marketing	Off-campus meetings or events for high school counselors
9.	Telecounseling program to coordinate continuous, regularly scheduled flows of phone calls at a high volume	College-paid trips to campus for prospective students	Television ads
10.	High school visits by admission representatives to primary markets	Off-campus group meetings for prospective students and/or their parents	Encouraging prospective students to schedule campus visits on the admissions Web site

Bold indicates practices that were not being used by more than a quarter of institutions within the sector (please see Appendix for details). Of the top 10 practices shown above, the following five were shared across sectors: Campus open house events; campus visit days for high school students; campus visits for school counselors; encouraging prospective students to schedule campus visits online; and encouraging prospective students to apply online. Notice that four of these five practices were events or event-related.

* These rankings are based on the respondents who were using each particular practice and excluded those who selected “Method not used.” See ranking methodology, page 2.

**Two additional practices—weekend visits for high school students, and personalized home pages/portals for prospective students—also appeared to be effective for this sector but there were not enough institutions in the two-year public data sample using these practices to rank their effectiveness with statistical confidence (see usage levels in Appendix). For this same reason, a total of 14 practices were unranked for this sector in the study’s rankings of strategies and tactics.

Note: Many of the top-rated practices shown above were not rated “very effective” by the majority of respondents despite being rated more highly compared to other practices. Please see Appendix for specific proportions of respondents choosing each rating category.

Five least-effective and least-used practices

The first table of the two tables below shows the five items respondents most frequently rated “minimally effective” among the 53 strategies and tactics that were measured for their usage and effectiveness. The second table shows the five items that respondents most frequently rated “method not used.”

Five least-effective strategies and tactics

Rank	Four-year private	Four-year public	Two-year public*
1.	Mailing course schedules to residents in area	Asking current students/alumni for applicant referrals	Targeting high-academic-ability students
2.	Online college fairs	Online college fairs	Online net price calculator
3.	Recruiting through business/industry	Billboard, bus, or other outdoor advertising	Mailing course schedules to residents in area
4.	Asking current students/alumni for applicant referrals	Radio ads	Offering flexible payment plans
5.	Online net price calculator	Cooperative or consortia-based recruiting	Targeting transfer students

Mailing course schedules was a seldom-used practice for four-year private institutions, and more than half of those who used it rated it “minimally effective.”

Bold indicates practices that were being used by half or more of institutions within the sector. For more details, please see the Appendix.

* Other practices not shown also appeared to be “minimally effective” for two-year public institutions, but there were not enough institutions in the data sample using these practices to rank them with statistical confidence (see usage levels in Appendix).

Five least-used strategies and tactics

Rank	Four-year private	Four-year public	Two-year public
1.	Mailing course schedules to residents in area	Mailing course schedules to residents in area	Online college fairs
2.	Offering loans directly from the college or university	Cookie-driven “retargeting” ads that target users who’ve previously visited your Web site	Cookie-driven “retargeting” ads that target users who’ve previously visited your Web site
3.	Cookie-driven “retargeting” ads that target users who’ve previously visited your Web site	Targeting adult learners	Offering loans directly from the college or university
4.	College-paid trips to campus for prospective students	Offering loans directly from the college or university	Weekend visits for high school students
5.	Online college fairs	Routine contacts by admissions office professional staff to assess student reactions to financial aid awards	Routine contacts by admissions office professional staff to assess student reactions to financial aid awards

Bold indicates practices that half or more of respondents using them rated either “very effective” or “somewhat effective.” See Appendix for details.

Note: There were not enough two-year public institutions in the data sample that were using these practices to boldface the effectiveness of the least-used practices with statistical confidence for this sector (see usage levels in Appendix).

Top five modes of communication **NEW!**

New in this year's report, the table below shows the five modes of communication that respondents from each sector most frequently rated "very effective" among 12 modes of phone, print, and electronic communication that were measured. For complete findings, please see the Appendix.

Rank	Four-year private	Four-year public	Two-year public
1.	E-mail communication	Recruiting page(s) on Web site	Text messaging
2.	Calling cell phones	Publications in general (viewbook, search piece, etc.)	Flash/Media player videos embedded in campus Web site
3.	Recruiting page(s) on Web site	Web site optimized for mobile browsers	Publications in general (viewbook, search piece, etc.)
4.	Publications in general (viewbook, search piece, etc.)	E-mail communication	Recruiting page(s) on Web site
5.	Web site optimized for mobile browsers	Calling cell phones	Social networking sites like Facebook

Bold indicates modes of communication that were not being used by more than a quarter of institutions within the sector (please see Appendix for details). Across sectors, top-rated modes of communication for marketing and student recruitment included online recruiting pages, print publications, and calling or texting cell phones.

Top five internal operations practices for four-year institutions **NEW!**

Also new in this year's report, the table below shows the five internal operations that respondents from four-year private and public institutions most frequently rated "very effective" among 15 internal operations that were measured. For complete findings, please see the Appendix.

Two-year public institutions: Please see usage levels for internal operations practices in the Appendix on page 32. Note that, with only a few exceptions, there were not enough two-year public institutions in the data sample using these practices or the practices in the next section (search practices) to rank their effectiveness with statistical confidence. Further research with a larger pool of survey respondents will be necessary to establish valid effectiveness ratings for this sector.

Rank	Four-year private	Four-year public
1.	Outsourcing print or electronic campaigns for student search	CRM solution for managing and tracking recruitment communications, online applications, etc.
2.	CRM solution for managing and tracking recruitment communications, online applications, etc.	Admissions funnel tracking to monitor and predict students' incremental rates of movement toward enrollment
3.	Admissions funnel tracking to monitor and predict students' incremental rates of movement toward enrollment	Statistical modeling to predict the likelihood of an admitted student enrolling at your institution
4.	Using a statistical, analytical approach to determine financial aid award levels by predicting enrollment rates based on award amounts (aka "financial aid leveraging")	Using a statistical, analytical approach to determine financial aid award levels by predicting enrollment rates based on award amounts (aka "financial aid leveraging")
5.	Outsourcing print or electronic campaigns to generate applications from the inquiry pool	Content management system (CMS) to update or edit Web site content

Bold indicates internal operations that were not being used by more than a quarter of institutions within the sector (please see Appendix for details). Across sectors, top-ranked internal operations for marketing and student recruitment included admissions funnel tracking, using a CRM solution to help manage communications, and using a statistical, analytical approach to determine financial aid award levels.

Search practices highlights for four-year institutions

Highlighted below is a small sampling of the search practice findings in the Appendix for four-year private and public institutions. Don't miss the many additional findings—including *which years of high school* institutions make contact with the names they purchase from list vendors such as NRCCUA, The College Board, and ACT, along with the enrollment rates to expect from these students.

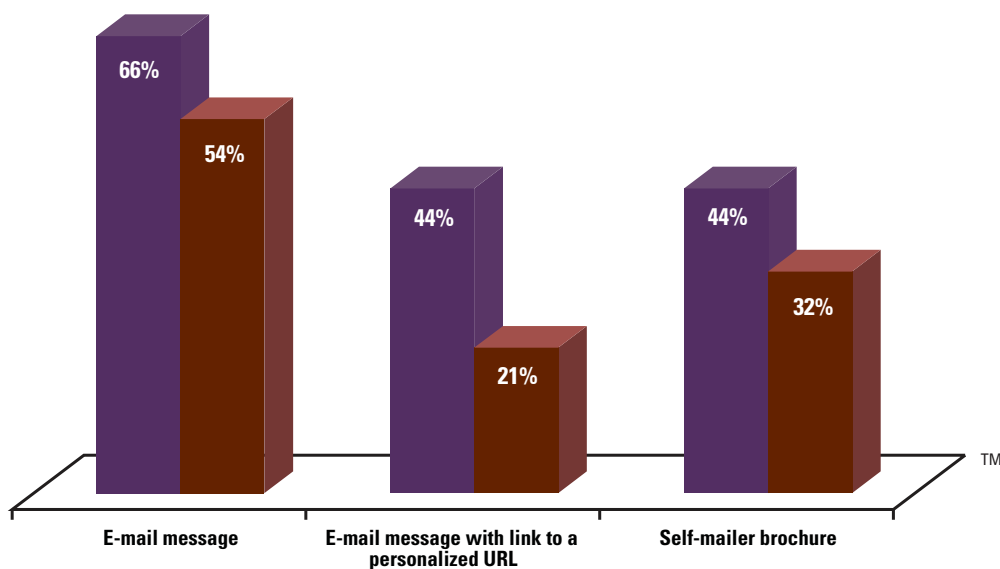
Many four-year colleges and universities are making their first contact with prospective students during their sophomore year or before. See details on pages 15 and 24 of the Appendix.

Volume of high school students' names purchased each year for use in direct mail or e-mail to generate inquiries and applicants

Volume of Purchased Names	Four-year private	Four-year public
Median volume of names purchased	60,000	52,500
25th percentile—volume of names purchased	30,000	20,000
75th percentile—volume of names purchased	100,000	110,000

This table shows that four-year private and public institutions are now purchasing similar volumes of names. This is a change from the findings two years ago which showed that, in 2011, private institutions were purchasing nearly double the number of names compared to public institutions.

Preferred methods for making first contact with purchased names



This table shows several of the top methods that respondents from four-year private and public institutions reported using for making first contact with purchased names. Please see the complete findings in the Appendix.

