Effective practices for undergraduate recruitment at four-year colleges and universities, as rated by campus officials
TABLE OF CONTENTS

STUDENT SEARCH PRACTICES ........................................................................................................... 4
  Number of high school student names purchased ............................................................................ 4
  Purchased high school names by high school grade level ................................................................. 4
  Percentage of purchased high school student names that receive direct mail (“snail mail”) .......... 5
  Preferred methods for first and subsequent contacts with high school purchased names .......... 6-7

FIRST CONTACT SOURCE .................................................................................................................. 8

TOP FIVE MOST EFFECTIVE OUTREACH STRATEGIES AND TACTICS FOR RECRUITMENT/MARKETING .................................................................................................................. 9

HISPANIC STUDENT RECRUITMENT ..................................................................................................... 10

ADVERTISING STRATEGIES: EFFECTIVENESS, USAGE, AND COMPARISON TO 2016 DATA ........10-11
  Social media usage ............................................................................................................................ 11

OUTREACH STRATEGIES FOR HIGH SCHOOL COUNSELORS ......................................................... 12-13

ADMISSIONS EVENTS: TOP FIVE PRACTICES .................................................................................... 13

MANAGEMENT PRACTICES FOR MARKETING AND RECRUITMENT OPERATIONS .................. 14

BUDGET INVESTMENT AREAS ............................................................................................................ 15

APPENDIX | COMPLETE FINDINGS .................................................................................................... 16

METHODOLOGY AND PARTICIPANTS ................................................................................................. 30-31
WHAT’S WORKING IN HIGHER ED MARKETING AND STUDENT RECRUITMENT?

What is the competition doing? How is technology changing things? And where are the gaps in today’s outreach?

To explore these questions, undergraduate officials from a broad cross-section of colleges and universities participated in a spring 2018 poll to produce the 2018 Marketing and Student Recruitment Report of Effective Practices from Ruffalo Noel Levitz.

Highlights from the study:

• Digital advertising was popular in 2018 for both first contact with prospective students and for follow-up contact with non-responders.

• Approximately one in five private respondents to the poll and four out of 10 public respondents were not using text messaging. These institutions should give students the opportunity to provide cell numbers and opt in.

• Campus visit events for high school counselors were rated effective by 100 percent of public respondents and by 94 percent of private respondents, yet only 69 percent of privates and 81 percent of publics reported using them.

• Recruiting opportunity: Many public institution respondents were not offering academic-division-hosted programs, which were rated highly effective.

• Another recruiting opportunity: Seven of every 10 respondents, public and private, did not have specific strategies for recruiting Hispanic students.

Notable differences are included from parallel RNL reports released in 2016-17.

HOW DO YOU TURN BENCHMARKS INTO STRATEGY? ASK OUR ENROLLMENT EXPERTS.

The enrollment strategists at Ruffalo Noel Levitz have helped four-year public and private institutions use their resources more effectively to meet their enrollment goals—growing enrollment, shaping enrollment, recruiting for specific majors, breaking into new markets, to name just a few. As you look at these benchmarks and wonder how to translate them into strategic action, ask for a consultation.

• Visit RuffaloNL.com/Consultation
• Call 800.876.1117 and ask to speak with our enrollment strategists
STUDENT SEARCH PRACTICES

Approximate number of high school student names purchased for marketing campaigns to generate inquiries and applicants

Purchased high school names by high school grade level

### FOUR-YEAR PRIVATE INSTITUTIONS

- 9th grade or earlier: 4%
- 10th grade: 6%
- 11th grade: 26%
- 12th grade: 36%
- 150,001-200,000: 4%
- 200,001-350,000: 4%
- >350,000: 4%

### FOUR-YEAR PUBLIC INSTITUTIONS

- 9th grade or earlier: 2%
- 10th grade: 6%
- 11th grade: 15%
- 12th grade: 43%
- 50,000-100,000: 6%
- 100,001-125,000: 2%
- 150,001-200,000: 26%
- 200,001-350,000: 26%
- >350,000: 43%
How many purchased names receive direct mail?

START EARLY ON BUILDING DEMAND

Many campuses are losing out on an opportunity to start building relationships with sophomores and even freshmen. The availability of student records for purchase may diminish in earlier high school years, but the opportunities to reach students when they are receiving less marketing traffic can provide more attention for your brand. Think about ways to get students to identify early and learn more about your campus, such as:

- Location-based digital advertising
- Paid interactive marketing that promotes your academic offerings
- Special advertising that specifically targets sophomores or freshmen

TAKEAWAY

- These results reinforce that each institution has unique needs and goals when deciding how many names to purchase. The key is that name purchases should always be informed by analytics and modeling so your campus identifies key opportunities and optimizes your purchases.
- Direct mail remains a popular choice, yet more students have preferred email for their first contact for the past eight years.¹
- Many campuses (40–45 percent) did not target sophomores, a potentially wasted opportunity to begin engaging prospective students earlier.

¹Data from RNL’s Perceptions report series from 2011-2017.
Preferred methods for making first contact with high school purchased names

Respondents were instructed to “check all that apply” regarding the contact methods listed below. The results from the 2018 survey are also compared to the 2016 study.

### FOUR-YEAR PRIVATE INSTITUTIONS

<table>
<thead>
<tr>
<th>Methodaffen</th>
<th>2018</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email message</td>
<td>81%</td>
<td>57%</td>
</tr>
<tr>
<td>Self-mailer brochure or postcard</td>
<td>53%</td>
<td>30%</td>
</tr>
<tr>
<td>Email message with link to a personalized URL</td>
<td>37%</td>
<td>37%</td>
</tr>
<tr>
<td>Digital advertising</td>
<td>30%</td>
<td>NA*</td>
</tr>
<tr>
<td>Letter</td>
<td>29%</td>
<td>19%</td>
</tr>
<tr>
<td>Outbound phone call to all or a selected subset</td>
<td>19%</td>
<td>20%</td>
</tr>
<tr>
<td>Viewbook</td>
<td>14%</td>
<td>6%</td>
</tr>
<tr>
<td>Text message</td>
<td>1%</td>
<td>0%</td>
</tr>
</tbody>
</table>

### FOUR-YEAR PUBLIC INSTITUTIONS

<table>
<thead>
<tr>
<th>Methodaffen</th>
<th>2018</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email message</td>
<td>74%</td>
<td>71%</td>
</tr>
<tr>
<td>Self-mailer brochure or postcard</td>
<td>47%</td>
<td>37%</td>
</tr>
<tr>
<td>Digital advertising</td>
<td>38%</td>
<td>NA*</td>
</tr>
<tr>
<td>Email message with link to a personalized URL</td>
<td>30%</td>
<td>33%</td>
</tr>
<tr>
<td>Viewbook</td>
<td>21%</td>
<td>10%</td>
</tr>
<tr>
<td>Letter</td>
<td>19%</td>
<td>16%</td>
</tr>
<tr>
<td>Outbound phone call to all or a selected subset</td>
<td>19%</td>
<td>22%</td>
</tr>
<tr>
<td>Text message</td>
<td>0%</td>
<td>6%</td>
</tr>
</tbody>
</table>

* In 2016, digital advertising was not listed as an option for first and subsequent contacts with high school purchased names.
Preferred methods for making subsequent contact with non-responding high school purchased names
(Respondents were instructed to “check all that apply”)

FOUR-YEAR PRIVATE INSTITUTIONS

<table>
<thead>
<tr>
<th>Method</th>
<th>2018</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email message</td>
<td>83%</td>
<td>78%</td>
</tr>
<tr>
<td>Digital advertising</td>
<td>50%</td>
<td>NA*</td>
</tr>
<tr>
<td>Outbound phone call to all or a selected subset</td>
<td>44%</td>
<td>28%</td>
</tr>
<tr>
<td>Self-mailer brochure or postcard</td>
<td>36%</td>
<td>19%</td>
</tr>
</tbody>
</table>

FOUR-YEAR PUBLIC INSTITUTIONS

<table>
<thead>
<tr>
<th>Method</th>
<th>2018</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email message</td>
<td>83%</td>
<td>74%</td>
</tr>
<tr>
<td>Self-mailer brochure or postcard</td>
<td>43%</td>
<td>18%</td>
</tr>
<tr>
<td>Digital advertising</td>
<td>40%</td>
<td>NA*</td>
</tr>
<tr>
<td>Letter</td>
<td>32%</td>
<td>22%</td>
</tr>
</tbody>
</table>

TAKEAWAY

Digital advertising was popular in 2018 for both first contact and for follow-up contact with non-responders. Institutions should consider expanding its use as a way to reach students through web pages, social media, paid interactive marketing, and other digital assets they use every day.

Self-mailers have now overtaken letters for print outreach to non-responders and have gained ground as a method for first contact. Consider testing the self-mailer format—but also keep in mind that only 30-34 percent of high school students have actually preferred direct mail for the first contact for the past eight years.2 (For context, 48 to 50 percent of high school students have preferred email for the first contact and most of the rest have preferred a phone call.)

2 Ruffalo Noel Levitz (2016), 2016 marketing and student recruitment practices benchmark report for four-year colleges and universities. Cedar Rapids, Iowa: Ruffalo Noel Levitz.

* In 2016, digital advertising was not listed as an option for first and subsequent contacts with high school purchased names.
**FIRST CONTACT SOURCE**

First contacts: actual sources of inquiries and enrollees vs. budget

Respondents were asked to provide their approximate percentage of sources for their inquiries and enrolled students from a list of 10 sources.

In addition, we have compared these responses to results from another RNL report that asked enrollment managers how they allocated their budget to specific marketing and recruitment activities.¹

<table>
<thead>
<tr>
<th>FOUR-YEAR PRIVATE INSTITUTIONS</th>
<th>INQUIRIES</th>
<th>ENROLLED</th>
<th>BUDGET</th>
<th>FOUR-YEAR PUBLIC INSTITUTIONS</th>
<th>INQUIRIES</th>
<th>ENROLLED</th>
<th>BUDGET</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchased names</td>
<td>32%</td>
<td>18%</td>
<td>16%</td>
<td>Application as first contact</td>
<td>12%</td>
<td>19%</td>
<td>NA*</td>
</tr>
<tr>
<td>Travel to high schools and college fairs</td>
<td>17%</td>
<td>18%</td>
<td>16%</td>
<td>Campus visit</td>
<td>9%</td>
<td>17%</td>
<td>15%</td>
</tr>
<tr>
<td>Application as first contact</td>
<td>8%</td>
<td>14%</td>
<td>NA*</td>
<td>Travel to high schools and college fairs</td>
<td>19%</td>
<td>16%</td>
<td>18%</td>
</tr>
<tr>
<td>Campus visit</td>
<td>7%</td>
<td>14%</td>
<td>12%</td>
<td>Purchased name</td>
<td>26%</td>
<td>14%</td>
<td>14%</td>
</tr>
<tr>
<td>Website/web form</td>
<td>9%</td>
<td>9%</td>
<td>4%</td>
<td>Test score</td>
<td>10%</td>
<td>10%</td>
<td>NA*</td>
</tr>
<tr>
<td>Student self-initiated inquiry (call, email, snail mail, etc.)</td>
<td>7%</td>
<td>9%</td>
<td>NA*</td>
<td>Website/web form</td>
<td>7%</td>
<td>7%</td>
<td>3%</td>
</tr>
<tr>
<td>Test score</td>
<td>5%</td>
<td>4%</td>
<td>NA*</td>
<td>Student self-initiated inquiry (call, email, snail mail, etc.)</td>
<td>5%</td>
<td>4%</td>
<td>NA*</td>
</tr>
<tr>
<td>Referral</td>
<td>3%</td>
<td>4%</td>
<td>NA*</td>
<td>Paid online ad</td>
<td>3%</td>
<td>3%</td>
<td>10%</td>
</tr>
<tr>
<td>Traditional advertising</td>
<td>4%</td>
<td>1%</td>
<td>25%</td>
<td>Referral</td>
<td>3%</td>
<td>2%</td>
<td>NA*</td>
</tr>
<tr>
<td>Paid online ad</td>
<td>2%</td>
<td>1%</td>
<td>16%</td>
<td>Traditional advertising</td>
<td>1%</td>
<td>1%</td>
<td>24%</td>
</tr>
<tr>
<td>Other source</td>
<td>8%</td>
<td>8%</td>
<td>12%</td>
<td>Other source</td>
<td>5%</td>
<td>6%</td>
<td>16%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DEFINITIONS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Referral</td>
<td>Any source coded as a referral from a group or person such as an athletic referral, guidance counselor referral, alumni referral, etc.</td>
</tr>
<tr>
<td>Website/web form</td>
<td>Any source coming via web including emails, info request forms, visit request forms, social media sites, web-lead-generating activities, etc.</td>
</tr>
<tr>
<td>Self-Initiated</td>
<td>Phone call, email, or snail mail request</td>
</tr>
<tr>
<td>Campus visit</td>
<td>Individual visit, group visit, open house, or tour</td>
</tr>
<tr>
<td>Traditional advertising</td>
<td>Billboards, newspapers, TV, radio, magazines, or other “traditional advertising”</td>
</tr>
<tr>
<td>Other</td>
<td>Anything else</td>
</tr>
</tbody>
</table>

**TAKEAWAY**

Public and private institutions spend approximately one-quarter of their budgets on traditional advertising, but only attribute a very small number of first contacts to that source. While that advertising can drive branding and awareness, this highlights the need for institutions to closely examine their budgets and be sure they are optimizing their spending on areas that will have the greatest impact on enrollment results.

Be aware that paid online ads and traditional advertising may be driving awareness even when they are not attributable as a first-contact source.


* The budget for these areas was not polled in the cost of recruiting study.
TOP FIVE MOST EFFECTIVE OUTREACH STRATEGIES AND TACTICS FOR RECRUITMENT/MARKETING

Of 15 items measured, the top five most effective outreach practices are listed below along with the percentage of institutions using these practices. (For complete findings, see page 21 of the Appendix.)

*Percentages indicate the proportion of respondents who rated the item either “somewhat effective” or “very effective” as opposed to “somewhat ineffective,” “not effective at all,” or “practice not used.”

TAKEAWAY

Many institutions missing an opportunity with text messaging. Despite text messaging receiving very high ratings for effectiveness from enrollment managers, one out of five private institutions and 40 percent of public campuses did not use text messaging. Institutions should consider incorporating a communications technique that is both rated highly by their peers and used universally by students.
HISPANIC STUDENT RECRUITMENT

With Hispanic enrollment on the rise, how many campuses have specific strategies for recruiting these students?

Yes, our office currently has specific strategies for recruiting Hispanic students.  

No, we don’t have specific strategies, but we are currently studying strategies to recruit Hispanic students.  

No, we are not currently considering specific strategies for this market.

Hispanic recruiting opportunity: Seven of every 10 respondents did not have specific strategies for recruiting Hispanic students. Given the increases expected in Hispanic students, especially among first-generation students, it increasingly makes sense to deploy strategies to not just engage Hispanic students but also their parents who may not have gone to college and who may not be native English speakers.

EIGHT ADVERTISING STRATEGIES: EFFECTIVENESS, USAGE, AND COMPARISON WITH USAGE IN 2016

Respondents rated the effectiveness and usage of eight advertising strategies in 2018.

<table>
<thead>
<tr>
<th>EIGHT ADVERTISING STRATEGIES</th>
<th>EFFECTIVENESS</th>
<th>USAGE</th>
<th>FOUR-YEAR PRIVATE INSTITUTIONS</th>
<th>EFFECTIVENESS</th>
<th>USAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online display advertising</td>
<td>91%</td>
<td>91%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pay-per-click ads on Facebook or other social media sites</td>
<td>90%</td>
<td>87%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Re-targeted ads that appear on other websites after students visit your campus website</td>
<td>89%</td>
<td>81%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pay-per-click keywords and ads on search sites like Google, Bing, or Yahoo</td>
<td>85%</td>
<td>74%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Television ads</td>
<td>61%</td>
<td>40%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Billboard, bus, or other outdoor advertising</td>
<td>50%</td>
<td>69%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radio ads</td>
<td>48%</td>
<td>66%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Print media ads</td>
<td>46%</td>
<td>84%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>EIGHT ADVERTISING STRATEGIES</th>
<th>EFFECTIVENESS</th>
<th>USAGE</th>
<th>FOUR-YEAR PUBLIC INSTITUTIONS</th>
<th>EFFECTIVENESS</th>
<th>USAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Re-targeted ads that appear on other websites after students visit your campus website</td>
<td>91%</td>
<td>71%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online display advertising</td>
<td>89%</td>
<td>84%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pay-per-click keywords and ads on search sites like Google, Bing, or Yahoo</td>
<td>87%</td>
<td>67%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pay-per-click ads on Facebook or other social media sites</td>
<td>86%</td>
<td>78%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Print media ads</td>
<td>65%</td>
<td>87%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Billboard, bus, or other outdoor advertising</td>
<td>64%</td>
<td>62%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Television ads</td>
<td>64%</td>
<td>48%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Radio ads</td>
<td>53%</td>
<td>67%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TAKEAWAY

Spend advertising dollars where they will be most effective and accountable. Outdoor advertising, radio, and print media ads all had higher usage than effectiveness, according to respondents. Clearly enrollment managers and campus marketers are questioning the effectiveness and ROI of these efforts, but have not proportionally shifted their use of these often expensive advertising activities.
How has usage changed in recent years? Here are the 2018 results compared to those from RNL’s 2016 study.