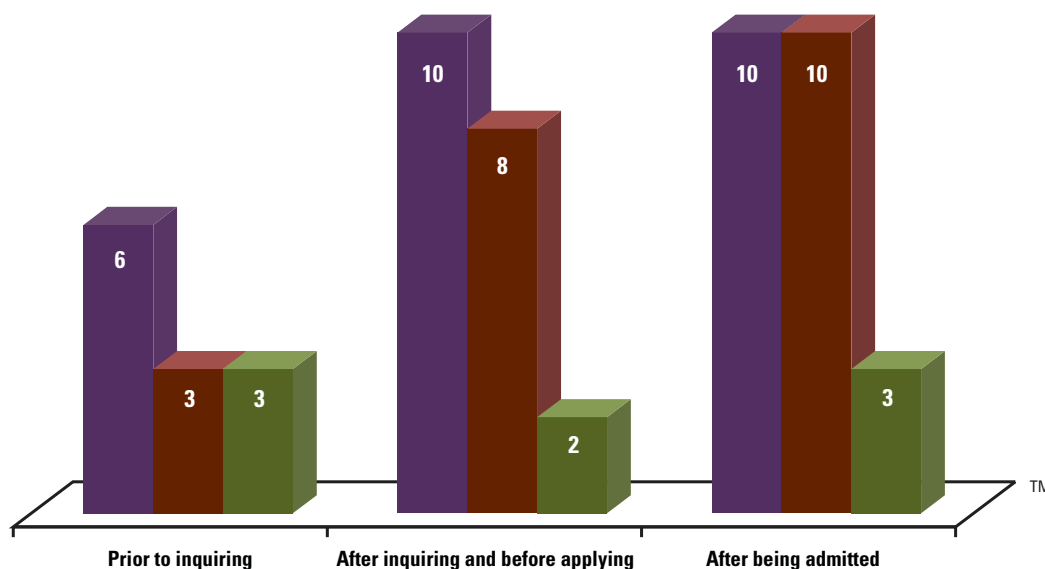
Note: For this item, respondents were instructed to “Check all that apply.”

Two-year public institutions, please note: Search practices are not reported for two-year public institutions since most two-year public institution respondents did not complete the section of the poll covering search practices.

Volume of written contacts for all sectors by enrollment stage

(direct mail, e-mail, and texting combined)

Respondents from four-year public institutions reported a total of 21 written contacts at the median, an increase from two years earlier.



This table shows the median number of written contacts a prospective student receives at various enrollment stages (direct mail, e-mail, and texting combined). Four-year private institutions were sending the most messages overall. Four-year public institutions increased their volume of written contacts since Noel-Levitz's 2011 study.

Student-to-student contact programs

Percent of respondents in agreement

Survey Item*	Four-year private	Four-year public	Two-year public
Yes, we have a student-to-student contact program	74.3%	68.8%	15.4%

Between two-thirds and three-quarters of respondents from four-year institutions reported having a student-to-student contact program, with a median volume of three student-to-student contacts (see Appendix for details).

Definition

* For this item, respondents were asked: Do you have a student-to-student contact program in which current students stay in touch with prospective students via phone, e-mail, social networks such as Facebook, and/or personal, handwritten notes?

Planning and leadership practices highlights for all sectors

Despite the need for stronger planning and leadership in today's challenging environment, many respondents questioned the quality of their written plans, and less than one-half of respondents indicated they had a committee that was of good or excellent quality, as shown in the table below.

Percent of respondents in agreement

Survey Items		Four-year private		Four-year public		Two-year public	
		Yes	Yes and it's of good or excellent quality*	Yes	Yes and it's of good or excellent quality*	Yes	Yes and it's of good or excellent quality*
My institution has a written annual recruitment plan	2013	85.0%	65.5%	85.4%	64.6%	60.5%	30.3%
	2011	83.7%	54.2%	81.5%	56.9%	70.5%	34.1%
	2009	89.4%	65.8%	89.7%	52.6%	75.0%	36.8%
	2007	89.9%	59.2%	90.8%	53.1%	75.5%	40.8%
My institution has a written, long-range (at least three-year) strategic enrollment plan	2013	72.2%	39.1%	79.3%	52.4%	65.1%	27.9%
	2011	69.5%	41.3%	64.6%	52.3%	61.4%	18.2%
	2009	74.7%	43.4%	69.8%	43.7%	65.1%	31.9%
	2007	74.0%	45.7%	77.6%	44.9%	66.3%	34.7%
My institution has a standing, campuswide committee that addresses coordinated recruitment planning and implementation across all units	2013	59.6%	26.5%	67.9%	40.8%	60.5%	16.3%
	2011	48.8%	21.1%	55.4%	21.5%	59.1%	15.9%
	2009	50.2%	20.1%	58.8%	34.0%	56.7%	21.0%
	2007	51.8%	25.2%	69.4%	38.8%	62.2%	26.5%

Only about one-third to one-half of respondents across institution types reported having a strategic, multi-year enrollment plan that they felt good about. In addition, only one-fifth to two-fifths of respondents reported having a committee they felt good about. Please see the Appendix for additional findings.

* The percentages in this table indicate the percentage of respondents who rated the quality of these items as "good" or "excellent" as opposed to "fair," "poor," or "no" (nonexistent).

Reporting responsibility for chief enrollment officers

A wide range of practices across sectors was evident in the supervision of chief enrollment officers, as show in the table below.

Chief Enrollment Officer Reports to...	Four-year private	Four-year public	Two-year public
President	74.5%	30.5%	34.9%
Academic Affairs	10.9%	39.0%	2.3%
Student Affairs	8.0%	28.0%	60.5%
Administrative/Business Office	1.5%	0.0%	0.0%
Other	5.1%	2.4%	2.3%

At four-year private institutions, a chief enrollment officer is much more likely to report to the president, while at two-year public colleges, a chief enrollment officer is much more likely to report to student affairs.

Appendix: Complete findings for each institution type

The following tables include the complete findings of this study, divided and color-coded for each of the three sectors examined.

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NA notation: Please note that effectiveness ratings are unavailable (shown as “NA”) in cases where the number of respondents was too small to provide statistically significant findings.

Two-year public institutions, please note: Search practices are not included since most two-year public institution respondents did not complete the section of the poll covering search practices.

Usage and Effectiveness of 53 Strategies and Tactics for Four-Year Private Institutions—Ordered by Percent Rated “Very Effective”

Survey Items— Four-Year Private Institutions	Institutions Using Method	Very Effective	Somewhat Effective	Minimally Effective	Very or Somewhat Effective
Campus open house events	98.5%	79.3%	20.0%	0.7%	99.3%
Campus visit days for high school students	95.6%	66.9%	29.2%	3.8%	96.2%
Encouraging prospective students to apply on the admissions Web site	96.3%	53.4%	42.7%	3.8%	96.2%
Encouraging prospective students to schedule campus visits on the admissions Web site	96.3%	46.6%	48.1%	5.3%	94.7%
Using enrolled students in recruitment/marketing	89.0%	44.6%	41.3%	14.0%	86.0%
Weekend visits for high school students	75.0%	44.1%	34.3%	21.6%	78.4%
Routine contacts by admissions office professional staff to assess student reactions to financial aid awards	86.0%	41.9%	50.4%	7.7%	92.3%
Campus visit events designed for school counselors	70.8%	39.2%	30.9%	29.9%	70.1%
Telecounseling program to coordinate continuous, regularly scheduled flows of phone calls at a high volume (one-time phonathons don't count)	68.6%	37.2%	43.6%	19.1%	80.9%
High school visits by admission representatives to primary markets	99.3%	35.1%	50.7%	14.2%	85.8%
College-paid trips to campus for prospective students	38.0%	32.7%	46.2%	21.2%	78.8%
Using faculty in recruitment/marketing	96.4%	31.8%	44.7%	23.5%	76.5%
Offering loans directly from the college or university	23.0%	29.0%	32.3%	38.7%	61.3%
Off-campus group meetings for prospective students and/or their parents	79.6%	26.6%	47.7%	25.7%	74.3%
Community college articulation agreements	84.6%	26.4%	45.5%	28.2%	71.8%
Encouraging prospective students to use an inquiry form on the admissions Web site	96.4%	25.8%	50.8%	23.5%	76.5%
Admissions decisions “on the spot” – in high schools or during campus visits/open houses	43.1%	23.7%	39.0%	37.3%	62.7%
Routine contacts by financial aid office professional staff to assess student reactions to financial aid awards	47.4%	23.1%	46.2%	30.8%	69.2%
Offering flexible payment plans	83.2%	22.8%	43.9%	33.3%	66.7%