### FOUR-YEAR PRIVATE INSTITUTIONS: 2018 USAGE VS. 2016 USAGE

<table>
<thead>
<tr>
<th>Medium</th>
<th>2018 Usage</th>
<th>2016 Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online display advertising</td>
<td>91%</td>
<td>86%</td>
</tr>
<tr>
<td>Pay-per-click ads on Facebook or other social media sites</td>
<td>87%</td>
<td>74%</td>
</tr>
<tr>
<td>Print media ads</td>
<td>84%</td>
<td>92%</td>
</tr>
<tr>
<td>Re-targeted ads that appear on other websites after students visit your campus website</td>
<td>81%</td>
<td>62%</td>
</tr>
<tr>
<td>Pay-per-click keywords and ads on search sites like Google, Bing, or Yahoo</td>
<td>74%</td>
<td>71%</td>
</tr>
<tr>
<td>Billboard, bus, or other outdoor advertising</td>
<td>69%</td>
<td>56%</td>
</tr>
<tr>
<td>Radio ads</td>
<td>66%</td>
<td>72%</td>
</tr>
<tr>
<td>Television ads</td>
<td>40%</td>
<td>40%</td>
</tr>
</tbody>
</table>

### FOUR-YEAR PUBLIC INSTITUTIONS: 2018 USAGE VS. 2016 USAGE

<table>
<thead>
<tr>
<th>Medium</th>
<th>2018 Usage</th>
<th>2016 Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Print media ads</td>
<td>87%</td>
<td>87%</td>
</tr>
<tr>
<td>Online display advertising</td>
<td>84%</td>
<td>70%</td>
</tr>
<tr>
<td>Pay-per-click ads on Facebook or other social media sites</td>
<td>78%</td>
<td>57%</td>
</tr>
<tr>
<td>Re-targeted ads that appear on other websites after students visit your campus website</td>
<td>71%</td>
<td>43%</td>
</tr>
<tr>
<td>Radio ads</td>
<td>67%</td>
<td>65%</td>
</tr>
<tr>
<td>Pay-per-click keywords and ads on search sites like Google, Bing, or Yahoo</td>
<td>67%</td>
<td>52%</td>
</tr>
<tr>
<td>Billboard, bus, or other outdoor advertising</td>
<td>62%</td>
<td>76%</td>
</tr>
<tr>
<td>Television ads</td>
<td>48%</td>
<td>48%</td>
</tr>
</tbody>
</table>

**TAKEAWAY**

**Invest in mediums with measurable ROI.** Digital advertising such as online display ads, pay-per-click, and re-targeting ads have all increased significantly since 2016. These are sound mediums to invest in as they provide precise metrics and allow campuses to accurately assess ROI.

### SOCIAL MEDIA

Institutions also said which social media accounts they use for marketing and recruitment. (Comparison to 2016 results included.)

<table>
<thead>
<tr>
<th>Social Media</th>
<th>2018 Usage</th>
<th>2016 Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instagram</td>
<td>94%</td>
<td>86%</td>
</tr>
<tr>
<td>Facebook</td>
<td>93%</td>
<td>99%</td>
</tr>
<tr>
<td>Twitter</td>
<td>89%</td>
<td>90%</td>
</tr>
<tr>
<td>YouTube</td>
<td>83%</td>
<td>77%</td>
</tr>
<tr>
<td>Snapchat</td>
<td>54%</td>
<td>39%</td>
</tr>
<tr>
<td>LinkedIn</td>
<td>41%</td>
<td>37%</td>
</tr>
<tr>
<td>Pinterest</td>
<td>17%</td>
<td>14%</td>
</tr>
<tr>
<td>Vimeo</td>
<td>16%</td>
<td>11%</td>
</tr>
<tr>
<td>Google+</td>
<td>14%</td>
<td>9%</td>
</tr>
<tr>
<td>Periscope</td>
<td>7%</td>
<td>NA</td>
</tr>
</tbody>
</table>

**TAKEAWAY**

**Prioritize Instagram over Snapchat.** According to our latest E-Expectations survey of college-bound high school students, Instagram and Snapchat are the most popular social media channels. However, those students found Instagram much more useful for researching colleges.

**Keep an eye on Facebook trends.** The same E-Expectations survey showed a decline in Facebook use, which could be tied to the company’s recent troubles in the news. It remains one of the best social media channels for recruitment, but keep in mind this may be a shifting trend.

---

### DISCOVER THE STUDENT’S PERSPECTIVE IN THE 2018 E-EXPECTATIONS REPORT

Download it at [RuffaloNL.com/Expectations](http://RuffaloNL.com/Expectations)
### 10 Outreach Strategies for High School Counselors: Effectiveness and Usage

<table>
<thead>
<tr>
<th><strong>Four-Year Private Institutions</strong></th>
<th><strong>Four-Year Public Institutions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Meeting with high school counselors one-on-one</td>
<td>Campus visit events designed for high school counselors</td>
</tr>
<tr>
<td>High school counselors’ breakfasts and/or meetings on campus</td>
<td>High school counselors’ breakfasts and/or meetings on campus</td>
</tr>
<tr>
<td>Campus visit events designed for high school counselors</td>
<td>Meeting with high school counselors one-on-one</td>
</tr>
<tr>
<td>Meetings or events for high school counselors</td>
<td>Meetings or events for high school counselors</td>
</tr>
<tr>
<td>Email communication to high school counselors</td>
<td>Calling high school counselors after visits</td>
</tr>
<tr>
<td>Calling high school counselors after visits</td>
<td>Email communication to high school counselors</td>
</tr>
<tr>
<td>Direct mail to high school counselors</td>
<td>High school counselor area on website</td>
</tr>
<tr>
<td>Newsletter delivered by email</td>
<td>Newsletter delivered by email</td>
</tr>
<tr>
<td>High school counselor area on website</td>
<td>Direct mail to high school counselors</td>
</tr>
<tr>
<td>Texting high school counselors</td>
<td>Texting high school counselors</td>
</tr>
<tr>
<td><strong>Using</strong></td>
<td><strong>Using</strong></td>
</tr>
<tr>
<td>94%</td>
<td>100%</td>
</tr>
<tr>
<td>93%</td>
<td>81%</td>
</tr>
<tr>
<td>94%</td>
<td>97%</td>
</tr>
<tr>
<td>91%</td>
<td>96%</td>
</tr>
<tr>
<td>90%</td>
<td>95%</td>
</tr>
<tr>
<td>83%</td>
<td>87%</td>
</tr>
<tr>
<td>78%</td>
<td>75%</td>
</tr>
<tr>
<td>69%</td>
<td>75%</td>
</tr>
<tr>
<td>68%</td>
<td>69%</td>
</tr>
<tr>
<td>60%</td>
<td>50%</td>
</tr>
<tr>
<td>14%</td>
<td>9%</td>
</tr>
</tbody>
</table>

#### Counselors’ Top-Preferred Sources of Information

In a separate RNL study, counselors were asked to indicate their “four most useful and practical sources of information...to stay up to date when helping students search for the right college.”

<table>
<thead>
<tr>
<th>Source of Information</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>College/university websites</td>
<td>87%</td>
</tr>
<tr>
<td>College and university representatives who visit our school</td>
<td>75%</td>
</tr>
<tr>
<td>College planning websites</td>
<td>50%</td>
</tr>
<tr>
<td>My own visits to a college or university</td>
<td>43%</td>
</tr>
<tr>
<td>Contacting the college or university by phone with specific questions</td>
<td>36%</td>
</tr>
<tr>
<td>Google and other search engines</td>
<td>34%</td>
</tr>
<tr>
<td>Printed college guides</td>
<td>16%</td>
</tr>
<tr>
<td>Direct mail colleges and universities send</td>
<td>15%</td>
</tr>
<tr>
<td>College viewbooks</td>
<td>8%</td>
</tr>
<tr>
<td>Catalogues sent by the colleges or universities</td>
<td>7%</td>
</tr>
<tr>
<td>Social networking sites</td>
<td>6%</td>
</tr>
</tbody>
</table>

---

**TAKEAWAY**

*Align high school counselor outreach with activities counselors value.* In comparing the responses from enrollment managers with the data about what high school counselors value, there are some clear disconnects. Only 50-60 percent of institutions said that they had a section of the website for high school counselors, yet high school counselors overwhelmingly rated college websites as the most useful resource. Similarly, 69 percent of public institutions and 78 percent of private institutions rated direct mail sent to counselors as effective, but direct mail was only rated useful by 15 percent of counselors.

**TOP FIVE ADMISSIONS EVENTS: EFFECTIVENESS AND USAGE**

Of 12 items measured, the following are the top five most effective admissions events and their frequency of use (“2018 usage”). (For complete findings, see page 23 of the Appendix)

<table>
<thead>
<tr>
<th>FOUR-YEAR PRIVATE INSTITUTIONS</th>
<th>FOUR-YEAR PUBLIC INSTITUTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus visit days for high school students</td>
<td>99%</td>
</tr>
<tr>
<td>Campus open house events</td>
<td>99%</td>
</tr>
<tr>
<td>Special interest workshops, seminars, or camps (music, sports, science, etc.)</td>
<td>99%</td>
</tr>
<tr>
<td>Overnight campus visits and group campus visits by academic division or program</td>
<td>97%</td>
</tr>
<tr>
<td>College-paid trips to campus for prospective students</td>
<td>96%</td>
</tr>
</tbody>
</table>

**TAKEAWAY**

*College-paid trips to campus are underutilized, as are overnight campus visits.* These special events are likely targeted to select groups of applicants, admits, or other priority targets such as out-of-state students or students of low socioeconomic means. Many public institution respondents also reported not offering academic-division-hosted programs, which were also highly effective. (RNL data show that academic program is the top factor in a student’s decision to attend an institution.)
Respondents evaluated the following nine operations, systems, and strategies that help them with their recruitment and marketing programs.

**FOUR-YEAR PRIVATE INSTITUTIONS**

- Search engine optimization strategies to improve organic search results
  - 98%
  - 81%
- Analytics resources such as Google Analytics to provide data for decision making (search engine optimization, fine-tuning recruitment/admissions portion of the website, etc.)
  - 98%
  - 89%
- Statistical modeling to predict the likelihood of a prospective student enrolling at your institution
  - 98%
  - 74%
- CRM solution for managing and tracking recruitment communications, online applications, etc.
  - 97%
  - 89%
- Use of behavioral/engagement scoring with digital/web tracking
  - 97%
  - 46%
- Admissions tracking to monitor and predict students’ incremental rates of movement toward enrollment
  - 96%
  - 76%
- Using a statistical, analytical approach to determine financial aid award levels by predicting enrollment rates based on award amounts (aka “financial aid leveraging”)
  - 96%
  - 79%
- Systematically contacting admitted students to code their level of interest in enrolling at your institution (“qualifying admits”)
  - 95%
  - 83%
- Systematically contacting inquiries to code their level of interest in enrolling at your institution (“qualifying inquiries”)
  - 92%
  - 73%

**FOUR-YEAR PUBLIC INSTITUTIONS**

- Search engine optimization strategies to improve organic search results
  - 100%
  - 72%
- Analytics resources such as Google Analytics to provide data for decision making (search engine optimization, fine-tuning recruitment/admissions portion of the website, etc.)
  - 100%
  - 81%
- CRM solution for managing and tracking recruitment communications, online applications, etc.
  - 100%
  - 85%
- Using a statistical, analytical approach to determine financial aid award levels by predicting enrollment rates based on award amounts (aka “financial aid leveraging”)
  - 100%
  - 34%
- Systematically contacting admitted students to code their level of interest in enrolling at your institution (“qualifying admits”)
  - 97%
  - 70%
- Admissions tracking to monitor and predict students’ incremental rates of movement toward enrollment
  - 97%
  - 66%
- Use of behavioral/engagement scoring with digital/web tracking
  - 93%
  - 30%
- Systematically contacting inquiries to code their level of interest in enrolling at your institution (“qualifying inquiries”)
  - 91%
  - 47%
- Statistical modeling to predict the likelihood of a prospective student enrolling at your institution
  - 91%
  - 49%

**TAKEAWAY**

**Investigate behavior/engagement scoring with digital tracking.** This practice is one of the most underutilized opportunities from this study. Today’s students do not respond in traditional ways, and many immediately go to an institution’s website to research on their own. This scoring and web tracking provides campuses with incredibly valuable behavioral insight for these students that otherwise would be lost.

**Focus engagement efforts with statistical modeling.** Private institutions and especially public institutions can use statistical modeling to see which students will best respond to their efforts to influence enrollment. As the competition for students grows, this enrollment likelihood can save valuable time and resources by prioritizing the students campuses should target as well as reveal promising prospects who may have been otherwise overlooked.
**Budget Investment Areas**

Respondents ranked 10 areas for future investment. Here are their top four areas:

<table>
<thead>
<tr>
<th>Area</th>
<th>Four-Year Private</th>
<th>Four-Year Public</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Website Content</strong></td>
<td>89%</td>
<td>94%</td>
</tr>
<tr>
<td></td>
<td>71%</td>
<td>81%</td>
</tr>
<tr>
<td><strong>Website Design/Functionality</strong></td>
<td>84%</td>
<td>94%</td>
</tr>
<tr>
<td></td>
<td>73%</td>
<td>68%</td>
</tr>
<tr>
<td><strong>Email Communications</strong></td>
<td>53%</td>
<td>68%</td>
</tr>
<tr>
<td><strong>Social Media</strong></td>
<td>51%</td>
<td></td>
</tr>
<tr>
<td><strong>Search Engine Optimization</strong></td>
<td>40%</td>
<td></td>
</tr>
</tbody>
</table>

For context, the other five areas that did not make the top four included text messaging, virtual tours, online chat, virtual reality video tours, and paid interactive advertising (online advertising).

**Takeaway**

*Web content and design should be prioritized.* Campuses are properly placing website content and development at the top of their budgets. Websites are the bedrock of student search now, and your site needs to have the best user experience and content you can possibly provide.

*Don’t overlook SEO.* Related, more and more students are coming to campus sites via search, and often may be landing on academic program pages or other areas of your site. Be sure you are optimizing your pages to boost your search results and appealing to students when they arrive.
APPENDIX | 2018 COMPLETE FINDINGS

STUDENT SEARCH PRACTICES

Approximate number of high school student names purchased for use in marketing campaigns to generate inquiries and applicants

<table>
<thead>
<tr>
<th>Names purchased</th>
<th>FOUR-YEAR PRIVATE</th>
<th>FOUR-YEAR PUBLIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;50,000</td>
<td>26%</td>
<td>43%</td>
</tr>
<tr>
<td>50,000-100,000</td>
<td>36%</td>
<td>26%</td>
</tr>
<tr>
<td>100,001-125,000</td>
<td>14%</td>
<td>15%</td>
</tr>
<tr>
<td>125,001-150,000</td>
<td>11%</td>
<td>2%</td>
</tr>
<tr>
<td>150,001-200,000</td>
<td>4%</td>
<td>2%</td>
</tr>
<tr>
<td>200,001-350,000</td>
<td>4%</td>
<td>6%</td>
</tr>
<tr>
<td>&gt;350,000</td>
<td>4%</td>
<td>6%</td>
</tr>
</tbody>
</table>

Percentage of the purchased high school student names that received direct mail ("snail mail")

<table>
<thead>
<tr>
<th>Percentage of purchased names receiving mail</th>
<th>FOUR-YEAR PRIVATE</th>
<th>FOUR-YEAR PUBLIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;25%</td>
<td>27%</td>
<td>32%</td>
</tr>
<tr>
<td>26%-50%</td>
<td>21%</td>
<td>13%</td>
</tr>
<tr>
<td>51%-75%</td>
<td>20%</td>
<td>28%</td>
</tr>
<tr>
<td>All of them</td>
<td>31%</td>
<td>28%</td>
</tr>
</tbody>
</table>

Purchased high school names by high school grade level

<table>
<thead>
<tr>
<th>Grade</th>
<th>FOUR-YEAR PRIVATE</th>
<th>FOUR-YEAR PUBLIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>9th or earlier</td>
<td>4%</td>
<td>4%</td>
</tr>
<tr>
<td>10th</td>
<td>60%</td>
<td>55%</td>
</tr>
<tr>
<td>11th</td>
<td>93%</td>
<td>89%</td>
</tr>
<tr>
<td>12th</td>
<td>91%</td>
<td>79%</td>
</tr>
</tbody>
</table>
**Preferred methods for making *first contact* with high school purchased names**  
(Respondents were instructed to “check all that apply.”)

<table>
<thead>
<tr>
<th>FOUR-YEAR PRIVATE</th>
<th></th>
<th>FOUR-YEAR PUBLIC</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Email message</td>
<td>81%</td>
<td>Email message</td>
<td>74%</td>
</tr>
<tr>
<td>Email message with link to a personalized URL</td>
<td>37%</td>
<td>Email message with link to a personalized URL</td>
<td>30%</td>
</tr>
<tr>
<td>Self-mailer brochure or postcard</td>
<td>53%</td>
<td>Digital advertising</td>
<td>38%</td>
</tr>
<tr>
<td>Digital advertising</td>
<td>30%</td>
<td>Self-mailer brochure or postcard</td>
<td>47%</td>
</tr>
<tr>
<td>Letter</td>
<td>29%</td>
<td>Letter</td>
<td>19%</td>
</tr>
<tr>
<td>Outbound phone call to all or a selected subset</td>
<td>19%</td>
<td>Outbound phone call to all or a selected subset</td>
<td>19%</td>
</tr>
<tr>
<td>Viewbook</td>
<td>14%</td>
<td>Text message</td>
<td>0%</td>
</tr>
<tr>
<td>Text message</td>
<td>1%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Preferred methods for making *subsequent contact* with non-responding high school purchased names**  
(Respondents were instructed to “check all that apply.”)