Survey Items— Four-Year Private Institutions	Institutions Using Method	Very Effective	Somewhat Effective	Minimally Effective	Very or Somewhat Effective
Academic programs within high schools for students to earn college credits to your institution	57.7%	22.8%	26.6%	50.6%	49.4%
Student search via electronic mail	94.9%	21.5%	55.4%	23.1%	76.9%
Community college outreach to academic advisors	77.1%	20.8%	46.5%	32.7%	67.3%
Special interest workshops, seminars, or camps (music, sports, science, etc.)	77.4%	20.8%	41.5%	37.7%	62.3%
Targeting parents of prospective students	85.3%	20.7%	49.1%	30.2%	69.8%
Cookie-driven “retargeting” ads that target users who’ve previously visited your Web site	37.6%	20.0%	38.0%	42.0%	58.0%
Targeting out-of-state students	87.6%	20.0%	58.3%	21.7%	78.3%
Community college visits	87.8%	20.0%	43.5%	36.5%	63.5%
Off-campus meetings or events for high school counselors	58.4%	18.8%	47.5%	33.8%	66.3%
Personalized home page/portal for prospective students	43.1%	18.6%	50.8%	30.5%	69.5%
Using alumni in recruitment/marketing	86.8%	17.8%	33.9%	48.3%	51.7%
Targeting veterans	48.9%	16.4%	26.9%	56.7%	43.3%
Radio ads	64.0%	16.1%	29.9%	54.0%	46.0%
Targeting high-academic-ability students	85.4%	15.4%	64.1%	20.5%	79.5%
Targeting under-represented students	70.8%	14.4%	57.7%	27.8%	72.2%
High school visits by admission representatives to secondary, tertiary, or test markets	95.6%	13.7%	45.0%	41.2%	58.8%
Television ads	43.4%	13.6%	45.8%	40.7%	59.3%
Student search via direct mail	93.4%	13.3%	57.8%	28.9%	71.1%
Pay-per-click ads on search sites like Google, Bing, or Yahoo	52.6%	12.5%	37.5%	50.0%	50.0%
Targeting adult learners	47.4%	12.3%	41.5%	46.2%	53.8%
Cooperative or consortia-based recruiting	47.4%	12.3%	26.2%	61.5%	38.5%
Targeting transfer students	86.9%	11.8%	58.8%	29.4%	70.6%
Sending a subset of purchased names the same communications as inquiries	65.2%	11.4%	34.1%	54.5%	45.5%
National or regional college fairs	99.3%	11.0%	54.4%	34.6%	65.4%
Online display advertising	68.4%	10.8%	51.6%	37.6%	62.4%
Print media ads in general	87.5%	8.4%	43.7%	47.9%	52.1%
Asking current students/alumni for applicant referrals	73.0%	8.0%	27.0%	65.0%	35.0%
Online net price calculator	94.9%	7.7%	28.5%	63.8%	36.2%

Survey Items— Four-Year Private Institutions	Institutions Using Method	Very Effective	Somewhat Effective	Minimally Effective	Very or Somewhat Effective
Billboard, bus, or other outdoor advertising	58.5%	7.6%	35.4%	57.0%	43.0%
Pay-per-click ads on Facebook or other social sites	54.4%	6.8%	39.2%	54.1%	45.9%
Virtual tours	55.2%	6.8%	39.2%	54.1%	45.9%
Recruiting through business/ industry	48.2%	4.5%	30.3%	65.2%	34.8%
Online college fairs	38.2%	3.8%	25.0%	71.2%	28.8%
Mailing course schedules to residents in area	13.9%	0.0%	21.1%	78.9%	21.1%

Usage and Effectiveness of Event Marketing and Recruitment Practices for Four-Year Private Institutions

Note: This data is a subset of the data presented in the previous, 53-item table.

Event Items— Four-Year Private Institutions	Institutions Using Method	Very Effective	Somewhat Effective	Minimally Effective	Very or Somewhat Effective
Campus open house events	98.5%	79.3%	20.0%	0.7%	99.3%
Campus visit days for high school students	95.6%	66.9%	29.2%	3.8%	96.2%
Weekend visits for high school students	75.0%	44.1%	34.3%	21.6%	78.4%
Campus visit events designed for school counselors	70.8%	39.2%	30.9%	29.9%	70.1%
College-paid trips to campus for prospective students	38.0%	32.7%	46.2%	21.2%	78.8%
Off-campus group meetings for prospective students and/or their parents	79.6%	26.6%	47.7%	25.7%	74.3%
Special interest workshops, seminars, or camps (music, sports, science, etc.)	77.4%	20.8%	41.5%	37.7%	62.3%
Off-campus meetings or events for high school counselors	58.4%	18.8%	47.5%	33.8%	66.3%
National or regional college fairs	99.3%	11.0%	54.4%	34.6%	65.4%
Online college fairs	38.2%	3.8%	25.0%	71.2%	28.8%

Usage and Effectiveness of Advertising Practices for Marketing and Recruitment for Four-Year Private Institutions

Note: This data is a subset of the data presented in the previous, 53-item table.

Advertising Items— Four-Year Private Institutions	Institutions Using Method	Very Effective	Somewhat Effective	Minimally Effective	Very or Somewhat Effective
Cookie-driven “retargeting” ads that target users who’ve previously visited your Web site	37.6%	20.0%	38.0%	42.0%	58.0%
Radio ads	64.0%	16.1%	29.9%	54.0%	46.0%
Television ads	43.4%	13.6%	45.8%	40.7%	59.3%
Pay-per-click ads on search sites like Google, Bing, or Yahoo	52.6%	12.5%	37.5%	50.0%	50.0%
Online display advertising	68.4%	10.8%	51.6%	37.6%	62.4%
Print media ads in general	87.5%	8.4%	43.7%	47.9%	52.1%
Billboard, bus, or other outdoor advertising	58.5%	7.6%	35.4%	57.0%	43.0%
Pay-per-click ads on Facebook or other social sites	54.4%	6.8%	39.2%	54.1%	45.9%

Usage and Effectiveness of 12 Modes of Communication for Marketing and Recruitment for Four-Year Private Institutions

Note: Many of these modes of communication rated here were previously ranked among the earlier, large list of strategies and tactics but this year are reported separately.

Modes of Communication— Four-Year Private Institutions	Institutions Using Method	Very Effective	Somewhat Effective	Minimally Effective	Very or Somewhat Effective
E-mail communication	99.3%	34.6%	58.8%	6.6%	93.4%
Calling cell phones	89.1%	33.6%	51.6%	14.8%	85.2%
Recruiting page(s) on Web site	100.0%	31.6%	54.4%	14.0%	86.0%
Publications in general (viewbook, search piece, etc.)	100.0%	30.1%	59.6%	10.3%	89.7%
Web site optimized for mobile browsers	55.9%	23.7%	47.4%	28.9%	71.1%
Calling home phones	94.1%	17.2%	58.6%	24.2%	75.8%
Text messaging	47.4%	16.9%	46.2%	36.9%	63.1%
Flash/Media player videos embedded in campus Web site	67.6%	16.3%	48.9%	34.8%	65.2%
Social networking sites like Facebook	97.1%	13.6%	54.5%	31.8%	68.2%
Skype/Webcam	33.1%	11.1%	37.8%	51.1%	48.9%
Scannable QR codes to take users to a designated Web page	62.2%	6.0%	21.4%	72.6%	27.4%
Blogging space for faculty or students	47.8%	4.6%	27.7%	67.7%	32.3%

Usage and Effectiveness of 15 Internal Operations Practices for Marketing and Recruitment for Four-Year Private Institutions

Note: Many of these internal operations were previously ranked among the earlier, large list of strategies and tactics but this year are reported separately.

Internal Operations Practices— Four-Year Private Institutions	Institutions Using Method	Very Effective	Somewhat Effective	Minimally Effective	Very or Somewhat Effective
Outsourcing print or electronic campaigns for student search	66.9%	46.2%	37.4%	16.5%	83.5%
CRM solution for managing and tracking recruitment communications, online applications, etc.	71.7%	45.5%	33.3%	21.2%	78.8%
Admissions funnel tracking to monitor and predict students' incremental rates of movement toward enrollment	87.0%	44.2%	39.2%	16.7%	83.3%
Using a statistical, analytical approach to determine financial aid award levels by predicting enrollment rates based on award amounts (aka "financial aid leveraging")	79.3%	43.0%	43.0%	14.0%	86.0%
Outsourcing print or electronic campaigns to generate applications from the inquiry pool	48.9%	37.9%	40.9%	21.2%	78.8%
Statistical modeling to predict the likelihood of an admitted student enrolling at your institution	66.4%	36.3%	46.2%	17.6%	82.4%
Statistical modeling to predict the likelihood of an inquirer enrolling at your institution	71.1%	34.4%	43.8%	21.9%	78.1%
Analytics resources such as Google Analytics to provide data for decision-making (search engine optimization, fine-tuning recruitment/admissions portion of the Web site, etc.)	77.5%	31.8%	36.4%	31.8%	68.2%
Outsourcing telephone qualification to rate the interest levels of prospective students by phone	30.4%	31.0%	35.7%	33.3%	66.7%
Content management system (CMS) to update or edit Web site content	77.5%	30.8%	52.3%	16.8%	83.2%
Systematically contacting inquiries to code their level of interest in enrolling at your institution ("qualifying inquiries")	68.1%	29.8%	47.9%	22.3%	77.7%
Outsourcing international recruitment	13.0%	27.8%	33.3%	38.9%	61.1%
Search engine optimization process to improve organic search results	73.9%	23.5%	50.0%	26.5%	73.5%
Outsourcing market research (lost applicant analysis, brand perceptions, pricing analysis, SEO, etc.)	33.6%	19.6%	47.8%	32.6%	67.4%
Revisiting a database of inquiries and/or applicants that did not enroll	85.4%	12.0%	41.9%	46.2%	53.8%

Search Practices at Four-Year Private Institutions

Number of Student Names Purchased	First Quartile	Median	Third Quartile
Approximate number of high school students' names purchased each year for use in direct mail or e-mail to generate inquiries and applicants	30,000	60,000	100,000

Timing of Contact with Purchased Names by Vendor (Respondents were instructed to "check all that apply")	NRCCUA Names	PSAT Names	SAT Names	PLAN Names	ACT Names	Other Vendors*
Prior to grade 10	2.5%	3.4%	1.7%	1.7%	1.7%	3.4%
Sophomore year	43.7%	49.6%	11.8%	30.3%	13.4%	21.8%
Junior year	69.7%	63.0%	47.1%	27.7%	58.0%	39.5%
Summer prior to senior year	45.4%	24.4%	44.5%	12.6%	46.2%	26.9%
Fall of senior year	45.4%	13.4%	48.7%	10.1%	51.3%	26.9%
Winter or later of senior year	21.8%	8.4%	24.4%	4.2%	30.3%	17.6%

* Five other vendors were each specified by two or more respondents: CBSS (College Bound Selection Service), Christian Connector, Cappex, Zinch, and Student Paths.