<table>
<thead>
<tr>
<th>FOUR-YEAR PRIVATE</th>
<th></th>
<th>FOUR-YEAR PUBLIC</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Email message</td>
<td>83%</td>
<td>Email message</td>
<td>83%</td>
</tr>
<tr>
<td>Email message with link to a personalized URL</td>
<td>50%</td>
<td>Email message with link to a personalized URL</td>
<td>43%</td>
</tr>
<tr>
<td>Self-mailer brochure or postcard</td>
<td>44%</td>
<td>Digital advertising</td>
<td>40%</td>
</tr>
<tr>
<td>Digital advertising</td>
<td>36%</td>
<td>Self-mailer brochure or postcard</td>
<td>32%</td>
</tr>
<tr>
<td>Letter</td>
<td>31%</td>
<td>Letter</td>
<td>30%</td>
</tr>
<tr>
<td>Outbound phone call to all or a selected subset</td>
<td>27%</td>
<td>Viewbook</td>
<td>28%</td>
</tr>
<tr>
<td>Viewbook</td>
<td>24%</td>
<td>Outbound phone call to all or a selected subset</td>
<td>23%</td>
</tr>
<tr>
<td>Text message</td>
<td>20%</td>
<td>Text message</td>
<td>23%</td>
</tr>
</tbody>
</table>
After the first contact, the number of additional contacts typically made with non-responders from each of the following four channels before dropping the non-responders from communications

<table>
<thead>
<tr>
<th>Number of contacts</th>
<th>EMAIL</th>
<th>DIRECT MAIL</th>
<th>PHONE CALL</th>
<th>DIGITAL ADVERTISING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FOUR-YEAR PRIVATE INSTITUTIONS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-5</td>
<td>13%</td>
<td>82%</td>
<td>84%</td>
<td>34%</td>
</tr>
<tr>
<td>6-10</td>
<td>43%</td>
<td>11%</td>
<td>9%</td>
<td>34%</td>
</tr>
<tr>
<td>11-15</td>
<td>29%</td>
<td>6%</td>
<td>4%</td>
<td>16%</td>
</tr>
<tr>
<td>16+</td>
<td>15%</td>
<td>2%</td>
<td>2%</td>
<td>16%</td>
</tr>
<tr>
<td><strong>FOUR-YEAR PUBLIC INSTITUTIONS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1-5</td>
<td>36%</td>
<td>91%</td>
<td>96%</td>
<td>59%</td>
</tr>
<tr>
<td>6-10</td>
<td>45%</td>
<td>7%</td>
<td>4%</td>
<td>19%</td>
</tr>
<tr>
<td>11-15</td>
<td>9%</td>
<td>2%</td>
<td>0%</td>
<td>19%</td>
</tr>
<tr>
<td>16+</td>
<td>11%</td>
<td>0%</td>
<td>0%</td>
<td>4%</td>
</tr>
</tbody>
</table>

First contacts: actual sources of inquiries and enrollees
(approximate percentages of respondents’ inquiries and enrolled students that came from each of the 10 sources listed)

<table>
<thead>
<tr>
<th><strong>FOUR-YEAR PRIVATE</strong></th>
<th>Source of first contact</th>
<th>INQUIRIES</th>
<th>ENROLLEES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purchased names</td>
<td>32%</td>
<td>18%</td>
<td></td>
</tr>
<tr>
<td>Travel to high schools and college fair</td>
<td>17%</td>
<td>18%</td>
<td></td>
</tr>
<tr>
<td>Application as first contact</td>
<td>8%</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td>Campus visit</td>
<td>7%</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td>Website/web form</td>
<td>9%</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>Student self-initiated inquiry (call, email, etc.)</td>
<td>7%</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>Test score</td>
<td>5%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Referral</td>
<td>3%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Traditional advertising</td>
<td>4%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Paid online ad</td>
<td>2%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Other source</td>
<td>8%</td>
<td>8%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>FOUR-YEAR PUBLIC</strong></th>
<th>Source of first contact</th>
<th>INQUIRIES</th>
<th>ENROLLEES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application as first contact</td>
<td>12%</td>
<td>19%</td>
<td></td>
</tr>
<tr>
<td>Campus visit</td>
<td>9%</td>
<td>17%</td>
<td></td>
</tr>
<tr>
<td>Travel to high schools and college fair</td>
<td>19%</td>
<td>16%</td>
<td></td>
</tr>
<tr>
<td>Purchased name</td>
<td>26%</td>
<td>14%</td>
<td></td>
</tr>
<tr>
<td>Test score</td>
<td>10%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Website/web form</td>
<td>7%</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>Student self-initiated inquiry (call, email, snail mail, etc.)</td>
<td>5%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>Paid online ad</td>
<td>3%</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>Referral</td>
<td>3%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Traditional advertising</td>
<td>1%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>Other source</td>
<td>5%</td>
<td>6%</td>
<td></td>
</tr>
</tbody>
</table>
WRITTEN COMMUNICATIONS

Number of written communications a typical prospective student receives from marketing and recruitment offices by stages

<table>
<thead>
<tr>
<th></th>
<th>PURCHASED NAMES/PROSPECTS</th>
<th>INQUIRY STAGE</th>
<th>APPLICANT STAGE</th>
<th>ADMIT STAGE</th>
<th>DEPOSIT/CONFIRMED STAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FOUR-YEAR PRIVATE INSTITUTIONS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25th percentile</td>
<td>6.0</td>
<td>10.0</td>
<td>6.0</td>
<td>10.0</td>
<td>6.0</td>
</tr>
<tr>
<td><strong>Median</strong></td>
<td><strong>10.0</strong></td>
<td><strong>15.0</strong></td>
<td><strong>9.0</strong></td>
<td><strong>15.0</strong></td>
<td><strong>10.0</strong></td>
</tr>
<tr>
<td>75th percentile</td>
<td>12.0</td>
<td>19.0</td>
<td>18.0</td>
<td>21.5</td>
<td>18.0</td>
</tr>
<tr>
<td><strong>FOUR-YEAR PUBLIC INSTITUTIONS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>25th percentile</td>
<td>5.0</td>
<td>6.0</td>
<td>5.5</td>
<td>6.5</td>
<td>5.5</td>
</tr>
<tr>
<td><strong>Median</strong></td>
<td><strong>7.0</strong></td>
<td><strong>9.0</strong></td>
<td><strong>9.0</strong></td>
<td><strong>12.0</strong></td>
<td><strong>10.0</strong></td>
</tr>
<tr>
<td>75th percentile</td>
<td>12.5</td>
<td>18.0</td>
<td>14.5</td>
<td>22.0</td>
<td>14.0</td>
</tr>
</tbody>
</table>

HISPANIC STUDENT RECRUITMENT

Do you have specific strategies for recruiting Hispanic students at the moment?

<table>
<thead>
<tr>
<th></th>
<th>FOUR-YEAR PRIVATE</th>
<th>FOUR-YEAR PUBLIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, our office currently has specific strategies for recruiting Hispanic students.</td>
<td><strong>30%</strong></td>
<td><strong>30%</strong></td>
</tr>
<tr>
<td>No, we don’t have specific strategies for recruiting Hispanic students, but we are currently studying strategies to recruit Hispanic students.</td>
<td><strong>26%</strong></td>
<td><strong>38%</strong></td>
</tr>
<tr>
<td>No, we don’t have specific strategies for recruiting Hispanic students, and we are not currently considering specific strategies for this market.</td>
<td><strong>44%</strong></td>
<td><strong>32%</strong></td>
</tr>
</tbody>
</table>
What recruitment materials or communications do you currently have available specifically for Hispanic prospective students and their families? (Check all that apply.)

<table>
<thead>
<tr>
<th></th>
<th>FOUR-YEAR PRIVATE</th>
<th>FOUR-YEAR PUBLIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Search emails</td>
<td>9%</td>
<td>15%</td>
</tr>
<tr>
<td>Direct mail search pieces</td>
<td>7%</td>
<td>11%</td>
</tr>
<tr>
<td>A viewbook for Spanish-speaking families</td>
<td>7%</td>
<td>11%</td>
</tr>
<tr>
<td>Campus visits and programs for Hispanic students</td>
<td>21%</td>
<td>32%</td>
</tr>
<tr>
<td>Admissions website</td>
<td>16%</td>
<td>17%</td>
</tr>
</tbody>
</table>

What recruitment materials or communications do you currently have available in Spanish? (Check all that apply.)

<table>
<thead>
<tr>
<th></th>
<th>FOUR-YEAR PRIVATE</th>
<th>FOUR-YEAR PUBLIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Search emails</td>
<td>3%</td>
<td>0%</td>
</tr>
<tr>
<td>Direct mail search pieces</td>
<td>9%</td>
<td>11%</td>
</tr>
<tr>
<td>Phone calls in Spanish</td>
<td>24%</td>
<td>17%</td>
</tr>
<tr>
<td>A viewbook for Spanish-speaking families</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Campus visits in Spanish</td>
<td>13%</td>
<td>9%</td>
</tr>
<tr>
<td>Website in Spanish</td>
<td>29%</td>
<td>26%</td>
</tr>
</tbody>
</table>
15 OUTREACH STRATEGIES AND TACTICS FOR RECRUITMENT/MARKETING: EFFECTIVENESS AND USAGE

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Four-Year Private Institutions</th>
<th>Four-Year Public Institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-person meetings on and off campus</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td>Text messaging</td>
<td>98%</td>
<td>96%</td>
</tr>
<tr>
<td>Mobile-responsive website</td>
<td>97%</td>
<td>95%</td>
</tr>
<tr>
<td>Videos embedded on website</td>
<td>94%</td>
<td>97%</td>
</tr>
<tr>
<td>Email communications</td>
<td>93%</td>
<td>89%</td>
</tr>
<tr>
<td>Publications (student marketing search pieces, viewbook, etc.)</td>
<td>89%</td>
<td>94%</td>
</tr>
<tr>
<td>Social media</td>
<td>88%</td>
<td>87%</td>
</tr>
<tr>
<td>Digital advertising</td>
<td>86%</td>
<td>85%</td>
</tr>
<tr>
<td>Calling cell phones</td>
<td>82%</td>
<td>76%</td>
</tr>
<tr>
<td>Virtual tours</td>
<td>77%</td>
<td>67%</td>
</tr>
<tr>
<td>College planning/application-specific apps</td>
<td>72%</td>
<td>70%</td>
</tr>
<tr>
<td>Video calls using Skype or similar services</td>
<td>72%</td>
<td>83%</td>
</tr>
<tr>
<td>Online chat</td>
<td>67%</td>
<td>75%</td>
</tr>
<tr>
<td>Aid/scholarship calculator</td>
<td>61%</td>
<td>73%</td>
</tr>
<tr>
<td>Calling land lines</td>
<td>52%</td>
<td>50%</td>
</tr>
</tbody>
</table>

EFFECTIVE*: Percentages indicate the proportion of respondents who rated the item either “somewhat effective” or “very effective” as opposed to “somewhat ineffective,” “not effective at all,” or “practice not used.”
### 10 OUTREACH STRATEGIES FOR HIGH SCHOOL COUNSELORS: EFFECTIVENESS AND USAGE

<table>
<thead>
<tr>
<th>Strategy</th>
<th>EFFECTIVE</th>
<th>USING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FOUR-YEAR PRIVATE INSTITUTIONS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meeting with high school counselors one-on-one</td>
<td>94%</td>
<td>93%</td>
</tr>
<tr>
<td>High school counselors' breakfasts and/or meetings on campus</td>
<td>94%</td>
<td>71%</td>
</tr>
<tr>
<td>Campus visit events designed for high school counselors</td>
<td>94%</td>
<td>69%</td>
</tr>
<tr>
<td>Meetings or events for high school counselors</td>
<td>91%</td>
<td>67%</td>
</tr>
<tr>
<td>Email communication to high school counselors</td>
<td>90%</td>
<td>87%</td>
</tr>
<tr>
<td>Calling high school counselors after visits</td>
<td>83%</td>
<td>59%</td>
</tr>
<tr>
<td>Direct mail to high school counselors</td>
<td>78%</td>
<td>70%</td>
</tr>
<tr>
<td>Newsletter delivered by email</td>
<td>69%</td>
<td>41%</td>
</tr>
<tr>
<td>High school counselor area on website</td>
<td>68%</td>
<td>53%</td>
</tr>
<tr>
<td>Texting high school counselors</td>
<td>60%</td>
<td>14%</td>
</tr>
<tr>
<td><strong>FOUR-YEAR PUBLIC INSTITUTIONS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus visit events designed for high school counselors</td>
<td>100%</td>
<td>81%</td>
</tr>
<tr>
<td>High school counselors' breakfasts and/or meetings on campus</td>
<td>97%</td>
<td>79%</td>
</tr>
<tr>
<td>Meeting with high school counselors one-on-one</td>
<td>96%</td>
<td>96%</td>
</tr>
<tr>
<td>Meetings or events for high school counselors</td>
<td>95%</td>
<td>85%</td>
</tr>
<tr>
<td>Calling high school counselors after visits</td>
<td>92%</td>
<td>53%</td>
</tr>
<tr>
<td>Email communication to high school counselors</td>
<td>82%</td>
<td>96%</td>
</tr>
<tr>
<td>High school counselor area on website</td>
<td>75%</td>
<td>60%</td>
</tr>
<tr>
<td>Newsletter delivered by email</td>
<td>75%</td>
<td>43%</td>
</tr>
<tr>
<td>Direct mail to high school counselors</td>
<td>69%</td>
<td>77%</td>
</tr>
<tr>
<td>Texting high school counselors</td>
<td>50%</td>
<td>9%</td>
</tr>
</tbody>
</table>
### TYPES OF ADMISSIONS EVENTS: EFFECTIVENESS AND USAGE

<table>
<thead>
<tr>
<th>Event Type</th>
<th>Effective</th>
<th>Using</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FOUR-YEAR PRIVATE INSTITUTIONS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Campus open house events</td>
<td>99%</td>
<td>93%</td>
</tr>
<tr>
<td>Campus visit days for high school students</td>
<td>99%</td>
<td>96%</td>
</tr>
<tr>
<td>Special interest workshops, seminars, or camps (music, sports, science, etc.)</td>
<td>97%</td>
<td>83%</td>
</tr>
<tr>
<td>Overnight campus visits and group campus visits by academic division or program</td>
<td>96%</td>
<td>70%</td>
</tr>
<tr>
<td>Off-campus group meetings for prospective students and/or their parents</td>
<td>93%</td>
<td>80%</td>
</tr>
<tr>
<td>College-paid trips to campus for prospective students</td>
<td>93%</td>
<td>43%</td>
</tr>
<tr>
<td>Weekend visit days</td>
<td>90%</td>
<td>86%</td>
</tr>
<tr>
<td>National or regional college fairs</td>
<td>73%</td>
<td>99%</td>
</tr>
<tr>
<td>Podcasts and webinars</td>
<td>42%</td>
<td>34%</td>
</tr>
<tr>
<td>Online college fairs</td>
<td>18%</td>
<td>40%</td>
</tr>
<tr>
<td><strong>FOUR-YEAR PUBLIC INSTITUTIONS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overnight campus visits and group campus visits by academic division or program</td>
<td>100%</td>
<td>36%</td>
</tr>
<tr>
<td>Campus open house events</td>
<td>98%</td>
<td>94%</td>
</tr>
<tr>
<td>Weekend visit days</td>
<td>98%</td>
<td>81%</td>
</tr>
<tr>
<td>Off-campus group meetings for prospective students and/or their parents</td>
<td>97%</td>
<td>81%</td>
</tr>
<tr>
<td>Campus visit days for high school students</td>
<td>96%</td>
<td>98%</td>
</tr>
<tr>
<td>Special interest workshops, seminars, or camps (music, sports, science, etc.)</td>
<td>95%</td>
<td>85%</td>
</tr>
<tr>
<td>College-paid trips to campus for prospective students</td>
<td>94%</td>
<td>36%</td>
</tr>
<tr>
<td>National or regional college fairs</td>
<td>79%</td>
<td>91%</td>
</tr>
<tr>
<td>Podcasts and webinars</td>
<td>71%</td>
<td>30%</td>
</tr>
<tr>
<td>Online college fairs</td>
<td>23%</td>
<td>55%</td>
</tr>
</tbody>
</table>
### 8 Advertising Strategies: Effectiveness and Usage

<table>
<thead>
<tr>
<th></th>
<th>Effectiveness</th>
<th>Usage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Four-Year Private Institutions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Online display advertising</td>
<td>91%</td>
<td>91%</td>
</tr>
<tr>
<td>Pay-per-click ads on Facebook or other social media sites</td>
<td>90%</td>
<td>87%</td>
</tr>
<tr>
<td>Re-targeted ads that appear on other websites after students visit your campus website</td>
<td>89%</td>
<td>81%</td>
</tr>
<tr>
<td>Pay-per-click keywords and ads on search sites like Google, Bing, or Yahoo</td>
<td>85%</td>
<td>74%</td>
</tr>
<tr>
<td>Television ads</td>
<td>61%</td>
<td>40%</td>
</tr>
<tr>
<td>Billboard, bus, or other outdoor advertising</td>
<td>50%</td>
<td>69%</td>
</tr>
<tr>
<td>Radio ads</td>
<td>48%</td>
<td>66%</td>
</tr>
<tr>
<td>Print media ads</td>
<td>46%</td>
<td>84%</td>
</tr>
<tr>
<td><strong>Four-Year Public Institutions</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Re-targeted ads that appear on other websites after students visit your campus website</td>
<td>91%</td>
<td>71%</td>
</tr>
<tr>
<td>Online display advertising</td>
<td>89%</td>
<td>84%</td>
</tr>
<tr>
<td>Pay-per-click keywords and ads on search sites like Google, Bing, or Yahoo</td>
<td>87%</td>
<td>67%</td>
</tr>
<tr>
<td>Pay-per-click ads on Facebook or other social media sites</td>
<td>86%</td>
<td>78%</td>
</tr>
<tr>
<td>Print media ads</td>
<td>65%</td>
<td>87%</td>
</tr>
<tr>
<td>Billboard, bus, or other outdoor advertising</td>
<td>64%</td>
<td>62%</td>
</tr>
<tr>
<td>Television ads</td>
<td>64%</td>
<td>48%</td>
</tr>
<tr>
<td>Radio ads</td>
<td>53%</td>
<td>67%</td>
</tr>
</tbody>
</table>
10 SOCIAL MEDIA PLATFORMS