Typical Number of Additional Contacts Made	First Quartile	Median	Third Quartile
Typical number of additional contacts made (subsequent to the first contact) with purchased names before giving up on them	3	6	9

Preferred Methods for First and Subsequent Contacts (Respondents were instructed to "check all that apply")	First Contact with Purchased Names of High School Students	Subsequent Contact(s) with Non-Responding Purchased Names Before Giving Up on Them
Text message	0.8%	2.5%
E-mail message	65.5%	84.0%
E-mail message with personalized URL	43.7%	38.7%
Outbound phone call to all or selected contacts	20.2%	30.3%
Letter with enclosed brochure	28.6%	21.0%
Letter with viewbook	14.3%	10.9%
Self-mailer brochure	43.7%	28.6%
Letter	28.6%	27.7%
Viewbook	4.2%	8.4%
Catalog	1.7%	1.7%
Other	9.2%	15.1%

Knowledge of How Many Purchased Names Enroll (Yes/No)	Percent Yes
Do you know how many students enroll from purchased names?	59.7%

Enrollment Rate for Purchase Names	First Quartile	Median	Third Quartile
Enrollment rate for purchased names for campuses that responded yes to previous item	0.8%	2.0%	7.0%

Written Contacts, Student-to-Student Contact Programs at Four-Year Private Institutions

Number of Written Communications a Typical Prospective Student Receives by Stages (Direct mail, e-mail, and texting all combined)	First Quartile	Median	Third Quartile
Purchased name/Prospect stage	4.0	5.5	10.0
Inquiry stage	6.0	10.0	15.0
Admit stage	6.5	10.0	16.0

Student-to-Student Contact Program? (Yes/No)	Percent Yes
Do you have a student-to-student contact program?	74.3%

For this finding, respondents were asked: Do you have a student-to-student contact program in which current students stay in touch with prospective students via phone, e-mail, social networks such as Facebook, and/or personal, handwritten notes?

Volume of Student-to-Student Contacts	First Quartile	Median	Third Quartile
Volume of student-to-student contacts for campuses that responded yes to previous item	2	3	5

Planning and Leadership Practices at Four-Year Private Institutions

Primary Basis for Identifying Most and Least Effective Practices (Respondents could choose one response only)	Percent of Institutions
Outcomes data	83.9%
Internal feedback mechanisms	11.7%
Student feedback data	4.4%

For this item, respondents were asked: Of all the practices your institution is using for marketing and recruitment, how do you determine which practices are most and least effective?

Quality Ratings of Annual Plans, Long-Range Plans, Evaluations, and Committees	No (non-existent)	Yes and It's of Excellent Quality	Yes and It's of Good Quality	Yes and It's of Fair Quality	Yes and It's of Poor Quality
Written annual recruitment plan	15.0%	21.1%	44.4%	15.8%	3.8%
Written annual marketing plan	20.4%	16.1%	34.3%	21.9%	7.3%
Written annual integrated recruitment/marketing plan	29.5%	13.6%	33.3%	11.4%	12.1%
Written, long-range (at least three-year) strategic enrollment plan	27.8%	11.3%	27.8%	24.8%	8.3%
Regular evaluations of marketing and recruitment strategies and tactics, including making changes accordingly	2.2%	27.7%	46.7%	18.2%	5.1%
Standing, campuswide committee that addresses coordinated marketing and recruitment planning and implementation across all units	40.4%	6.6%	19.9%	15.4%	17.6%

Note: The above percentage rates of “no/nonexistent,” “excellent,” “good,” “fair,” and “poor” are for all respondents (those who chose any of these five categories, including “no/nonexistent”). Hence, the five rates in each row of this table add up to 100 percent.

Chief Enrollment Officer Reports To...	Percent
President	74.5%
Academic Affairs	10.9%
Student Affairs	8.0%
Administrative/Business Office	1.5%
Other	5.1%

Usage and Effectiveness of 53 Strategies and Tactics for Four-Year Public Institutions—Ordered by Percent Rated “Very Effective”

Survey Items— Four-Year Public Institutions	Institutions Using Method	Very Effective	Somewhat Effective	Minimally Effective	Very or Somewhat Effective
Campus open house events	95.1%	75.3%	18.2%	6.5%	93.5%
Campus visit days for high school students	98.8%	65.0%	31.3%	3.8%	96.3%
Encouraging prospective students to apply on the admissions Web site	98.8%	57.5%	36.3%	6.3%	93.8%
Weekend visits for high school students	69.1%	50.0%	37.5%	12.5%	87.5%
Encouraging prospective students to schedule campus visits on the admissions Web site	100.0%	46.9%	48.1%	4.9%	95.1%
Community college articulation agreements	97.4%	46.7%	33.3%	20.0%	80.0%
Campus visit events designed for school counselors	69.1%	44.6%	32.1%	23.2%	76.8%
Using enrolled students in recruitment/marketing	92.5%	41.9%	50.0%	8.1%	91.9%
College-paid trips to campus for prospective students	41.3%	36.4%	42.4%	21.2%	78.8%
Off-campus group meetings for prospective students and/or their parents	82.7%	32.8%	49.3%	17.9%	82.1%
Telecounseling program to coordinate continuous, regularly scheduled flows of phone calls at a high volume (one-time phonathons don't count)	60.5%	32.7%	46.9%	20.4%	79.6%
Admissions decisions “on the spot” – in high schools or during campus visits/open houses	53.8%	32.6%	37.2%	30.2%	69.8%
Community college outreach to academic advisors	91.0%	32.4%	49.3%	18.3%	81.7%
High school visits by admission representatives to primary markets	98.8%	31.3%	53.8%	15.0%	85.0%
Academic programs within high schools for students to earn college credits to your institution	64.2%	28.8%	36.5%	34.6%	65.4%
Targeting under-represented students	91.4%	28.4%	54.1%	17.6%	82.4%
Community college visits	98.7%	27.3%	49.4%	23.4%	76.6%
Off-campus meetings or events for high school counselors	70.4%	26.3%	49.1%	24.6%	75.4%
Offering flexible payment plans	75.3%	24.6%	42.6%	32.8%	67.2%
Targeting transfer students	88.9%	23.6%	59.7%	16.7%	83.3%
Targeting out-of-state students	87.5%	22.9%	44.3%	32.9%	67.1%
Targeting parents of prospective students	71.6%	22.4%	51.7%	25.9%	74.1%

Survey Items— Four-Year Public Institutions	Institutions Using Method	Very Effective	Somewhat Effective	Minimally Effective	Very or Somewhat Effective
Targeting high-academic-ability students	91.4%	21.6%	55.4%	23.0%	77.0%
Encouraging prospective students to use an inquiry form on the admissions Web site	95.1%	20.8%	55.8%	23.4%	76.6%
Using faculty in recruitment/marketing	97.5%	20.3%	59.5%	20.3%	79.7%
Using alumni in recruitment/marketing	74.7%	18.6%	45.8%	35.6%	64.4%
Pay-per-click ads on Facebook or other social sites	44.3%	17.1%	40.0%	42.9%	57.1%
Personalized home page/portal for prospective students	44.4%	16.7%	55.6%	27.8%	72.2%
High school visits by admission representatives to secondary, tertiary, or test markets	92.6%	16.0%	38.7%	45.3%	54.7%
Sending a subset of purchased names the same communications as inquiries	54.3%	15.9%	52.3%	31.8%	68.2%
National or regional college fairs	97.5%	15.4%	56.4%	28.2%	71.8%
Offering loans directly from the college or university	35.0%	14.3%	64.3%	21.4%	78.6%
Online display advertising	72.2%	14.0%	49.1%	36.8%	63.2%
Special interest workshops, seminars, or camps (music, sports, science, etc.)	71.6%	12.1%	46.6%	41.4%	58.6%
Targeting veterans	60.0%	10.4%	52.1%	37.5%	62.5%
Student search via electronic mail	95.1%	10.4%	63.6%	26.0%	74.0%
Television ads	48.1%	10.3%	41.0%	48.7%	51.3%
Cookie-driven “retargeting” ads that target users who’ve previously visited your Web site	25.0%	10.0%	35.0%	55.0%	45.0%
Student search via direct mail	86.4%	10.0%	60.0%	30.0%	70.0%
Asking current students/alumni for applicant referrals	51.3%	9.8%	12.2%	78.0%	22.0%
Routine contacts by financial aid office professional staff to assess student reactions to financial aid awards	41.3%	9.1%	36.4%	54.5%	45.5%
Pay-per-click ads on search sites like Google, Bing, or Yahoo	48.1%	7.9%	47.4%	44.7%	55.3%
Virtual tours	65.8%	7.7%	38.5%	53.8%	46.2%
Radio ads	59.3%	6.3%	33.3%	60.4%	39.6%
Print media ads in general	85.2%	5.8%	39.1%	55.1%	44.9%
Online college fairs	48.1%	5.1%	30.8%	64.1%	35.9%
Recruiting through business/industry	49.4%	5.0%	37.5%	57.5%	42.5%
Targeting adult learners	30.9%	4.0%	40.0%	56.0%	44.0%

Survey Items— Four-Year Public Institutions	Institutions Using Method	Very Effective	Somewhat Effective	Minimally Effective	Very or Somewhat Effective
Routine contacts by admissions office professional staff to assess student reactions to financial aid awards	36.7%	3.4%	48.3%	48.3%	51.7%
Billboard, bus, or other outdoor advertising	58.0%	2.1%	34.0%	63.8%	36.2%
Online net price calculator	88.6%	1.4%	40.0%	58.6%	41.4%
Cooperative or consortia-based recruiting	42.5%	0.0%	41.2%	58.8%	41.2%
Mailing course schedules to residents in area	16.0%	NA	NA	NA	NA

Usage and Effectiveness of Event Marketing and Recruitment Practices for Four-Year Public Institutions

Note: This data is a subset of the data presented in the previous, 53-item table.

Event Items— Four-Year Public Institutions	Institutions Using Method	Very Effective	Somewhat Effective	Minimally Effective	Very or Somewhat Effective
Campus open house events	95.1%	75.3%	18.2%	6.5%	93.5%
Campus visit days for high school students	98.8%	65.0%	31.3%	3.8%	96.3%
Weekend visits for high school students	69.1%	50.0%	37.5%	12.5%	87.5%
Campus visit events designed for school counselors	69.1%	44.6%	32.1%	23.2%	76.8%
College-paid trips to campus for prospective students	41.3%	36.4%	42.4%	21.2%	78.8%
Off-campus group meetings for prospective students and/or their parents	82.7%	32.8%	49.3%	17.9%	82.1%
Off-campus meetings or events for high school counselors	70.4%	26.3%	49.1%	24.6%	75.4%
National or regional college fairs	97.5%	15.4%	56.4%	28.2%	71.8%
Special interest workshops, seminars, or camps (music, sports, science, etc.)	71.6%	12.1%	46.6%	41.4%	58.6%
Online college fairs	48.1%	5.1%	30.8%	64.1%	35.9%

Usage and Effectiveness of Advertising Practices for Marketing and Recruitment for Four-Year Public Institutions

Note: This data is a subset of the data presented in the previous, 53-item table.

Advertising Items— Four-Year Public Institutions	Institutions Using Method	Very Effective	Somewhat Effective	Minimally Effective	Very or Somewhat Effective
Pay-per-click ads on Facebook or other social sites	44.3%	17.1%	40.0%	42.9%	57.1%
Online display advertising	72.2%	14.0%	49.1%	36.8%	63.2%
Television ads	48.1%	10.3%	41.0%	48.7%	51.3%
Cookie-driven “retargeting” ads that target users who’ve previously visited your Web site	25.0%	10.0%	35.0%	55.0%	45.0%
Pay-per-click ads on search sites like Google, Bing, or Yahoo	48.1%	7.9%	47.4%	44.7%	55.3%
Radio ads	59.3%	6.3%	33.3%	60.4%	39.6%
Print media ads in general	85.2%	5.8%	39.1%	55.1%	44.9%
Billboard, bus, or other outdoor advertising	58.0%	2.1%	34.0%	63.8%	36.2%

Usage and Effectiveness of 12 Modes of Communication for Marketing and Recruitment for Four-Year Public Institutions

Note: Many of these modes of communication rated here were previously ranked among the earlier, large list of strategies and tactics but this year are reported separately.

Modes of Communication— Four-Year Public Institutions	Institutions Using Method	Very Effective	Somewhat Effective	Minimally Effective	Very or Somewhat Effective
Recruiting page(s) on Web site	97.6%	33.8%	51.3%	15.0%	85.0%
Publications in general (viewbook, search piece, etc.)	98.8%	31.3%	65.0%	3.8%	96.3%
Web site optimized for mobile browsers	58.5%	29.2%	50.0%	20.8%	79.2%
E-mail communication	100.0%	28.0%	65.9%	6.1%	93.9%
Calling cell phones	76.5%	22.6%	45.2%	32.3%	67.7%
Skype/Webcam	22.5%	22.2%	33.3%	44.4%	55.6%
Text messaging	31.7%	15.4%	50.0%	34.6%	65.4%
Flash/Media player videos embedded in campus Web site	70.0%	14.3%	48.2%	37.5%	62.5%
Social networking sites like Facebook	93.7%	13.5%	52.7%	33.8%	66.2%
Calling home phones	91.5%	13.3%	41.3%	45.3%	54.7%
Scannable QR codes to take users to a designated Web page	59.5%	2.1%	21.3%	76.6%	23.4%
Blogging space for faculty or students	38.3%	0.0%	22.6%	77.4%	22.6%

Usage and Effectiveness of 15 Internal Operations Practices for Marketing and Recruitment for Four-Year Public Institutions

Note: Many of these internal operations were previously ranked among the earlier, large list of strategies and tactics but this year are reported separately.

Internal Operations Practices— Four-Year Public Institutions	Institutions Using Method	Very Effective	Somewhat Effective	Minimally Effective	Very or Somewhat Effective
CRM solution for managing and tracking recruitment communications, online applications, etc.	70.9%	53.6%	33.9%	12.5%	87.5%
Admissions funnel tracking to monitor and predict students' incremental rates of movement toward enrollment	76.3%	49.2%	31.1%	19.7%	80.3%
Statistical modeling to predict the likelihood of an admitted student enrolling at your institution	51.9%	42.9%	42.9%	14.3%	85.7%
Using a statistical, analytical approach to determine financial aid award levels by predicting enrollment rates based on award amounts (aka "financial aid leveraging")	41.8%	36.4%	27.3%	36.4%	63.6%
Content management system (CMS) to update or edit Web site content	72.8%	35.6%	49.2%	15.3%	84.7%
Analytics resources such as Google Analytics to provide data for decision-making (search engine optimization, fine-tuning recruitment/admissions portion of the Web site, etc.)	86.3%	34.8%	37.7%	27.5%	72.5%
Statistical modeling to predict the likelihood of an inquirer enrolling at your institution	48.1%	34.2%	47.4%	18.4%	81.6%
Systematically contacting inquiries to code their level of interest in enrolling at your institution ("qualifying inquiries")	52.5%	33.3%	33.3%	33.3%	66.7%
Outsourcing print or electronic campaigns for student search	38.8%	32.3%	35.5%	32.3%	67.7%
Outsourcing print or electronic campaigns to generate applications from the inquiry pool	25.0%	25.0%	35.0%	40.0%	60.0%
Search engine optimization process to improve organic search results	67.5%	22.2%	48.1%	29.6%	70.4%
Revisiting a database of inquiries and/or applicants that did not enroll	76.5%	21.0%	37.1%	41.9%	58.1%
Outsourcing market research (lost applicant analysis, brand perceptions, pricing analysis, SEO, etc.)	30.0%	20.8%	45.8%	33.3%	66.7%
Outsourcing telephone qualification to rate the interest levels of prospective students by phone	8.6%	NA	NA	NA	NA
Outsourcing international recruitment	16.3%	NA	NA	NA	NA

Search Practices at Four-Year Public Institutions

Number of Student Names Purchased	First Quartile	Median	Third Quartile
Approximate number of high school students' names purchased each year for use in direct mail or e-mail to generate inquiries and applicants	20,000	52,500	110,000

Timing of Contact with Purchased Names by Vendor (Respondents were instructed to "check all that apply")	NRCCUA Names	PSAT Names	SAT Names	PLAN Names	ACT Names	Other Vendors*
Prior to grade 10	2.8%	0.0%	0.0%	1.4%	1.4%	6.9%
Sophomore year	13.9%	34.7%	6.9%	30.6%	9.7%	12.5%
Junior year	44.4%	54.2%	41.7%	23.6%	52.8%	23.6%
Summer prior to senior year	29.2%	23.6%	43.1%	9.7%	52.8%	22.2%
Fall of senior year	31.9%	20.8%	43.1%	11.1%	50.0%	26.4%
Winter or later of senior year	22.2%	13.9%	23.6%	8.3%	30.6%	13.9%

* Six other vendors were each specified by two or more respondents: CBSS (College Bound Selection Service), Cappex, Zinch, CollegeWeekLive, Hobsons, and Venture Scholars.

Typical Number of Additional Contacts Made	First Quartile	Median	Third Quartile
Typical number of additional contacts made (subsequent to the first contact) with purchased names before giving up on them	3	4	7

Preferred Methods for First and Subsequent Contacts (Respondents were instructed to "check all that apply")	First Contact with Purchased Names of High School Students	Subsequent Contact(s) with Non-Responding Purchased Names Before Giving Up on Them
Text message	0.0%	5.6%
E-mail message	54.2%	79.2%
E-mail message with personalized URL	20.8%	29.2%
Outbound phone call to all or selected contacts	5.6%	20.8%
Letter with enclosed brochure	23.6%	20.8%
Letter with viewbook	9.7%	9.7%
Self-mailer brochure	31.9%	18.1%
Letter	16.7%	15.3%
Viewbook	0.0%	6.9%
Catalog	0.0%	1.4%
Other	18.1%	18.1%

Knowledge of How Many Purchased Names Enroll (Yes/No)	Percent Yes
Do you know how many students enroll from purchased names?	55.4%

Enrollment Rate for Purchased Names	First Quartile	Median	Third Quartile
Enrollment rate for purchased names for campuses that responded yes to previous item	1.0%	2.0%	4.0%

Written Contacts, Student-to-Student Contact Programs at Four-Year Public Institutions

Number of Written Communications a Typical Prospective Student Receives by Stages (Direct mail, e-mail, and texting all combined)	First Quartile	Median	Third Quartile
Purchased name/Prospect stage	2.0	3.0	6.0
Inquiry stage	4.3	8.0	12.8
Admit stage	5.0	10.0	15.0

Student-to-Student Contact Program? (Yes/No)	Percent Yes
Do you have a student-to-student contact program?	68.8%

For this finding, respondents were asked: Do you have a student-to-student contact program in which current students stay in touch with prospective students via phone, e-mail, social networks such as Facebook, and/or personal, handwritten notes?

Volume of Student-to-Student Contacts	First Quartile	Median	Third Quartile
Volume of student-to-student contacts for campuses that responded yes to previous item	2	2.5	4.25

Planning and Leadership Practices at Four-Year Public Institutions

Primary Basis for Identifying Most and Least Effective Practices (Respondents could choose one response only)	Percent of Institutions
Outcomes data	73.2%
Internal feedback mechanisms	20.7%
Student feedback data	6.1%

For this item, respondents were asked: Of all the practices your institution is using for marketing and recruitment, how do you determine which practices are most and least effective?

Quality Ratings of Annual Plans, Long-Range Plans, Evaluations, and Committees—Four-Year Public Institutions	No (non-existent)	Yes and It's of Excellent Quality	Yes and It's of Good Quality	Yes and It's of Fair Quality	Yes and It's of Poor Quality
Written annual recruitment plan	14.6%	12.2%	52.4%	14.6%	6.1%
Written annual marketing plan	19.5%	13.4%	35.4%	24.4%	7.3%
Written annual integrated recruitment/marketing plan	33.3%	14.8%	28.4%	13.6%	9.9%
Written, long-range (at least three-year) strategic enrollment plan	20.7%	12.2%	40.2%	20.7%	6.1%
Regular evaluations of marketing and recruitment strategies and tactics, including making changes accordingly	3.7%	30.5%	45.1%	20.7%	0.0%
Standing, campuswide committee that addresses coordinated marketing and recruitment planning and implementation across all units	32.1%	13.6%	27.2%	14.8%	12.3%

Note: The above percentage rates of “no/nonexistent,” “excellent,” “good,” “fair,” and “poor” are for all respondents (those who chose any of these five categories, including “no/nonexistent”). Hence, the five rates in each row of this table add up to 100 percent.

Chief Enrollment Officer Reports To...	Percent
President	30.5%
Academic Affairs	39.0%
Student Affairs	28.0%
Administrative/Business Office	0%
Other	2.4%

Usage and Effectiveness of 50 Strategies and Tactics for Two-Year Public Institutions—Ordered by Percent Rated “Very Effective”

NA notation: Please note that effectiveness ratings are unavailable (shown as “NA”) in cases where most of the institutions in a sector do not use the stated practice.

Survey Items— Two-Year Public Institutions	Institutions Using Method	Very Effective	Somewhat Effective	Minimally Effective	Very or Somewhat Effective
Encouraging prospective students to apply on the admissions Web site	92.9%	51.3%	35.9%	12.8%	87.2%
Academic programs within high schools for students to earn college credits to your institution	95.3%	48.8%	29.3%	22.0%	78.0%
Campus visit days for high school students	88.4%	47.4%	36.8%	15.8%	84.2%
High school visits by admission representatives to primary markets	100.0%	45.2%	42.9%	11.9%	88.1%
Campus visit events designed for school counselors	85.7%	36.1%	36.1%	27.8%	72.2%
Campus open house events	88.4%	34.2%	39.5%	26.3%	73.7%
Admissions decisions “on the spot” – in high schools or during campus visits/open houses	42.9%	33.3%	22.2%	44.4%	55.6%
Off-campus meetings or events for high school counselors	58.1%	32.0%	48.0%	20.0%	80.0%
Television ads	59.5%	28.0%	44.0%	28.0%	72.0%
Encouraging prospective students to schedule campus visits on the admissions Web site	79.1%	26.5%	47.1%	26.5%	73.5%
Targeting parents of prospective students	44.2%	26.3%	47.4%	26.3%	73.7%
High school visits by admission representatives to secondary, tertiary, or test markets	83.7%	25.0%	41.7%	33.3%	66.7%
Off-campus group meetings for prospective students and/or their parents	55.8%	20.8%	54.2%	25.0%	75.0%
Encouraging prospective students to use an inquiry form on the admissions Web site	79.1%	20.6%	47.1%	32.4%	67.6%
Using alumni in recruitment/marketing	46.5%	20.0%	40.0%	40.0%	60.0%
Offering flexible payment plans	83.7%	19.4%	25.0%	55.6%	44.4%
Student search via direct mail	65.9%	18.5%	40.7%	40.7%	59.3%
National or regional college fairs	88.4%	18.4%	57.9%	23.7%	76.3%
Targeting veterans	65.1%	17.9%	39.3%	42.9%	57.1%
Using faculty in recruitment/marketing	72.1%	16.1%	45.2%	38.7%	61.3%
Using enrolled students in recruitment/marketing	74.4%	15.6%	46.9%	37.5%	62.5%
Mailing course schedules to residents in area	46.5%	15.0%	25.0%	60.0%	40.0%

Survey Items— Two-Year Public Institutions	Institutions Using Method	Very Effective	Somewhat Effective	Minimally Effective	Very or Somewhat Effective
Recruiting through business/ industry	83.3%	14.3%	34.3%	51.4%	48.6%
Targeting adult learners	81.4%	14.3%	40.0%	45.7%	54.3%
Online display advertising	68.3%	14.3%	50.0%	35.7%	64.3%
Radio ads	97.6%	12.2%	51.2%	36.6%	63.4%
Student search via electronic mail	62.5%	12.0%	52.0%	36.0%	64.0%
Billboard, bus, or other outdoor advertising	82.9%	11.8%	58.8%	29.4%	70.6%
Cooperative or consortia-based recruiting	42.9%	11.1%	44.4%	44.4%	55.6%
Print media ads in general	97.6%	9.8%	56.1%	34.1%	65.9%
Pay-per-click ads on Facebook or other social sites	51.2%	9.5%	42.9%	47.6%	52.4%
Targeting high-academic-ability students	53.5%	8.7%	21.7%	69.6%	30.4%
Targeting transfer students	58.1%	8.0%	40.0%	52.0%	48.0%
Special interest workshops, seminars, or camps (music, sports, science, etc.)	65.1%	7.1%	57.1%	35.7%	64.3%
Targeting under-represented students	62.8%	3.7%	63.0%	33.3%	66.7%
Online net price calculator	87.5%	2.9%	31.4%	65.7%	34.3%
Virtual tours	36.6%	NA	NA	NA	NA
Pay-per-click ads on search sites like Google, Bing, or Yahoo	33.3%	NA	NA	NA	NA
Targeting out-of-state students	32.6%	NA	NA	NA	NA
Telecounseling program to coordinate continuous, regularly scheduled flows of phone calls at a high volume (one-time phonathons don't count)	30.2%	NA	NA	NA	NA
Routine contacts by financial aid office professional staff to assess student reactions to financial aid awards	28.6%	NA	NA	NA	NA
Personalized home page/portal for prospective students	23.3%	NA	NA	NA	NA
Asking current students/alumni for applicant referrals	23.3%	NA	NA	NA	NA
Sending a subset of purchased names the same communications as inquiries	22.5%	NA	NA	NA	NA
College-paid trips to campus for prospective students	20.9%	NA	NA	NA	NA
Routine contacts by admissions office professional staff to assess student reactions to financial aid awards	20.9%	NA	NA	NA	NA

Survey Items— Two-Year Public Institutions	Institutions Using Method	Very Effective	Somewhat Effective	Minimally Effective	Very or Somewhat Effective
Weekend visits for high school students	14.0%	NA	NA	NA	NA
Offering loans directly from the college or university	14.0%	NA	NA	NA	NA
Online college fairs	12.2%	NA	NA	NA	NA
Cookie-driven “retargeting” ads that target users who’ve previously visited your Web site	12.5%	NA	NA	NA	NA

Usage and Effectiveness of Event Marketing and Recruitment Practices for Two-Year Public Institutions

Note: This data is a subset of the data presented in the previous, 50-item table.

Event Items— Two-Year Public Institutions	Institutions Using Method	Very Effective	Somewhat Effective	Minimally Effective	Very or Somewhat Effective
Campus visit days for high school students	88.4%	47.4%	36.8%	15.8%	84.2%
Campus visit events designed for school counselors	85.7%	36.1%	36.1%	27.8%	72.2%
Campus open house events	88.4%	34.2%	39.5%	26.3%	73.7%
Off-campus meetings or events for high school counselors	58.1%	32.0%	48.0%	20.0%	80.0%
Off-campus group meetings for prospective students and/or their parents	55.8%	20.8%	54.2%	25.0%	75.0%
National or regional college fairs	88.4%	18.4%	57.9%	23.7%	76.3%
Special interest workshops, seminars, or camps (music, sports, science, etc.)	65.1%	7.1%	57.1%	35.7%	64.3%
College-paid trips to campus for prospective students	20.9%	NA	NA	NA	NA
Weekend visits for high school students	14.0%	NA	NA	NA	NA
Online college fairs	12.2%	NA	NA	NA	NA

Usage and Effectiveness of Advertising Practices for Marketing and Recruitment for Two-Year Public Institutions

Note: This data is a subset of the data presented in the previous, 50-item table.

Advertising Items— Two-Year Public Institutions	Institutions Using Method	Very Effective	Somewhat Effective	Minimally Effective	Very or Somewhat Effective
Television ads	59.5%	28.0%	44.0%	28.0%	72.0%
Online display advertising	68.3%	14.3%	50.0%	35.7%	64.3%
Radio ads	97.6%	12.2%	51.2%	36.6%	63.4%
Billboard, bus, or other outdoor advertising	82.9%	11.8%	58.8%	29.4%	70.6%
Print media ads in general	97.6%	9.8%	56.1%	34.1%	65.9%
Pay-per-click ads on Facebook or other social sites	51.2%	9.5%	42.9%	47.6%	52.4%
Pay-per-click ads on search sites like Google, Bing, or Yahoo	33.3%	NA	NA	NA	NA
Cookie-driven “retargeting” ads that target users who’ve previously visited your Web site	12.5%	NA	NA	NA	NA

Usage and Effectiveness of 12 Modes of Communication for Marketing and Recruitment for Two-Year Public Institutions

Note: Many of these modes of communication rated here were previously ranked among the earlier, large list of strategies and tactics but this year are reported separately.

Modes of Communication— Two-Year Public Institutions	Institutions Using Method	Very Effective	Somewhat Effective	Minimally Effective	Very or Somewhat Effective
Text messaging	34.9%	20.0%	33.3%	46.7%	53.3%
Flash/Media player videos embedded in campus Web site	46.5%	20.0%	40.0%	40.0%	60.0%
Publications in general (viewbook, search piece, etc.)	97.7%	19.0%	54.8%	26.2%	73.8%
Recruiting page(s) on Web site	90.5%	18.4%	55.3%	26.3%	73.7%
Social networking sites like Facebook	95.3%	17.1%	36.6%	46.3%	53.7%
Web site optimized for mobile browsers	46.5%	15.0%	40.0%	45.0%	55.0%
E-mail communication	90.7%	12.8%	61.5%	25.6%	74.4%
Scannable QR codes to take users to a designated Web page	55.8%	12.5%	12.5%	75.0%	25.0%
Calling cell phones	65.1%	7.1%	67.9%	25.0%	75.0%
Calling home phones	76.7%	6.1%	63.6%	30.3%	69.7%
Blogging space for faculty or students	19.0%	NA	NA	NA	NA
Skype/Webcam	11.9%	NA	NA	NA	NA

Usage and Effectiveness of 15 Internal Operations Practices for Marketing and Recruitment for Two-Year Public Institutions

Note: Many of these internal operations were previously ranked among the earlier, large list of strategies and tactics but this year are reported separately.

Internal Operations Practices— Two-Year Public Institutions	Institutions Using Method	Very Effective	Somewhat Effective	Minimally Effective	Very or Somewhat Effective
Content management system (CMS) to update or edit Web site content	50.0%	30.0%	45.0%	25.0%	75.0%
Analytics resources such as Google Analytics to provide data for decision-making (search engine optimization, fine-tuning recruitment/admissions portion of the Web site, etc.)	47.5%	26.3%	36.8%	36.8%	63.2%
Search engine optimization process to improve organic search results	47.5%	15.8%	52.6%	31.6%	68.4%
Revisiting a database of inquiries and/or applicants that did not enroll	67.5%	11.1%	55.6%	33.3%	66.7%
Admissions funnel tracking to monitor and predict students' incremental rates of movement toward enrollment	35.9%	NA	NA	NA	NA
CRM solution for managing and tracking recruitment communications, online applications, etc.	35.0%	NA	NA	NA	NA
Systematically contacting inquiries to code their level of interest in enrolling at your institution ("qualifying inquiries")	22.0%	NA	NA	NA	NA
Outsourcing print or electronic campaigns for student search	7.7%	NA	NA	NA	NA
Outsourcing international recruitment	7.7%	NA	NA	NA	NA
Outsourcing print or electronic campaigns to generate applications from the inquiry pool	7.5%	NA	NA	NA	NA
Statistical modeling to predict the likelihood of an inquirer enrolling at your institution	5.1%	NA	NA	NA	NA
Outsourcing market research (lost applicant analysis, brand perceptions, pricing analysis, SEO, etc.)	5.1%	NA	NA	NA	NA
Statistical modeling to predict the likelihood of an admitted student enrolling at your institution	2.6%	NA	NA	NA	NA
Using a statistical, analytical approach to determine financial aid award levels by predicting enrollment rates based on award amounts (aka "financial aid leveraging")	2.6%	NA	NA	NA	NA
Outsourcing telephone qualification to rate the interest levels of prospective students by phone	0.0%	NA	NA	NA	NA

Written Contacts, Student-to-Student Contacts at Two-Year Public Institutions

Number of Written Communications a Typical Prospective Student Receives by Stages (Direct mail, e-mail, and texting all combined)	First Quartile	Median	Third Quartile
Purchased name/Prospect stage	2.0	3.0	4.0
Inquiry stage	1.0	2.0	4.0
Admit stage	1.5	3.0	5.0

Student-to-Student Contact Program? (Yes/No)	Percent Yes
Do you have a student-to-student contact program?	15.4%

For this finding, respondents were asked: Do you have a student-to-student contact program in which current students stay in touch with prospective students via phone, e-mail, social networks such as Facebook, and/or personal, handwritten notes?

Planning and Leadership Practices at Two-Year Public Institutions

Primary Basis for Identifying Most and Least Effective Practices (Respondents could choose one response only)	Percent of Institutions
Outcomes data	32.6%
Internal feedback mechanisms	44.2%
Student feedback data	23.3%

For this item, respondents were asked: Of all the practices your institution is using for marketing and recruitment, how do you determine which practices are most and least effective?

Quality Ratings of Annual Plans, Long-Range Plans, Evaluations, and Committees	No (non-existent)	Yes and It's of Excellent Quality	Yes and It's of Good Quality	Yes and It's of Fair Quality	Yes and It's of Poor Quality
Written annual recruitment plan	39.5%	4.7%	25.6%	23.3%	7.0%
Written annual marketing plan	28.6%	9.5%	26.2%	33.3%	2.4%
Written annual integrated recruitment/marketing plan	52.4%	4.8%	7.1%	28.6%	7.1%
Written, long-range (at least three-year) strategic enrollment plan	34.9%	9.3%	18.6%	23.3%	14.0%
Regular evaluations of marketing and recruitment strategies and tactics, including making changes accordingly	16.3%	7.0%	27.9%	37.2%	11.6%
Standing, campuswide committee that addresses coordinated marketing and recruitment planning and implementation across all units	39.5%	4.7%	11.6%	25.6%	18.6%

Note: The above percentage rates of “no/nonexistent,” “excellent,” “good,” “fair,” and “poor” are for all respondents (those who chose any of these five categories, including “no/nonexistent”). Hence, the five rates in each row of this table add up to 100 percent.

Chief Enrollment Officer Reports To...	Percent
President	34.9%
Academic Affairs	2.3%
Student Affairs	60.5%
Administrative/Business Office	0%
Other	2.3%

Thank you to those who participated. Sign up to receive additional reports and information updates by e-mail at www.noellelvitz.com/ [Subscribe](#).

Responding institutions

Representatives from 263 colleges and universities participated in Noel-Levitz's 2013 national electronic poll of marketing and student recruitment practices. The poll was e-mailed to enrollment and admissions officers at accredited, degree-granting U.S. institutions. Respondents included 138 four-year private institutions, 82 four-year public institutions, and 43 two-year public institutions. The poll was completed between March 12 and March 29, 2013. Below is a list of institutions that participated.

Four-year private institutions

Note: Any participating two-year private institutions are included among the four-year private institutions.

American Academy of Art (IL)	Eastern University (PA)	Oral Roberts University (OK)
American International College (MA)	EDP College of Puerto Rico (PR)	Otterbein University (OH)
Andrew College (GA)	Embry-Riddle Aeronautical University (FL)	Pace University (NY)
Andrews University (MI)	Fisher College (MA)	Piedmont College (GA)
Asbury University (KY)	Franklin & Marshall College (PA)	Point Park University (PA)
Ashland University (OH)	Friends University (KS)	Polytechnic University of Puerto Rico (PR)
Assumption College (MA)	Gordon College (MA)	Prescott College (AZ)
Baptist College of Florida, The (FL)	Grove City College (PA)	Regent University (VA)
Bay Path College (MA)	Hamline University (MN)	Rhodes College (TN)
Benedictine University at Springfield (IL)	Hannibal-La Grange University (MO)	Robert Morris University (PA)
Bethany College (KS)	Hillsdale College (MI)	Saint Louis University (MO)
Bluffton University (OH)	Hollins University (VA)	Saint Martin's University (WA)
Boston Architectural College (MA)	Holy Cross College (IN)	Samford University (AL)
Bradley University (IL)	Houston Baptist University (TX)	Savannah College of Art and Design (GA)
Brooks Institute (CA)	Illinois College (IL)	School of the Museum of Fine Arts—Boston (MA)
Bryan College (TN)	Indiana Wesleyan University (IN)	Schreiner University (TX)
Bucknell University (PA)	International Baptist College (AZ)	Seattle University (WA)
Buena Vista University (IA)	Jacksonville University (FL)	Sewanee: The University of the South (TN)
Caldwell College (NJ)	Jamestown College (ND)	Southwestern Adventist University (TX)
California College of the Arts (CA)	Johnson College (PA)	Southwestern Assemblies of God University (TX)
Canisius College (NY)	Judson University (IL)	Spelman College (GA)
Capital University (OH)	Juniata College (PA)	Spring Hill College (AL)
Cardinal Stritch University (WI)	Kentucky Mountain Bible College (KY)	St. Edward's University (TX)
Carroll University (WI)	Keystone College (PA)	St. Mary's University (TX)
Central Christian College of Kansas (KS)	Laguna College of Art & Design (CA)	Stephens College (MO)
Christ College of Nursing & Health Sciences, The (OH)	Lakeland College (WI)	Sterling College (KS)
Christian Brothers University (TN)	Lancaster Bible College (PA)	Stillman College (AL)
Clarke University (IA)	Lawrence Technological University (MI)	Stonehill College (MA)
Cleveland Chiropractic College—Kansas City (KS)	Lebanon Valley College (PA)	Suffolk University (MA)
Coe College (IA)	LeTourneau University (TX)	Texas Wesleyan University (TX)
Coker College (SC)	Loyola University New Orleans (LA)	University of Dallas (TX)
College of Idaho, The (ID)	MacMurray College (IL)	University of LaVerne (CA)
Concordia College (MN)	Memphis College of Art (TN)	University of Mobile (AL)
Concordia College (NY)	Mercer University (GA)	University of New England (ME)
Converse College (SC)	Miles College (AL)	University of Rio Grande (OH)
Cornerstone University (MI)	Milwaukee Institute of Art & Design (WI)	University of San Francisco (CA)
Crown College (MN)	Minneapolis College of Art Design (MN)	University of St. Thomas (TX)
Dean College (MA)	Missouri Baptist University (MO)	University of the Sciences in Philadelphia (PA)
Delaware College of Art and Design (DE)	Montana Bible College (MT)	University of Tulsa (OK)
Dillard University (LA)	Mount Aloysius College (PA)	University of Western States (OR)
Dominican University of California (CA)	Mount Ida College (MA)	Utica College (NY)
Dordt College (IA)	Mount Mary College (WI)	Warner Pacific College (OR)
East Texas Baptist University (TX)	Mount St. Mary's College (CA)	West Virginia Wesleyan College (WV)
	Mount Vernon Nazarene University (OH)	Westminster College (UT)
	Naropa University (CO)	Wilmington University (DE)
	Nebraska Wesleyan University (NE)	Wisconsin Lutheran College (WI)
	Northwest Nazarene University (ID)	York College of Pennsylvania (PA)
	O'More College of Design (TN)	

Four-year public institutions

Alabama State University (AL)
 Arizona State University (AZ)
 Bemidji State University (MN)
 Bridgewater State University (MA)
 Citadel, The Military College of South Carolina (SC)
 College of New Jersey, The (NJ)
 College of William & Mary (VA)
 Colorado State University (CO)
 Eastern Illinois University (IL)
 Eastern Kentucky University (KY)
 Eastern New Mexico University Main Campus (NM)
 Emporia State University (KS)
 Fashion Institute of Technology (NY)
 Fort Lewis College (CO)
 Georgia Institute of Technology (GA)
 Humboldt State University (CA)
 Idaho State University (ID)
 Illinois State University (IL)
 Indiana University South Bend (IN)
 Institute of American Indian Arts (NM)
 Keene State College (NH)
 Kent State University Main Campus (OH)
 Lake Superior State University (MI)
 Louisiana State University and Agricultural and Mechanical College (LA)
 Metropolitan State University (MN)
 Miami University (OH)
 Michigan Technological University (MI)
 Millersville University of Pennsylvania (PA)
 Minot State University (ND)
 Mississippi State University (MS)
 Mississippi University for Women (MS)
 Missouri State University (MO)
 Missouri Western State University (MO)
 Montana State University—Northern (MT)
 Nevada State College (NV)
 New Jersey Institute of Technology (NJ)
 North Carolina State University (NC)
 Northern Kentucky University (KY)
 Northern Michigan University (MI)
 Oklahoma State University (OK)
 Palm Beach State College (FL)
 Prairie View A & M University (TX)
 Purdue University Main Campus (IN)
 Purdue University North Central Campus (IN)
 Ramapo College of New Jersey (NJ)
 Sam Houston State University (TX)

Slippery Rock University of Pennsylvania (PA)
 State University of New York at Binghamton (NY)
 State University of New York College at Oswego (NY)
 State University of New York College at Plattsburgh (NY)
 State University of New York College of Agriculture and Technology at Cobleskill (NY)
 State University of New York College of Environmental Science and Forestry (NY)
 Tennessee Technological University (TN)
 Texas Tech University (TX)
 Texas Woman's University (TX)
 University of Alabama in Huntsville (AL)
 University of California-Merced (CA)
 University of Central Missouri (MO)
 University of Idaho (ID)
 University of Iowa (IA)
 University of Maine (ME)
 University of Minnesota—Crookston (MN)
 University of Nebraska at Kearney (NE)
 University of North Florida (FL)
 University of Oregon (OR)
 University of Pittsburgh at Bradford (PA)
 University of Science and Arts of Oklahoma (OK)
 University of South Carolina Columbia (SC)
 University of the District of Columbia (DC)
 University of Toledo (OH)
 University of Vermont (VT)
 University of Virginia's College at Wise, The (VA)
 University of Wisconsin—Eau Claire (WI)
 University of Wisconsin—River Falls (WI)
 University of Wisconsin—Stout (WI)
 Virginia Polytechnic Institute and State University (VA)
 Wayne State University (MI)
 West Texas A & M University (TX)
 West Virginia University Institute of Technology (WV)
 Western Carolina University (NC)
 Western State Colorado University (CO)
 Wichita State University (KS)

Two-year public institutions

Aiken Technical College (SC)
 Bellingham Technical College (WA)
 Bucks County Community College (PA)
 Butler County Community College (PA)
 Calhoun Community College (AL)
 Century College (MN)
 Cleveland State Community College (TN)
 College of the Ouachitas (AR)
 College of Western Idaho (ID)
 Columbus State Community College (OH)
 Gateway Technical College (WI)
 Glen Oaks Community College (MI)
 Gloucester County College (NJ)
 Gogebic Community College (MI)
 Harrisburg Area Community College (PA)
 Iowa Lakes Community College (IA)
 Luzerne County Community College (PA)
 McLennan Community College (TX)
 Mid Michigan Community College (MI)
 Minnesota State College—Southeast Technical (MN)
 Mississippi Gulf Coast Community College (MS)
 Mitchell Technical Institute (SD)
 Montcalm Community College (MI)
 Mott Community College (MI)
 North Idaho College (ID)
 Northeast Texas Community College (TX)
 Northeastern Junior College (CO)
 Northeastern Oklahoma Agricultural and Mechanical College (OK)
 Northland Pioneer College (AZ)
 Northwestern Michigan College (MI)
 Onondaga Community College (NY)
 Otero Junior College (CO)
 Pulaski Technical College (AR)
 Southwestern Michigan College (MI)
 St. Charles Community College (MO)
 St. Clair County Community College (MI)
 Surry Community College (NC)
 Technical College of the Lowcountry (SC)
 University of Arkansas Community College at Batesville (AR)
 University of Montana—Helena College of Technology (MT)
 Wichita Area Technical College (KS)
 Williston State College (ND)
 Yavapai College (AZ)

Questions about this report? Want to discuss the findings?

We hope you found this report to be helpful and informative. If you have questions or would like additional information about the findings, please contact Noel-Levitz at 1-800-876-1117 or ContactUs@noellevitz.com. In addition, please contact us if you would like a complimentary telephone consultation to discuss your marketing and student recruitment practices with a Noel-Levitz expert.

About Noel-Levitz and our higher education research

A trusted partner to higher education, Noel-Levitz focuses on strategic planning for enrollment and student success. Our consultants work side by side with campus executive teams to facilitate planning and to help implement the resulting plans.

For more than 20 years, we have conducted national surveys to assist campuses with benchmarking their performance. This includes benchmarking marketing/recruitment and student success practices and outcomes, monitoring student and campus usage of the Web and electronic communications, and comparing institutional budgets and policies. There is no charge or obligation for participating, and responses to all survey items are strictly confidential. Participants have the advantage of receiving the findings first, as soon as they become available.

For more information, visit www.noellevitz.com.

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