<table>
<thead>
<tr>
<th>PLATFORM</th>
<th>USING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instagram</td>
<td>94%</td>
</tr>
<tr>
<td>Facebook</td>
<td>93%</td>
</tr>
<tr>
<td>Twitter</td>
<td>89%</td>
</tr>
<tr>
<td>YouTube</td>
<td>83%</td>
</tr>
<tr>
<td>Snapchat</td>
<td>54%</td>
</tr>
<tr>
<td>LinkedIn</td>
<td>41%</td>
</tr>
<tr>
<td>Pinterest</td>
<td>17%</td>
</tr>
<tr>
<td>Vimeo</td>
<td>16%</td>
</tr>
<tr>
<td>Google+</td>
<td>14%</td>
</tr>
<tr>
<td>Periscope</td>
<td>7%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PLATFORM</th>
<th>USING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facebook</td>
<td>94%</td>
</tr>
<tr>
<td>Twitter</td>
<td>87%</td>
</tr>
<tr>
<td>Instagram</td>
<td>79%</td>
</tr>
<tr>
<td>YouTube</td>
<td>72%</td>
</tr>
<tr>
<td>Snapchat</td>
<td>49%</td>
</tr>
<tr>
<td>LinkedIn</td>
<td>26%</td>
</tr>
<tr>
<td>Vimeo</td>
<td>13%</td>
</tr>
<tr>
<td>Pinterest</td>
<td>6%</td>
</tr>
<tr>
<td>Google+</td>
<td>4%</td>
</tr>
<tr>
<td>Periscope</td>
<td>4%</td>
</tr>
</tbody>
</table>

14 MANAGEMENT PRACTICES FOR RUNNING RECRUITMENT AND MARKETING PROGRAMS

<table>
<thead>
<tr>
<th>PRACTICE</th>
<th>EFFECTIVE</th>
<th>USING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Search engine optimization strategies to improve organic search results</td>
<td>98%</td>
<td>81%</td>
</tr>
<tr>
<td>Analytics resources such as Google Analytics to provide data for decision making (search engine optimization, fine-tuning recruitment/admissions portion of the website, etc.)</td>
<td>98%</td>
<td>89%</td>
</tr>
<tr>
<td>Statistical modeling to predict the likelihood of a prospective student enrolling at your institution</td>
<td>98%</td>
<td>74%</td>
</tr>
<tr>
<td>CRM solution for managing and tracking recruitment communications, online applications, etc.</td>
<td>97%</td>
<td>89%</td>
</tr>
<tr>
<td>Use of behavioral/engagement scoring with digital/web tracking</td>
<td>97%</td>
<td>46%</td>
</tr>
<tr>
<td>Admissions tracking to monitor and predict students’ incremental rates of movement toward enrollment</td>
<td>96%</td>
<td>76%</td>
</tr>
<tr>
<td>Using a statistical, analytical approach to determine financial aid award levels by predicting enrollment rates based on award amounts (aka “financial aid leveraging”)</td>
<td>96%</td>
<td>79%</td>
</tr>
<tr>
<td>Systematically contacting admitted students to code their level of interest in enrolling at your institution (&quot;qualifying admits&quot;)</td>
<td>95%</td>
<td>83%</td>
</tr>
<tr>
<td><strong>FOUR-YEAR PRIVATE INSTITUTIONS</strong></td>
<td>EFFECTIVE</td>
<td>USING</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----------</td>
<td>-------</td>
</tr>
<tr>
<td>Systematically contacting inquiries to code their level of interest in enrolling at your institution (“qualifying inquiries”)</td>
<td>92%</td>
<td>73%</td>
</tr>
<tr>
<td>Outsourcing market research (lost applicant analysis, brand perceptions, pricing analysis, SEO, etc.)</td>
<td>85%</td>
<td>49%</td>
</tr>
<tr>
<td>Outsourcing print or electronic campaigns for student search</td>
<td>80%</td>
<td>63%</td>
</tr>
<tr>
<td>Outsourcing print or electronic campaigns to generate applications from the search or inquiry pool</td>
<td>73%</td>
<td>63%</td>
</tr>
<tr>
<td>Outsourcing international recruitment</td>
<td>63%</td>
<td>27%</td>
</tr>
<tr>
<td>Outsourcing telephone qualification to rate the interest levels of prospective students by phone</td>
<td>39%</td>
<td>37%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>FOUR-YEAR PUBLIC INSTITUTIONS</strong></th>
<th>EFFECTIVE</th>
<th>USING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Search engine optimization strategies to improve organic search results</td>
<td>100%</td>
<td>72%</td>
</tr>
<tr>
<td>Analytics resources such as Google Analytics to provide data for decision making (search engine optimization, fine-tuning recruitment/admissions portion of the website, etc.)</td>
<td>100%</td>
<td>81%</td>
</tr>
<tr>
<td>CRM solution for managing and tracking recruitment communications, online applications, etc.</td>
<td>100%</td>
<td>85%</td>
</tr>
<tr>
<td>Using a statistical, analytical approach to determine financial aid award levels by predicting enrollment rates based on award amounts (aka “financial aid leveraging”)</td>
<td>100%</td>
<td>34%</td>
</tr>
<tr>
<td>Systematically contacting admitted students to code their level of interest in enrolling at your institution (“qualifying admits”)</td>
<td>97%</td>
<td>70%</td>
</tr>
<tr>
<td>Admissions tracking to monitor and predict students’ incremental rates of movement toward enrollment</td>
<td>97%</td>
<td>66%</td>
</tr>
<tr>
<td>Outsourcing print or electronic campaigns to generate applications from the search or inquiry pool</td>
<td>96%</td>
<td>51%</td>
</tr>
<tr>
<td>Use of behavioral/engagement scoring with digital/web tracking</td>
<td>93%</td>
<td>30%</td>
</tr>
<tr>
<td>Outsourcing print or electronic campaigns for student search</td>
<td>92%</td>
<td>53%</td>
</tr>
<tr>
<td>Systematically contacting inquiries to code their level of interest in enrolling at your institution (“qualifying inquiries”)</td>
<td>91%</td>
<td>47%</td>
</tr>
<tr>
<td>Statistical modeling to predict the likelihood of a prospective student enrolling at your institution</td>
<td>91%</td>
<td>49%</td>
</tr>
<tr>
<td>Outsourcing market research (lost applicant analysis, brand perceptions, pricing analysis, SEO, etc.)</td>
<td>89%</td>
<td>38%</td>
</tr>
<tr>
<td>Outsourcing telephone qualification to rate the interest levels of prospective students by phone</td>
<td>60%</td>
<td>11%</td>
</tr>
<tr>
<td>Outsourcing international recruitment</td>
<td>89%</td>
<td>19%</td>
</tr>
</tbody>
</table>
**USE OF CELL/MOBILE NUMBERS, EMAIL, AND NET PRICE CALCULATORS**

**How mobile/cell numbers are used** (Check all that apply)

<table>
<thead>
<tr>
<th>How mobile/cell numbers are used</th>
<th>FOUR-YEAR PRIVATE</th>
<th>FOUR-YEAR PUBLIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notifications of impending deadlines, events, acceptance, etc.</td>
<td>76%</td>
<td>75%</td>
</tr>
<tr>
<td>Calls simply to build a relationship between the caller and the student</td>
<td>81%</td>
<td>64%</td>
</tr>
<tr>
<td>Calls from telecounseling call centers</td>
<td>40%</td>
<td>36%</td>
</tr>
<tr>
<td>Mass text messages</td>
<td>59%</td>
<td>49%</td>
</tr>
<tr>
<td>Individual text messages</td>
<td>79%</td>
<td>38%</td>
</tr>
<tr>
<td>We do not collect cell/mobile numbers</td>
<td>0%</td>
<td>2%</td>
</tr>
</tbody>
</table>

**How mass emails are delivered to prospective students**

<table>
<thead>
<tr>
<th>How mass emails are delivered to prospective students</th>
<th>FOUR-YEAR PRIVATE</th>
<th>FOUR-YEAR PUBLIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>We use a campus-based system such as Outlook to send mass emails</td>
<td>19%</td>
<td>17%</td>
</tr>
<tr>
<td>We use a campus-based CRM (Customer Relationship Management) system to send mass emails</td>
<td>69%</td>
<td>83%</td>
</tr>
<tr>
<td>We use a third-party vendor to send mass emails</td>
<td>46%</td>
<td>23%</td>
</tr>
<tr>
<td>We use another approach to deliver mass emails to prospective students</td>
<td>3%</td>
<td>2%</td>
</tr>
</tbody>
</table>
Does admissions office collect contact information for parents at the inquiry stage?

<table>
<thead>
<tr>
<th></th>
<th>FOUR-YEAR PRIVATE</th>
<th>FOUR-YEAR PUBLIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, email address</td>
<td>63%</td>
<td>55%</td>
</tr>
<tr>
<td>Yes, mobile phone numbers</td>
<td>49%</td>
<td>32%</td>
</tr>
<tr>
<td>Yes, mailing address</td>
<td>53%</td>
<td>36%</td>
</tr>
<tr>
<td>No, we do not collect any contact information for parents at the inquiry stage</td>
<td>34%</td>
<td>45%</td>
</tr>
</tbody>
</table>

Who provided the institution’s net price calculator?

<table>
<thead>
<tr>
<th></th>
<th>FOUR-YEAR PRIVATE</th>
<th>FOUR-YEAR PUBLIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>The federal government</td>
<td>13%</td>
<td>26%</td>
</tr>
<tr>
<td>The institution</td>
<td>24%</td>
<td>30%</td>
</tr>
<tr>
<td>Outside vendor</td>
<td>61%</td>
<td>43%</td>
</tr>
</tbody>
</table>

Percentage of students who complete the institution’s net price calculator after starting it

<table>
<thead>
<tr>
<th></th>
<th>FOUR-YEAR PRIVATE</th>
<th>FOUR-YEAR PUBLIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>25th percentile</td>
<td>12.8</td>
<td>20.0</td>
</tr>
<tr>
<td>Median</td>
<td>30.0</td>
<td>33.0</td>
</tr>
<tr>
<td>75th percentile</td>
<td>50.3</td>
<td>50.0</td>
</tr>
</tbody>
</table>
# 10 Areas for Future Budget Investment

<table>
<thead>
<tr>
<th>Area</th>
<th>Four-Year Private</th>
<th>Four-Year Public</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Website Content</strong></td>
<td>89% ranked it in the top four</td>
<td>94% ranked it in the top four</td>
</tr>
<tr>
<td></td>
<td>71% ranked it in the top two</td>
<td>81% ranked it in the top two</td>
</tr>
<tr>
<td><strong>Website Design/Functionality</strong></td>
<td>84% ranked it in the top four</td>
<td>94% ranked it in the top four</td>
</tr>
<tr>
<td></td>
<td>73% ranked it in the top two</td>
<td>68% ranked it in the top two</td>
</tr>
<tr>
<td><strong>Email Communications</strong></td>
<td>53% ranked it in the top four</td>
<td>68% ranked it in the top four</td>
</tr>
<tr>
<td><strong>Social Media</strong></td>
<td>51% ranked it in the top four</td>
<td></td>
</tr>
<tr>
<td><strong>Search Engine Optimization</strong></td>
<td>46% ranked it in top four</td>
<td>40% ranked it in the top four</td>
</tr>
<tr>
<td><strong>Text Messaging</strong></td>
<td>33% ranked it in top four</td>
<td>34% ranked it in the top four</td>
</tr>
<tr>
<td><strong>Paid Interactive Advertising (Online Advertising)</strong></td>
<td>20% ranked it in top four</td>
<td>19% ranked it in the top four</td>
</tr>
<tr>
<td><strong>Virtual Reality Videos Tours</strong></td>
<td>6% ranked it in top four</td>
<td>17% ranked it in top four</td>
</tr>
<tr>
<td><strong>Online Chat</strong></td>
<td>4% ranked it in top four</td>
<td>6% ranked it in top four</td>
</tr>
<tr>
<td><strong>Virtual Tours</strong></td>
<td>3% ranked it in top four</td>
<td>0% ranked it in top four</td>
</tr>
</tbody>
</table>
The enrollment strategists at Ruffalo Noel Levitz have helped four-year public and private institutions use their resources more effectively to meet these enrollment goals—growing enrollment, shaping enrollment, recruiting for specific majors, breaking into new markets, to name just a few. As you look at these benchmarks and wonder how to translate them into strategic action, ask for a consultation.

- Visit RuffaloNL.com/Consultation
- Call 800.876.1117 and ask to speak with our enrollment strategists

ABOUT THE PARTICIPANTS AND METHODOLOGY

Data in this report reflect responses from 115 nonprofit four-year colleges and universities. Respondents participated in the Ruffalo Noel Levitz national electronic poll of undergraduate practices for marketing and student recruitment in the spring of 2018. The poll was emailed to enrollment and admissions officers at accredited, degree-granting institutions across the United States. Respondents to the poll included 70 four-year private institutions and 45 four-year public institutions.

Standard descriptive statistics (such as sample means) were used to analyze the results of the poll for central tendency and variation. Due to the relatively small sample size, the results should be read as indicators.

To report the findings as accurately as possible, the rankings of effectiveness were based only on the relative effectiveness options that were given to respondents: “effective” (responses of “very effective” or “somewhat effective”), “somewhat ineffective,” and “not effective at all.” This approach of excluding “practice not used,” allowed promising, less-frequently-used practices to be included.
FOUR-YEAR PRIVATE INSTITUTIONS
Augusta University
Austin College
Bradley University
Carthage College
Centenary University
Christian Brothers University
Colby-Sawyer College
College of Menominee Nation
College of Saint Scholastica, The Converse College
Dallas Baptist University
DePauw University
Dordt College
Elmhurst College
Finlandia University
Freed-Hardeman University
Fresno Pacific University
Friends University
Goshen College
Grace College and Theological Seminary
Guilford College
Houghton College
Houston Baptist University
John Brown University
John Carroll University
Kettering College
Keystone College
Lakeland University
Lincoln College
Lipscomb University
Manchester University
Marist College
Marymount Manhattan College
Miles College
Milwaukee School of Engineering
Mount Aloysius College
Mount Ida College
Mount Vernon Nazarene University
Muhlenberg College
Newbury College
North Carolina Wesleyan College
North Central University
Northwest University
Occidental College
Oklahoma Baptist University
Oral Roberts University
Otterbein University
Pace University-New York
Piedmont College
Resurrection University
Robert Morris University
Rocky Mountain College
Rosalind Franklin University of Medicine and Science
Saint Joseph’s College
Seattle University
Southern Adventist University
Springfield College
St. Louis College of Pharmacy
St. Mary’s University
Thiel College
Trinity Christian College
Tusculum College
University of Evansville
University of Richmond
Ursuline College
Utica College
Washington & Jefferson College
Wisconsin Lutheran College
York College Pennsylvania

MINNESOTA STATE UNIVERSITY
Moorhead
Missouri State University-Springfield
Montana Tech of the University of Montana
New Jersey Institute of Technology
North Dakota State University-Main Campus
Ohio University-Main Campus
Oklahoma Baptist University
Pennsylvania State University-Penn State Lehigh Valley
Peru State College
Sam Houston State University
San Diego State University
Shawnee State University
University at Buffalo
University of Alaska Fairbanks
University of Cincinnati
University of Guam
University of Illinois at Springfield
University of Michigan-Dearborn
University of Minnesota-Crookston
University of Missouri-St. Louis
University of New Hampshire-Main Campus
University of North Carolina Wilmington
University of Northern Colorado
University of Pittsburg
University of Southern Maine
University of Texas at San Antonio
University of Vermont
University of Wyoming
Western Connecticut State University
Western Kentucky University
Western Oregon University
Western State Colorado University
ABOUT RUFFALO NOEL LEVITZ

Ruffalo Noel Levitz is the leading provider of higher education enrollment, student success, and fundraising solutions. More than 1,900 colleges, universities, and nonprofit organizations rely on RNL for advanced analytics, personalized engagement, and industry-leading insights to achieve their missions. The firm is distinguished by its powerful portfolio of solutions focused on the entire lifecycle of enrollment and fundraising, assuring students find the right college or university, graduate on time, secure their first job, and give back to support the next generation. Ruffalo Noel Levitz conferences, research reports, papers, and articles help clients stay on top of current trends.

Learn more and request a free consultation

Our enrollment management solutions cover the full spectrum of student recruitment and retention, including search, application, financial aid, student success, and strategy development. Contact us for a free consultation with our enrollment management experts.

RuffaloNL.com
ContactUs@RuffaloNL.com
800.876.1117

Find this paper online at: RuffaloNL.com/Practices2018

How to cite this report: