

# 2011 Marketing and Student Recruitment Practices at 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 97-item, Web-based poll in April of 2011 as part of the firm's continuing series of benchmark polls for higher education.

Among the findings:

- The "top 10" most effective practices in 2011—across public and private, two-year and four-year campuses—included many widely-used practices such as open houses and campus visit days as well as a few practices that were used by less than half of respondents.
- Interaction with enrolled students, online applications, and initiatives to address students' concerns about costs were all included among the top practices across institution types.
- Up to 55 percent of respondents from four-year private and public institutions and up to 67 percent of respondents from two-year public institutions reported using practices that most respondents in their sector judged to be "minimally effective."
- Purchasing student names was found to be a widespread practice in higher education, especially among four-year institutions, but the number of names purchased and the timing and number of contacts made with purchased names varied considerably among sectors and among institutions within each sector.
- Mobile apps ranked among the least-used practices across institution types, despite the fact that nearly two-thirds of respondents from four-year institutions (63 to 64 percent) rated them "very effective" or "somewhat effective."
- Student-to-student contact programs—programs that keep enrolled students in touch with prospective students—were found to be used by a majority of four-year private and public institutions (73 and 61 percent, respectively) but only by a minority of two-year public institutions (27 percent), with a wide variety of practice in the frequency of such contacts.
- Only about half or less of respondents reported having a strategic, multi-year enrollment plan that they felt good about, only about half had a process for evaluating marketing and recruitment strategies that they felt good about, and only about one-fifth of campuses had a standing campuswide committee for marketing and recruitment planning 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. Additional benchmark reports can be found at [www.noellevitz.com/BenchmarkReports](http://www.noellevitz.com/BenchmarkReports).

See the appendix of this report for detailed findings from all 97 items on the poll.



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– proportion of colleges that purchase names	
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### Findings color key

Four-year private institutions

Four-year public institutions

Two-year public institutions

### About the rankings: *New and improved methodology*

To identify most and least effective practices for this 2011 study, as well as least-used practices, respondents were asked to rate the effectiveness of 78 practices on the following scale:

Very effective    Somewhat effective    Minimally effective    Method not used

To report the findings as accurately as possible, the rankings in this report are, for the first time, 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 currently are not being used by the majority of institutions. For example, as reported on page 5, only 43 percent of two-year public college respondents reported making admissions decisions “on the spot” in high schools or during campus visits. Yet among those respondents, 63 percent rated the practice “very effective,” placing it first on the list of top 10 practices for that sector. For more information on this year’s study, please see page 44.

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

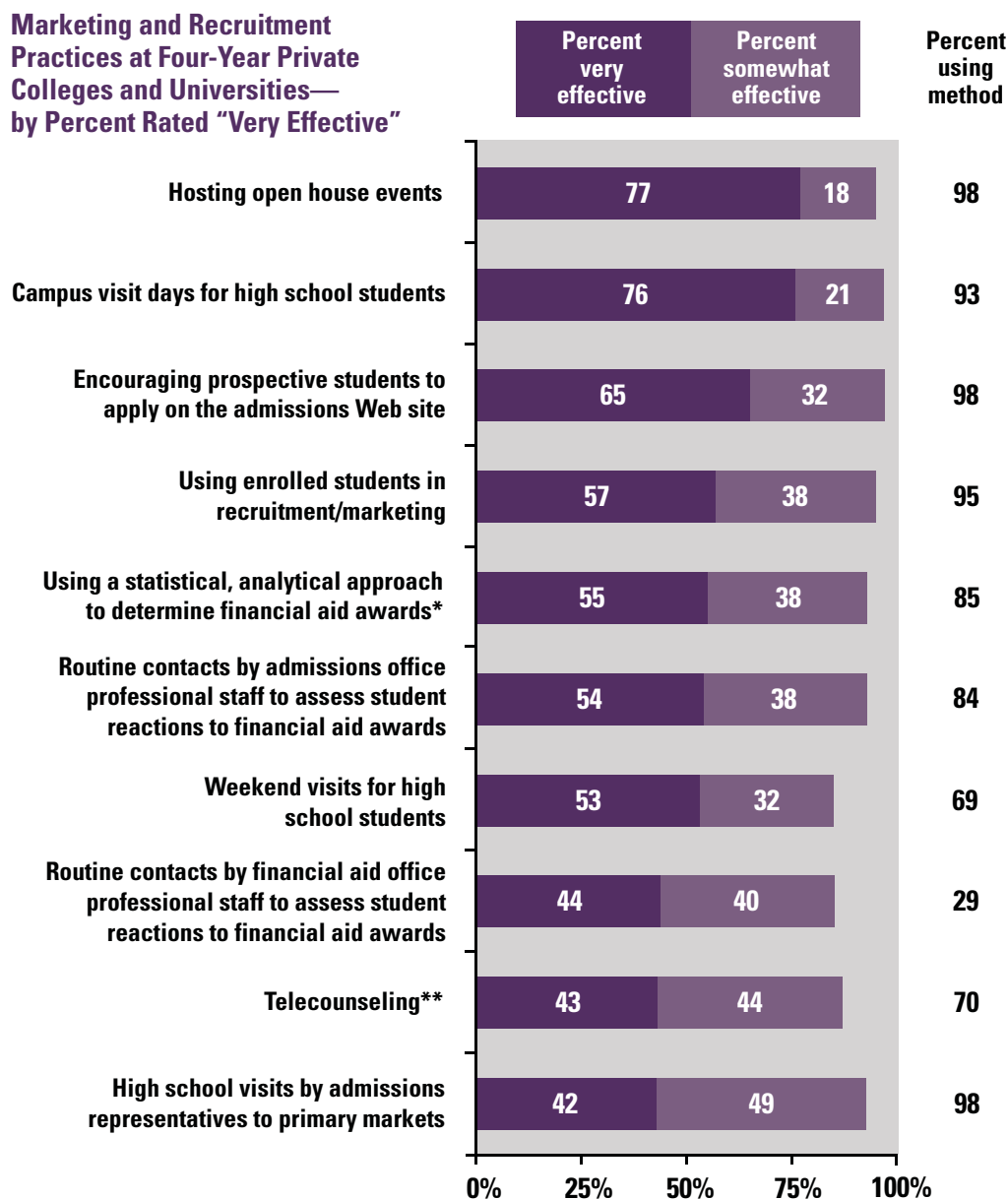
## Top 10 most effective practices by institution type

The first three tables in this report show the 10 items that respondents from each institution type rated “very effective” most frequently among 78 items that were measured for their effectiveness. For rankings of all 78 items, please see the Appendix. To understand how the rankings were established, see page 2.

### Top 10 most effective practices at four-year private institutions

#### Four-year private institutions

Interaction with enrolled students, online applications, and initiatives to address students’ concerns about costs were among the top practices for marketing and student recruitment across institution types in spring 2011.



Many of the top practices identified by respondents from private colleges are well-known and used widely. However—in addition to showing which practices are among the top 10—this table shows that three of the top 10 practices were not being used by a significant number of institutions. These three practices included: weekend visits for high school students, used by only 69 percent of respondents; telecounseling, used by 70 percent of respondents; and routine contacts by financial aid office professional staff to assess student reactions to financial aid awards, used by 29 percent of respondents.

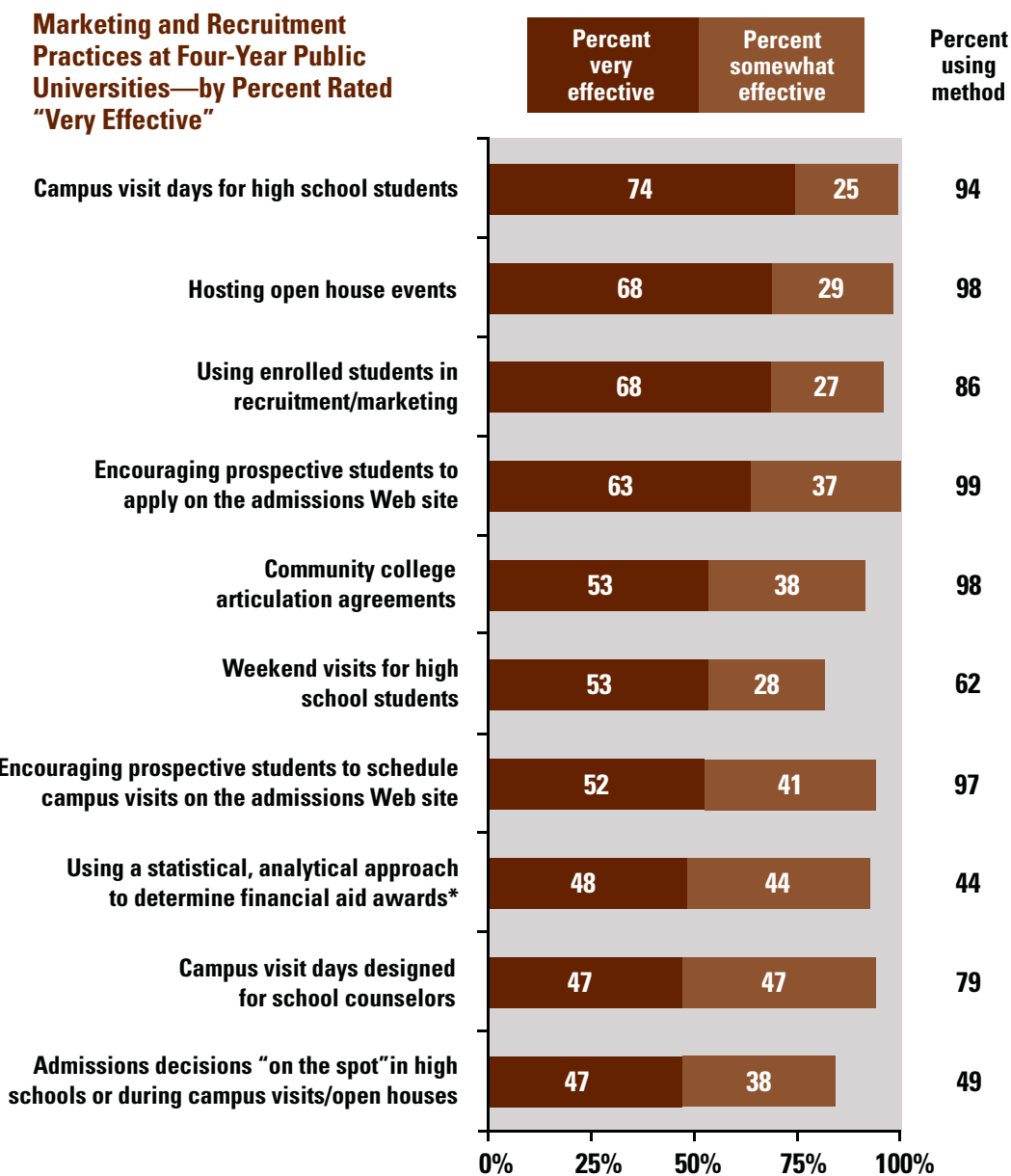
\* This statistical approach was defined in the poll as “a statistical, analytical approach to determine financial aid award levels by predicting enrollment rates based on award amounts (aka ‘financial aid leveraging’).”

\*\*Telecounseling was defined in the poll as “a formal telecounseling program that includes regularly scheduled calls to most inquiries and/or admits at various times during the recruitment process and is typically managed by a full-time professional. Occasional, intermittent calls to selected prospects do not constitute a formal telecounseling program.”

Top 10 most effective practices at four-year public institutions

Four-year  
public  
institutions

Comparing the effectiveness ratings to the “percent using method” column yields additional insights. For example, only 44 percent of respondents from public universities reported using a statistical, analytical approach to determine financial aid award levels, yet 92 percent rated the practice “very effective” or “somewhat effective.”



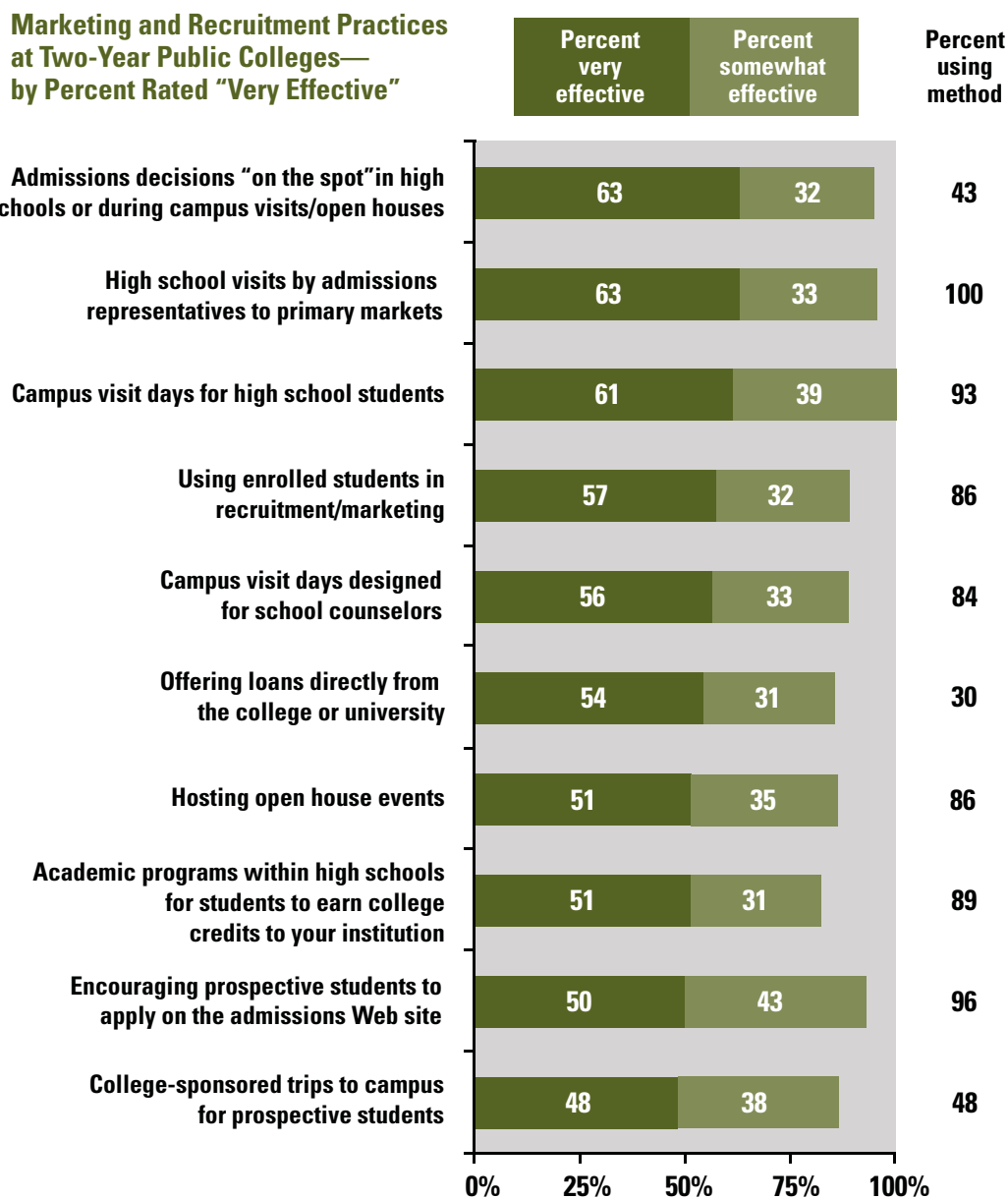
Many of the top practices identified by respondents from public universities are well-known and used widely. However—in addition to showing which practices are among the top 10—this table shows that only 44 to 62 percent of respondents were using three of the top 10 practices identified. These included: financial aid leveraging, used by 44 percent of respondents; making admissions decisions “on the spot” in high schools or during campus visits/open houses, used by 49 percent of respondents; and weekend visits for high school students, used by 62 percent of respondents.

\* This statistical approach was defined in the poll as “a statistical, analytical approach to determine financial aid award levels by predicting enrollment rates based on award amounts (aka ‘financial aid leveraging’).”

Top 10 most effective practices at two-year public institutions

Two-year  
public  
institutions

The practice of offering loans directly from the college was only being used by 30 percent of respondents from two-year public colleges, but 85 percent of respondents who were using the practice rated it “very effective” or “somewhat effective.”



Many of the top practices identified by respondents from two-year public colleges are well-known and used widely. However—in addition to showing which practices are among the top 10—this table shows that less than half of respondents were using three of the top 10 identified practices. These included offering loans directly from the college, used by 30 percent of respondents; making admissions decisions “on the spot” in high schools or during campus visits/open houses, used by 43 percent of respondents; and offering college-sponsored trips to campus for prospective students, used by 48 percent of respondents.

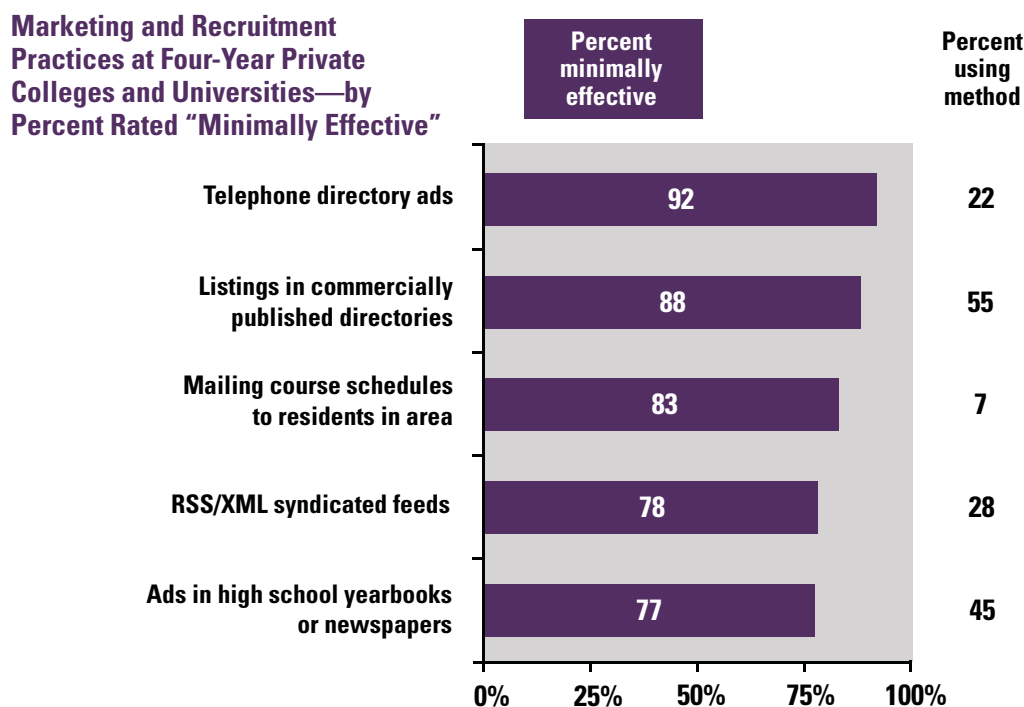
## Five least-effective and five least-used practices

The following tables show the five items that respondents from each institution type rated “minimally effective” most frequently among 78 items that were measured for their effectiveness, followed by the five items that respondents rated “method not used” most frequently.

### Five least-effective practices at four-year private institutions

#### Four-year private institutions

Listings in commercially published directories were being used by 55 percent of respondents from private colleges, despite being rated among the five least-effective practices for this sector.



In addition to showing the five least-effective practices, this table shows that nearly half or more of respondents from four-year private colleges are using two practices that more than three-quarters of respondents identified as minimally effective. These included ads in high school yearbooks or newspapers, used by 45 percent of respondents; and listings in commercially published directories, used by 55 percent of respondents.

### Five least-used practices at four-year private institutions

Marketing and Recruitment Practices at Four-Year Private Colleges and Universities—by Lowest Percent Using Method	Percent using method
Online career interest survey	7.2%
Mailing course schedules to residents in area	7.4%
Podcasting	12.6%
Mobile apps	16.9%
Recruiting through social service agencies	19.8%

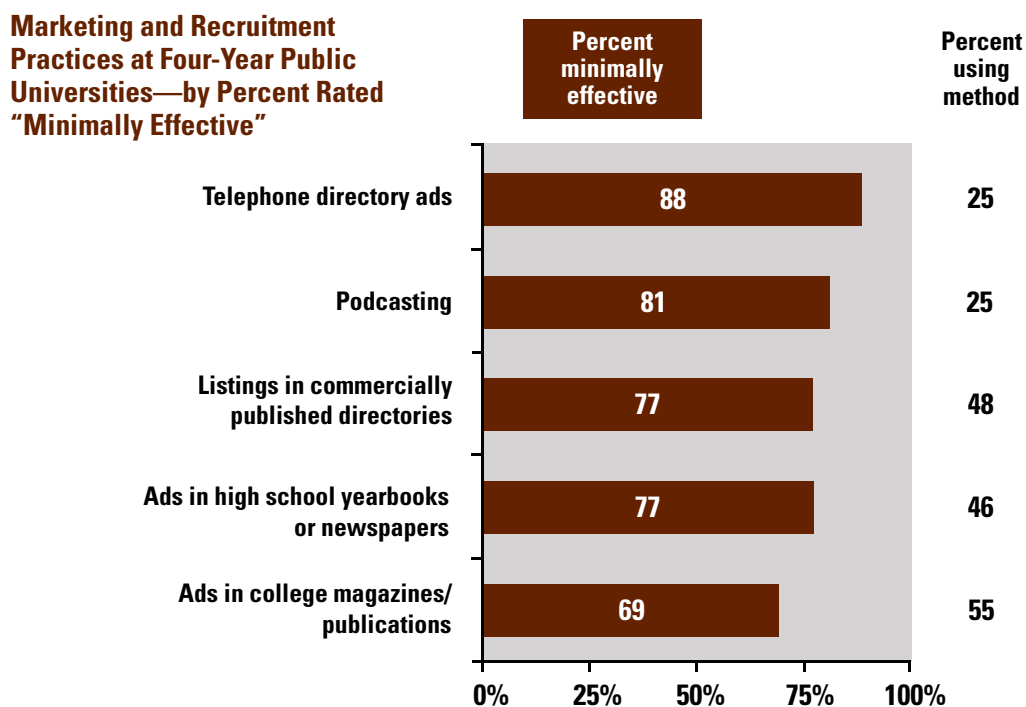
Note that least-used is a very different rating than least-effective and may represent emerging opportunities.

Even though only 17 percent of respondents from four-year private institutions reported using mobile apps, 64 percent of these respondents rated mobile apps either “somewhat effective” or “very effective,” as shown in the Appendix on page 16.

**Five least-effective practices at four-year public institutions**

Four-year public institutions

Ads in “college magazines/publications” were being used by 55 percent of respondents from four-year public universities, despite being rated among the five least-effective practices for this sector.



Along with showing the five least-effective practices, this table indicates that approximately half of respondents from four-year public universities are using three practices that most respondents identified as minimally effective. These included ads in high school yearbooks or newspapers, used by 30 percent of respondents; listings in commercially published directories, used by 48 percent of respondents; and ads in college magazines/publications, used by 55 percent of respondents.

**Five least-used practices at four-year public institutions**

Marketing and Recruitment Practices at Four-Year Public Universities—by Lowest Percent Using Method	Percent using method
Mailing course schedules to residents in area	14.1%
Text messaging with prospective students	16.1%
Online career interest survey	20.6%
Routine contacts by financial aid office professional staff to assess student reactions to financial aid awards	23.8%
Mobile apps	24.6%
Telephone directory ads	24.6%

Note that least-used is a very different rating than least-effective and may represent emerging opportunities.

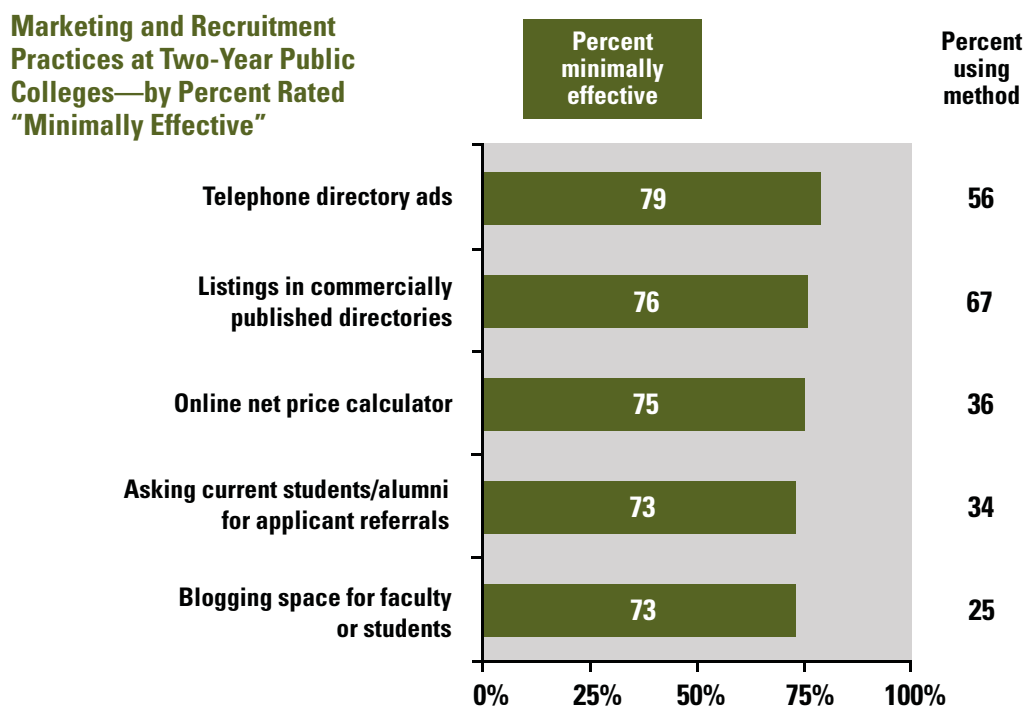
Even though only 16 percent of respondents from four-year public universities reported using text messaging with prospective students, 60 percent of these respondents rated text messaging either “somewhat effective” or “very effective,” as shown in the Appendix on page 26.



### Five least-effective practices at two-year public institutions

**Two-year public institutions**

Telephone directory ads were being used by 67 percent of respondents from two-year public colleges, despite being rated among the five least-effective practices for this sector.



In addition to showing the five least-effective practices, this table indicates that more than half of respondents from two-year public colleges are using two practices that most respondents identified as minimally effective. These included telephone directory ads, used by 56 percent of respondents, and listings in commercially published directories, used by 67 percent of respondents.

### Five least-used practices at two-year public institutions

Marketing and Recruitment Practices at Two-Year Public Colleges—by Lowest Percent Using Method	Percent using method
RSS/XML syndicated feeds	7.0%
Mobile apps	9.1%
Loading a subset of purchased names into inquiry pool and treating them like inquiries before students respond	13.6%
Statistical modeling to predict the likelihood of an inquirer enrolling at your institution	13.6%
Statistical modeling to predict the likelihood of an admitted student enrolling at your institution	13.6%

Note that least-used is a very different rating than least-effective and may represent emerging opportunities.

Technologies such as mobile apps and RSS/XML feeds were among the least-used practices at two-year public colleges.



## Search practices

The tables in this section highlight the search practices of institutions that purchase the names of prospective high school students from list vendors. Since most two-year public institutions do not purchase the names of high school students, data from that sector are largely unavailable. For additional and more complete data on these findings, please refer to the Appendix (private institutions, see pages 22-23, public institutions, see pages 32-33 for four-year campuses and page 42 for two-year campuses).

### Do you purchase or acquire high school student names and, if so, how many names do you purchase?

Use of Purchased Names (Yes/No) and Name Volume If Purchased	Four-year private	Four-year public	Two-year public
Yes, we purchase or acquire high school students' names	90.5%	86.2%	29.5%
Median volume of names purchased	70,000	40,000	8,000
25th percentile—volume of names purchased	29,500	15,000	3,900
75th percentile—volume of names purchased	117,750	80,000	19,000

As shown here, the practice of purchasing names of high school students is widespread in higher education, especially among four-year institutions. In addition, this table shows that four-year private institutions purchase nearly double the number of names at the median compared to four-year public institutions and more than eight times the median volume purchased by two-year public institutions.

Note that significant variability is evident between the median volume of purchased names and the volume of purchased names at the first and third quartile of respondents across sectors.

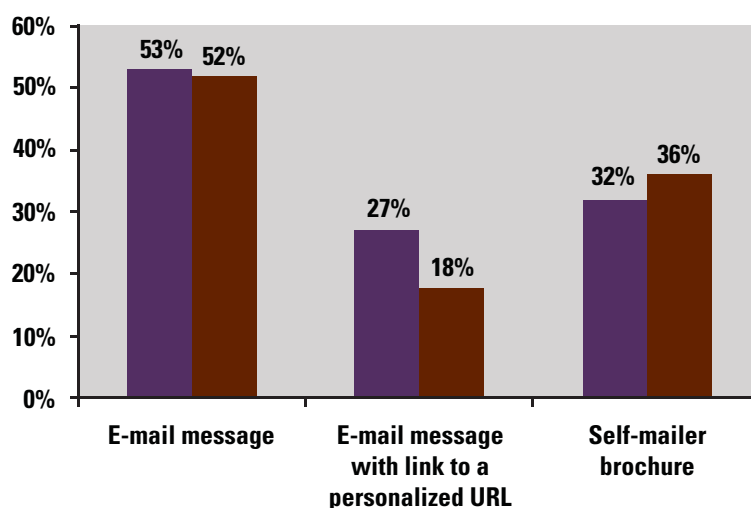
### Do you know how many students enroll from purchased names and, if so, how many enroll?

Knowledge of How Many Purchased Names Enroll (Yes/No) and Enrollment Rate if Known	Four-year private	Four-year public
Yes, we know how many purchased names enroll	66.2%	52.7%
Median enrollment rate of purchased names	2.0%	4.0%
25th percentile—enrollment rate of purchased names	0.5%	1.0%
75th percentile—enrollment rate of purchased names	10.0%	20.0%

This table shows that only half to two-thirds of four-year colleges and universities know how many of their purchased names end up enrolling. In addition, the data indicate that the enrollment rate from purchased names for four-year public institutions is double the rate for four-year private institutions—a rate that is likely related to the lower volume of name purchases for the four-year public sector reported in the previous table.

## How do you make first contact with purchased names?

### Colleges using method



Four-year  
private  
institutions

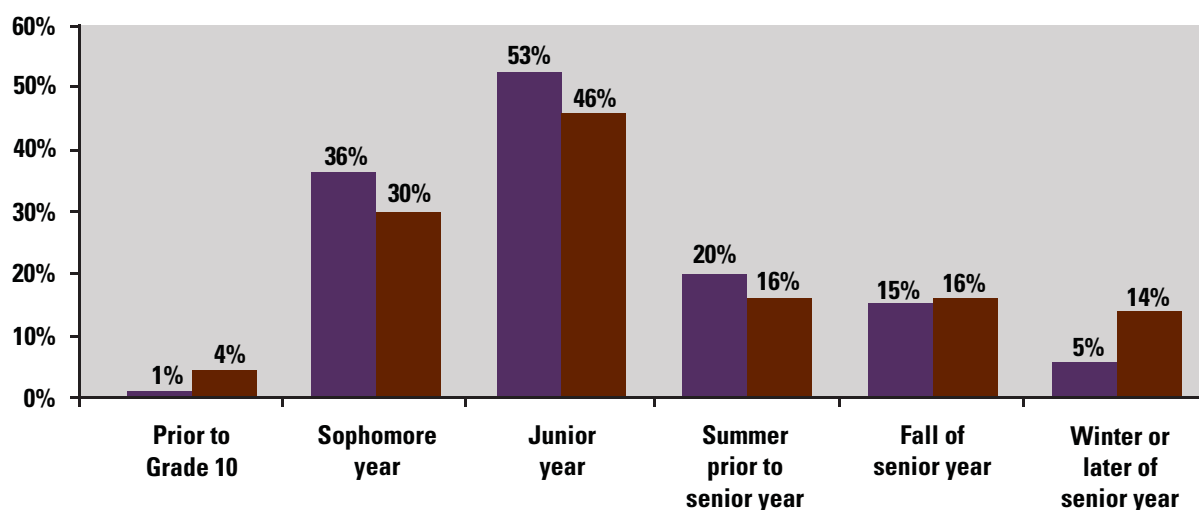
Four-year  
public  
institutions

This table shows the top three methods that respondents from four-year colleges and universities reported using for making first contact with prospective students whose names they purchased from list vendors such as NRCCUA, The College Board, and ACT. For complete findings, see the Appendix (private institutions, see page 23, public institutions, see page 33).

Note: For this item, respondents were instructed to “check all [responses] that apply.”

## When do you make contact with the names you purchase? PSAT example (see more examples in Appendix)

### Colleges making contact with PSAT names purchased from The College Board



This table offers a glimpse at the extensive data reported in the Appendix (see pages 22 and 32) for high school students' names purchased from student name list vendors such as The College Board, ACT, and NRCCUA. The table shows that four-year colleges and universities are making contact with purchased PSAT names throughout students' high school years, with the top two times for making contact being the junior year and the sophomore year. These rankings vary by list vendor, though the junior year tends to be the most popular time for making contact.

Note: For this item, respondents were instructed to “check all [responses] that apply.”

**After you make the first contact, about how many additional contacts do you typically make to the names you purchase that do not respond before you give up on them?**

<b>Additional Contacts (Subsequent to First Contact) With Purchased Names</b>	<b>Four-year private</b>	<b>Four-year public</b>
Zero or No Response	4.6%	7.1%
1-2 additional contacts	15.8%	23.2%
3-6 additional contacts	45.4%	55.4%
7-10 additional contacts	24.3%	7.1%
Greater than 10	9.9%	7.1%

As shown here, there is a wide variety of practice in the volume of contacts colleges make with purchased names. For four-year public and private institutions, the most popular number of additional contacts (subsequent to the first contact) is a range between three and six contacts.

In general, four-year private institutions follow up with purchased names more frequently than do four-year public institutions.

## Number of written contacts, student-to-student contact programs

This section includes two tables with additional data on contacts with prospective students, including more data on contacts with purchased names.

**How many written communications (combination of direct mail, e-mail, texting) does a prospective student typically receive at each of the following stages?**

Volume of Written Contacts	Four-year private			Four-year public			Two-year public		
	Purchased name/prospect stage	Inquiry stage	Admit stage	Purchased name/prospect stage	Inquiry stage	Admit stage	Purchased name/prospect stage	Inquiry stage	Admit stage
Median number of written communications	5.0	10.0	10.0	3.0	6.0	8.0	2.0	3.0	3.0
25th percentile—number of written communications	2.0	6.0	6.0	2.0	3.0	4.0	1.0	2.0	2.0
75th percentile—number of written communications	7.0	15.0	20.0	5.0	15.0	15.0	3.0	4.0	6.0

As seen here, colleges and universities send written communications to prospective students at each stage of the college decision process—and the frequency of these communications increases as students move closer toward enrollment.

**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? And, if so, how many contacts from a current student does a typical prospective student receive?**

Student-to-Student Contact Program (Yes/No) and Volume of These Contacts If Program Exists	Four-year private	Four-year public	Two-year public
Yes—we have such a program	73.2%	60.9%	27.3%
We make 1-2 contacts of this type	44.2%	61.5%	66.7%
We make 3-4 contacts of this type	40.0%	28.2%	33.3%
We make 5-6 contacts of this type	7.5%	5.1%	0.0%
We make 6 or more contacts	8.3%	5.1%	0.0%

This table shows that most four-year institutions are assigning current students to keep in touch with prospective students. This practice is especially common among four-year private institutions, with more than half of respondents from that sector (56 percent) reporting that they typically make three or more contacts of this type with each prospective student.

## Planning and leadership practices

This section includes two tables with data on planning and leadership practices for student recruitment and marketing.

### Quality and use of recruitment, marketing, and long-range enrollment plans

Despite the need for stronger planning and leadership in today's challenging higher education environment, many respondents questioned the quality of their plans and evaluations, and less than one-quarter of respondents indicated they had a committee that was of good or excellent quality.

Survey Items	Percent of respondents in agreement					
	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, long-range (at least three-year) strategic enrollment plan	69.5%	41.3%	64.6%	52.3%	61.4%	18.2%
My institution has a written annual marketing plan	75.9%	38.0%	64.6%	29.2%	65.1%	23.3%
My institution has a written annual recruitment plan	83.7%	54.2%	81.5%	56.9%	70.5%	34.1%
My institution has a written annual integrated recruitment/marketing plan	64.4%	35.6%	61.5%	26.2%	48.8%	23.3%
My institution regularly evaluates the effectiveness of marketing and recruitment strategies and tactics and makes changes accordingly	93.3%	52.1%	84.1%	46.0%	84.1%	31.8%
My institution has a standing, campuswide committee that addresses coordinated marketing and recruitment planning and implementation across all units	48.8%	21.1%	55.4%	21.5%	59.1%	15.9%

As shown here, even though the majority of respondents reported having written annual and long-range plans, a significant number failed to rate their plan as good or excellent. In addition, only about half of respondents rated their evaluations of marketing and recruitment strategies good or excellent, and only about half of respondents reported having a standing campuswide committee that addresses coordinated marketing and recruitment planning and implementation.

\* These percentages 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**

<b>Chief Enrollment Officer Reports to...</b>	<b>Four-year private</b>	<b>Four-year public</b>	<b>Two-year public</b>
<b>President</b>	72.0%	20.3%	27.3%
<b>Academic Affairs</b>	11.3%	35.9%	4.5%
<b>Student Affairs</b>	4.2%	28.1%	52.3%
<b>Administrative/Business Office</b>	1.8%	1.6%	0.0%
<b>Other</b>	10.7%	14.1%	15.9%

As shown above, there is a wide range of practice across sectors in the supervision of chief enrollment officers. For example, at four-year private institutions, it is much more likely that the chief enrollment officer reports to the president, while at two-year public colleges, it is much more common that the chief enrollment officer reports to student affairs.

## Appendix: Complete findings by institution type

The following tables include the complete findings of this study, again color-coded with three colors:

**Pages 15-24:**

**Four-year  
private  
institutions**

**Pages 25-34:**

**Four-year  
public  
institutions**

**Pages 35-43:**

**Two-year  
public  
institutions**

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.

### Effectiveness of 78 Marketing and Recruitment Practices for Four-Year Private Colleges and Universities—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
Hosting open house events	98.2%	76.7%	17.8%	5.5%	94.5%
Campus visit days for high school students	93.4%	76.3%	20.5%	3.2%	96.8%
Encouraging prospective students to apply on the admissions Web site	98.2%	65.2%	31.7%	3.0%	97.0%
Using enrolled students in recruitment/marketing	95.2%	56.6%	37.7%	5.7%	94.3%
Using a statistical, analytical approach to determine financial aid award levels by predicting enrollment rates based on award amounts (aka “financial aid leveraging”)	84.9%	55.3%	37.6%	7.1%	92.9%
Routine contacts by admissions office professional staff to assess student reactions to financial aid awards	83.6%	54.3%	37.7%	8.0%	92.0%
Weekend visits for high school students	69.3%	53.0%	32.2%	14.8%	85.2%
Routine contacts by financial aid office professional staff to assess student reactions to financial aid awards	29.1%	43.8%	39.6%	16.7%	83.3%
Telecounseling (see definition on page 3)	69.7%	42.6%	44.3%	13.0%	87.0%
High school visits by admission representatives to primary markets	97.6%	42.3%	48.5%	9.2%	90.8%
Calling cell phones of prospective students	85.5%	41.8%	46.1%	12.1%	87.9%
Recruiting page(s) on Web site	98.8%	39.4%	52.1%	8.5%	91.5%
Encouraging prospective students to schedule campus visits on the admissions Web site	93.3%	39.0%	54.5%	6.5%	93.5%
Offering flexible payment plans	92.7%	38.8%	46.7%	14.5%	85.5%
Targeting transfer students	91.0%	38.4%	41.1%	20.5%	79.5%



Survey Items— Four-Year Private Institutions	Institutions Using Method	Very Effective	Somewhat Effective	Minimally Effective	Very or Somewhat Effective
Statistical modeling to predict the likelihood of an admitted student enrolling at your institution	54.8%	37.4%	50.5%	12.1%	87.9%
Statistical modeling to predict the likelihood of an inquirer enrolling at your institution	64.7%	37.0%	43.5%	19.4%	80.6%
Campus visit days designed for school counselors	66.9%	36.9%	36.0%	27.0%	73.0%
Community college articulation agreements	80.8%	36.3%	39.3%	24.4%	75.6%
Targeting adult learners and other non-traditional students	50.9%	35.7%	36.9%	27.4%	72.6%
Using faculty in recruitment/marketing	96.4%	34.2%	46.0%	19.9%	80.1%
Encouraging prospective students to use an inquiry form on the admissions Web site	98.2%	31.9%	49.7%	18.4%	81.6%
Admissions decisions “on the spot” in high schools or during campus visits/open houses	35.3%	27.1%	52.5%	20.3%	79.7%
Electronic mail communication with prospective students	100.0%	26.9%	63.5%	9.6%	90.4%
Community college outreach to academic advisors	73.7%	26.8%	42.3%	30.9%	69.1%
Publications in general (viewbook, search pieces, etc.)	99.4%	26.5%	64.5%	9.0%	91.0%
Offering loans directly from the college or university	34.8%	26.3%	43.9%	29.8%	70.2%
College-sponsored trips to campus for prospective students	44.3%	25.7%	41.9%	32.4%	67.6%
Group area meetings for prospective students and/or their parents	61.1%	25.5%	52.0%	22.5%	77.5%
Online career interest survey	7.2%	25.0%	25.0%	50.0%	50.0%
Community college visits	89.8%	24.7%	46.0%	29.3%	70.7%
Targeted parent communications	81.3%	23.7%	57.8%	18.5%	81.5%
Online net price calculator	47.0%	23.1%	28.2%	48.7%	51.3%
Cooperative or consortia-based recruiting	32.3%	22.2%	35.2%	42.6%	57.4%
Personalized home page/portal for applicants	35.3%	22.0%	54.2%	23.7%	76.3%
Targeting high-academic-ability students	85.5%	22.0%	54.6%	23.4%	76.6%
Targeting under-represented students	75.9%	21.4%	49.2%	29.4%	70.6%
Searches via electronic mail	77.2%	20.9%	48.1%	31.0%	69.0%
Targeting out-of-state students	83.0%	19.0%	52.6%	28.5%	71.5%
Mobile apps	16.9%	17.9%	46.4%	35.7%	64.3%
Social networking sites like Facebook	98.2%	17.8%	44.2%	38.0%	62.0%
Off-campus meetings or events for high school counselors	57.8%	17.7%	51.0%	31.3%	68.8%

<b>Survey Items— Four-Year Private Institutions</b>	<b>Institutions Using Method</b>	<b>Very Effective</b>	<b>Somewhat Effective</b>	<b>Minimally Effective</b>	<b>Very or Somewhat Effective</b>
Off-campus meetings or events for prospective students	67.7%	17.7%	47.8%	34.5%	65.5%
Participation in College Day/ College Night programs	93.4%	16.8%	60.6%	22.6%	77.4%
Text messaging with prospective students	29.5%	16.3%	38.8%	44.9%	55.1%
Search engine optimization tactics to ensure your college's name appears as a result of a search	71.9%	15.8%	51.7%	32.5%	67.5%
Systematically re-contacting most inquiries to code their level of interest in enrolling at your institution ("qualifying inquiries")	69.5%	15.5%	53.4%	31.0%	69.0%
Participation in national or regional college fairs	97.0%	14.8%	56.8%	28.4%	71.6%
Visits by admissions representatives to business and industry sites or human resource offices	30.1%	14.0%	32.0%	54.0%	46.0%
Asking current students/alumni for applicant referrals	74.9%	13.6%	36.0%	50.4%	49.6%
Using alumni in recruitment/ marketing	85.6%	13.3%	51.7%	35.0%	65.0%
Targeting veterans	55.2%	13.2%	29.7%	57.1%	42.9%
Loading a subset of purchased names into inquiry pool and treating them like inquiries before students respond	55.1%	13.0%	43.5%	43.5%	56.5%
Summer, weekend, evening, or other special workshops or seminars	56.3%	12.8%	55.3%	31.9%	68.1%
Virtual tours	61.4%	12.7%	31.4%	55.9%	44.1%
Academic programs within high schools for students to earn college credits to your institution	54.8%	12.1%	45.1%	42.9%	57.1%
Search engine pay-per-click ads	54.2%	11.1%	38.9%	50.0%	50.0%
High school visits by admission representatives to secondary, tertiary, or test markets	94.6%	10.8%	50.0%	39.2%	60.8%
Student search via direct mail	85.0%	10.6%	52.1%	37.3%	62.7%
Radio ads	53.9%	9.0%	32.6%	58.4%	41.6%
Chat rooms	29.9%	8.0%	30.0%	62.0%	38.0%
Instant messaging with prospective students	30.7%	7.8%	27.5%	64.7%	35.3%
Internet ads in general	69.9%	6.9%	44.0%	49.1%	50.9%
Revisiting a database of inquiries and/or applicants that did not enroll	78.3%	6.2%	36.9%	56.9%	43.1%
Blogging space for faculty or students	58.7%	6.1%	28.6%	65.3%	34.7%
Recruiting through business/ industry	29.9%	6.0%	26.0%	68.0%	32.0%
Participating in trade shows/ advertising in trade publications	31.9%	5.7%	22.6%	71.7%	28.3%

Survey Items— Four-Year Private Institutions	Institutions Using Method	Very Effective	Somewhat Effective	Minimally Effective	Very or Somewhat Effective
Television ads	34.3%	5.3%	42.1%	52.6%	47.4%
Print media ads in general	87.3%	3.4%	37.9%	58.6%	41.4%
Recruiting through social service agencies	19.8%	3.0%	27.3%	69.7%	30.3%
Ads in college magazines/ publications	66.1%	2.8%	29.4%	67.9%	32.1%
Ads in high school yearbooks or newspapers	44.6%	2.7%	20.3%	77.0%	23.0%
Billboard, bus, or other outdoor advertising	47.3%	2.6%	42.3%	55.1%	44.9%
Telephone directory ads	21.7%	0.0%	8.3%	91.7%	8.3%
Listings in commercially published directories	55.4%	0.0%	12.0%	88.0%	12.0%
Mailing course schedules to residents in area	7.4%	0.0%	16.7%	83.3%	16.7%
RSS/XML syndicated feeds	27.9%	0.0%	21.7%	78.3%	21.7%
Podcasting	12.6%	0.0%	23.8%	76.2%	23.8%

**Effectiveness of 78 Marketing and Recruitment Practices for Four-Year Private Colleges and Universities—Ordered by Categories Such as Print/Mailing Practices, Web Practices, Events, Etc.**

Survey Items— Four-Year Private Institutions	Institutions Using Method	Very Effective	Somewhat Effective	Minimally Effective	Very or Somewhat Effective
<b>Effectiveness of Print/Mailing Practices</b>					
Publications in general (viewbook, search pieces, etc.)	99.4%	26.5%	64.5%	9.0%	91.0%
Student search via direct mail	85.0%	10.6%	52.1%	37.3%	62.7%
Mailing course schedules to residents in area	7.4%	0.0%	16.7%	83.3%	16.7%
<b>Effectiveness of E-Communication Practices</b>					
Electronic mail communication with prospective students	100.0%	26.9%	63.5%	9.6%	90.4%
Searches via electronic mail	77.2%	20.9%	48.1%	31.0%	69.0%
Text messaging with prospective students	29.5%	16.3%	38.8%	44.9%	55.1%
Chat rooms	29.9%	8.0%	30.0%	62.0%	38.0%
Instant messaging with prospective students	30.7%	7.8%	27.5%	64.7%	35.3%

Survey Items— Four-Year Private Institutions	Institutions Using Method	Very Effective	Somewhat Effective	Minimally Effective	Very or Somewhat Effective
<b>Effectiveness of Web Practices</b>					
Encouraging prospective students to apply on the admissions Web site	98.2%	65.2%	31.7%	3.0%	97.0%
Recruiting page(s) on Web site	98.8%	39.4%	52.1%	8.5%	91.5%
Encouraging prospective students to schedule campus visits on the admissions Web site	93.3%	39.0%	54.5%	6.5%	93.5%
Encouraging prospective students to use an inquiry form on the admissions Web site	98.2%	31.9%	49.7%	18.4%	81.6%
Online career interest survey	7.2%	25.0%	25.0%	50.0%	50.0%
Online net price calculator	47.0%	23.1%	28.2%	48.7%	51.3%
Personalized home page/portal for applicants	35.3%	22.0%	54.2%	23.7%	76.3%
Mobile apps	16.9%	17.9%	46.4%	35.7%	64.3%
Social networking sites like Facebook	98.2%	17.8%	44.2%	38.0%	62.0%
Search engine optimization tactics to ensure your college's name appears as a result of a search	71.9%	15.8%	51.7%	32.5%	67.5%
Virtual tours	61.4%	12.7%	31.4%	55.9%	44.1%
Blogging space for faculty or students	58.7%	6.1%	28.6%	65.3%	34.7%
Podcasting	12.6%	0.0%	23.8%	76.2%	23.8%
RSS/XML syndicated feeds	27.9%	0.0%	21.7%	78.3%	21.7%
<b>Effectiveness of Events</b>					
Hosting open house events	98.2%	76.7%	17.8%	5.5%	94.5%
Campus visit days for high school students	93.4%	76.3%	20.5%	3.2%	96.8%
Weekend visits for high school students	69.3%	53.0%	32.2%	14.8%	85.2%
High school visits by admission representatives to primary markets	97.6%	42.3%	48.5%	9.2%	90.8%
College-sponsored trips to campus for prospective students	44.3%	25.7%	41.9%	32.4%	67.6%
Group area meetings for prospective students and/or their parents	61.1%	25.5%	52.0%	22.5%	77.5%
Off-campus meetings or events for prospective students	67.7%	17.7%	47.8%	34.5%	65.5%
Participation in College Day/ College Night programs	93.4%	16.8%	60.6%	22.6%	77.4%
Participation in national or regional college fairs	97.0%	14.8%	56.8%	28.4%	71.6%
Summer, weekend, evening, or other special workshops or seminars	56.3%	12.8%	55.3%	31.9%	68.1%
High school visits by admission representatives to secondary, tertiary, or test markets	94.6%	10.8%	50.0%	39.2%	60.8%

Survey Items— Four-Year Private Institutions	Institutions Using Method	Very Effective	Somewhat Effective	Minimally Effective	Very or Somewhat Effective
<b>Effectiveness of Events for Counselors and Others</b>					
Campus visit days designed for school counselors	66.9%	36.9%	36.0%	27.0%	73.0%
Off-campus meetings or events for high school counselors	57.8%	17.7%	51.0%	31.3%	68.8%
Visits by admissions representatives to business and industry sites or human resource offices	30.1%	14.0%	32.0%	54.0%	46.0%
<b>Effectiveness of Relationship-Building</b>					
Using enrolled students in recruitment/marketing	95.2%	56.6%	37.7%	5.7%	94.3%
Telecounseling (see definition on page 3)	69.7%	42.6%	44.3%	13.0%	87.0%
Calling cell phones of prospective students	85.5%	41.8%	46.1%	12.1%	87.9%
Using faculty in recruitment/marketing	96.4%	34.2%	46.0%	19.9%	80.1%
Targeted parent communications	81.3%	23.7%	57.8%	18.5%	81.5%
Using alumni in recruitment/marketing	85.6%	13.3%	51.7%	35.0%	65.0%
<b>Effectiveness of Advertising</b>					
Search engine pay-per-click ads	54.2%	11.1%	38.9%	50.0%	50.0%
Radio ads	53.9%	9.0%	32.6%	58.4%	41.6%
Internet ads in general	69.9%	6.9%	44.0%	49.1%	50.9%
Television ads	34.3%	5.3%	42.1%	52.6%	47.4%
Print media ads in general	87.3%	3.4%	37.9%	58.6%	41.4%
Ads in college magazines/publications	66.1%	2.8%	29.4%	67.9%	32.1%
Ads in high school yearbooks or newspapers	44.6%	2.7%	20.3%	77.0%	23.0%
Billboard, bus, or other outdoor advertising	47.3%	2.6%	42.3%	55.1%	44.9%
Listings in commercially published directories	55.4%	0.0%	12.0%	88.0%	12.0%
Telephone directory ads	21.7%	0.0%	8.3%	91.7%	8.3%
<b>Effectiveness of Financial Aid and Payment Practices</b>					
Using a statistical, analytical approach to determine financial aid award levels by predicting enrollment rates based on award amounts (aka "financial aid leveraging")	84.9%	55.3%	37.6%	7.1%	92.9%
Routine contacts by admissions office professional staff to assess student reactions to financial aid awards	83.6%	54.3%	37.7%	8.0%	92.0%
Routine contacts by financial aid office professional staff to assess student reactions to financial aid awards	29.1%	43.8%	39.6%	16.7%	83.3%
Offering flexible payment plans	92.7%	38.8%	46.7%	14.5%	85.5%
Offering loans directly from the college or university	34.8%	26.3%	43.9%	29.8%	70.2%

Survey Items— Four-Year Private Institutions	Institutions Using Method	Very Effective	Somewhat Effective	Minimally Effective	Very or Somewhat Effective
<b>Effectiveness of Segmenting Practices</b>					
Targeting transfer students	91.0%	38.4%	41.1%	20.5%	79.5%
Targeting adult learners and other non-traditional students	50.9%	35.7%	36.9%	27.4%	72.6%
Targeting high-academic-ability students	85.5%	22.0%	54.6%	23.4%	76.6%
Targeting under-represented students	75.9%	21.4%	49.2%	29.4%	70.6%
Targeting out-of-state students	83.0%	19.0%	52.6%	28.5%	71.5%
Targeting veterans	55.2%	13.2%	29.7%	57.1%	42.9%
<b>Effectiveness of Other Recruitment Tactics</b>					
Statistical modeling to predict the likelihood of an admitted student enrolling at your institution	54.8%	37.4%	50.5%	12.1%	87.9%
Statistical modeling to predict the likelihood of an inquirer enrolling at your institution	64.7%	37.0%	43.5%	19.4%	80.6%
Admissions decisions “on the spot” in high schools or during campus visits/open houses	35.3%	27.1%	52.5%	20.3%	79.7%
Cooperative or consortia-based recruiting	32.3%	22.2%	35.2%	42.6%	57.4%
Systematically re-contacting most inquiries to code their level of interest in enrolling at your institution (“qualifying inquiries”)	69.5%	15.5%	53.4%	31.0%	69.0%
Asking current students/alumni for applicant referrals	74.9%	13.6%	36.0%	50.4%	49.6%
Loading a subset of purchased names into inquiry pool and treating them like inquiries before students respond	55.1%	13.0%	43.5%	43.5%	56.5%
Academic programs within high schools for students to earn college credits to your institution	54.8%	12.1%	45.1%	42.9%	57.1%
Revisiting a database of inquiries and/or applicants that did not enroll	78.3%	6.2%	36.9%	56.9%	43.1%
Recruiting through business/industry	29.9%	6.0%	26.0%	68.0%	32.0%
Participating in trade shows/advertising in trade publications	31.9%	5.7%	22.6%	71.7%	28.3%
Recruiting through social service agencies	19.8%	3.0%	27.3%	69.7%	30.3%
<b>Effectiveness of Community College Recruitment</b>					
Community college articulation agreements	80.8%	36.3%	39.3%	24.4%	75.6%
Community college outreach to academic advisors	73.7%	26.8%	42.3%	30.9%	69.1%
Community college visits	89.8%	24.7%	46.0%	29.3%	70.7%

## Search Practices at Four-Year Private Colleges and Universities

Use of Purchased Names (Yes/No)	Percent yes
Do You Purchase or Acquire High School Student Names? (Yes/No)	90.5%

Purchased Name Volume for Campuses That Responded Yes to Previous Item	Mean	Minimum	First Quartile	Median	Third Quartile	Maximum
Number of Student Names Purchased	90,773	100	29,500	70,000	117,750	530,000

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	3.3%	0.7%	0.0%	1.3%	2.6%	3.9%
Sophomore Year	32.2%	36.2%	7.2%	30.3%	11.8%	19.7%
Junior Year	65.1%	52.6%	30.9%	21.7%	40.8%	34.9%
Summer Prior to Senior Year	39.5%	19.7%	30.9%	10.5%	35.5%	23.0%
Fall of Senior Year	42.1%	14.5%	34.9%	8.6%	34.9%	18.4%
Winter or Later of Senior Year	21.7%	5.3%	14.5%	3.9%	17.8%	13.2%

"Other vendors" specified by respondents included Cappex, College Bound Selection Services, and Zinch.

Typical Number of Additional Contacts Made (Subsequent to the First Contact) With Purchased Names Before Giving Up on Them	Percent
Zero or No Response	4.6%
1-2	15.8%
3-6	45.4%
7-10	24.3%
Greater than 10	9.9%



<b>Preferred Methods for First and Subsequent Contacts (Respondents were instructed to "check all that apply")</b>	<b>First Contact with Purchased Names of High School Students</b>	<b>Subsequent Contact(s) with Non-Responding Purchased Names Before Giving Up on Them</b>
E-mail message	52.6%	71.7%
Self-mailer brochure	32.2%	17.8%
E-mail message with link to a personalized URL	27.0%	34.9%
Letter with enclosed brochure	21.7%	15.8%
Letter only	19.7%	11.8%
Outbound phone call to all or selected contacts	12.5%	25.0%
Letter with viewbook	8.6%	9.9%
Viewbook	3.9%	2.6%
Text message	2.0%	2.0%
Catalog	0.0%	0.0%
Other	11.2%	15.1%

<b>Knowledge of How Many Purchased Names Enroll (Yes/No)</b>	<b>Percent yes</b>
Do you know how many students enroll from purchased names? (Yes/No)	66.2%

<b>Enrollment Rate of Purchased Names for Campuses That Responded Yes to Previous Item</b>	<b>Mean</b>	<b>First Quartile</b>	<b>Median</b>	<b>Third Quartile</b>
Enrollment Rate for Purchased Names	7.5%	0.5%	2.0%	10.0%

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

<b>Number of Written Communications a Prospective Student Receives by Stages</b>	<b>Mean</b>	<b>First Quartile</b>	<b>Median</b>	<b>Third Quartile</b>
Purchased Name/Prospect Stage	5.6	2.0	5.0	7.0
Inquiry Stage	12.3	6.0	10.0	15.0
Admit Stage	14.7	6.0	10.0	20.0

<b>Student-to-Student Contact Program (Yes/No)</b>	<b>Percent yes</b>
Do You Have a Student-to-Student Contact Program? (Yes/No)	73.2%

<b>Volume of Student-to-Student Contacts for Campuses That Responded Yes to Previous Item</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>	<b>6 or more</b>
Approximate Number of Contacts Received by a Prospective Student From a Current Student	44.2%	40.0%	7.5%	8.3%

## Planning and Leadership Practices at Four-Year Private Colleges and Universities

(Respondents rated the quality of these items as "excellent," "good," "fair," "poor," or "no"/nonexistent.)

<b>Annual Plans, Long-Range Plans, Evaluations, and Committees</b>	<b>No (nonexistent)</b>	<b>Yes, but Poor Quality</b>	<b>Yes, Fair Quality</b>	<b>Yes, Good Quality</b>	<b>Yes, Excellent Quality</b>
My institution has a written, long-range (at least three-year) strategic enrollment plan	30.5%	6.0%	22.2%	23.4%	18.0%
My institution has a written annual marketing plan	24.1%	11.4%	26.5%	25.9%	12.0%
My institution has a written annual recruitment plan	16.3%	9.6%	19.9%	36.1%	18.1%
My institution has a written annual integrated recruitment/marketing plan	35.6%	14.1%	14.7%	24.5%	11.0%
My institution regularly evaluates the effectiveness of marketing and recruitment strategies and tactics and makes changes accordingly	6.7%	12.7%	28.5%	30.9%	21.2%
My institution has a standing, campuswide committee that addresses coordinated marketing and recruitment planning and implementation across all units	51.2%	14.5%	13.3%	14.5%	6.6%

<b>Chief Enrollment Officer Reports to...</b>	<b>Percent</b>
President	72.0%
Academic Affairs	11.3%
Student Affairs	4.2%
Administrative/ Business Office	1.8%
Other	10.7%

## Effectiveness of 78 Marketing and Recruitment Practices for Four-Year Public Universities—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 visit days for high school students	93.8%	73.8%	24.6%	1.6%	98.4%
Hosting open house events	98.4%	68.3%	28.6%	3.2%	96.8%
Using enrolled students in recruitment/marketing	86.2%	67.9%	26.8%	5.4%	94.6%
Encouraging prospective students to apply on the admissions Web site	98.5%	62.5%	37.5%	0.0%	100.0%
Community college articulation agreements	98.3%	53.4%	37.9%	8.6%	91.4%
Weekend visits for high school students	61.5%	52.5%	27.5%	20.0%	80.0%
Encouraging prospective students to schedule campus visits on the admissions Web site	96.9%	52.4%	41.3%	6.3%	93.7%
Using a statistical, analytical approach to determine financial aid award levels by predicting enrollment rates based on award amounts (aka “financial aid leveraging”)	43.5%	48.1%	44.4%	7.4%	92.6%
Campus visit days designed for school counselors	78.5%	47.1%	47.1%	5.9%	94.1%
Admissions decisions “on the spot” in high schools or during campus visits/open houses	49.2%	46.9%	37.5%	15.6%	84.4%
Routine contacts by financial aid office professional staff to assess student reactions to financial aid awards	23.8%	46.7%	33.3%	20.0%	80.0%
Personalized home page/portal for applicants	40.0%	42.3%	38.5%	19.2%	80.8%
Offering loans directly from the college or university	38.7%	41.7%	41.7%	16.7%	83.3%
Telecounseling (see definition on page 3)	58.1%	41.7%	44.4%	13.9%	86.1%
Recruiting page(s) on Web site	98.5%	40.6%	51.6%	7.8%	92.2%
Group area meetings for prospective students and/or their parents	64.6%	38.1%	50.0%	11.9%	88.1%
Using faculty in recruitment/marketing	89.2%	37.9%	46.6%	15.5%	84.5%
Targeting under-represented students	89.2%	37.9%	46.6%	15.5%	84.5%
College-sponsored trips to campus for prospective students	44.6%	37.9%	51.7%	10.3%	89.7%
Community college outreach to academic advisors	88.3%	37.7%	47.2%	15.1%	84.9%

Survey Items— Four-Year Public Institutions	Institutions Using Method	Very Effective	Somewhat Effective	Minimally Effective	Very or Somewhat Effective
Statistical modeling to predict the likelihood of an admitted student enrolling at your institution	43.1%	35.7%	42.9%	21.4%	78.6%
Targeting transfer students	95.4%	35.5%	43.5%	21.0%	79.0%
Publications in general (viewbook, search pieces, etc.)	96.9%	34.9%	58.7%	6.3%	93.7%
Targeting out-of-state students	83.1%	33.3%	37.0%	29.6%	70.4%
Statistical modeling to predict the likelihood of an inquirer enrolling at your institution	36.9%	33.3%	45.8%	20.8%	79.2%
Routine contacts by admissions office professional staff to assess student reactions to financial aid awards	33.9%	33.3%	52.4%	14.3%	85.7%
High school visits by admission representatives to primary markets	98.5%	32.8%	51.6%	15.6%	84.4%
Academic programs within high schools for students to earn college credits to your institution	62.5%	32.5%	37.5%	30.0%	70.0%
Offering flexible payment plans	79.4%	32.0%	54.0%	14.0%	86.0%
Off-campus meetings or events for prospective students	68.8%	31.8%	45.5%	22.7%	77.3%
Community college visits	96.7%	31.0%	48.3%	20.7%	79.3%
Targeting high-academic-ability students	84.6%	30.9%	54.5%	14.5%	85.5%
Calling cell phones of prospective students	50.8%	30.3%	60.6%	9.1%	90.9%
Summer, weekend, evening, or other special workshops or seminars	66.2%	30.2%	34.9%	34.9%	65.1%
Off-campus meetings or events for high school counselors	78.5%	29.4%	51.0%	19.6%	80.4%
Encouraging prospective students to use an inquiry form on the admissions Web site	96.9%	27.4%	58.1%	14.5%	85.5%
Targeted parent communications	70.3%	26.7%	48.9%	24.4%	75.6%
Electronic mail communication with prospective students	98.4%	25.4%	63.5%	11.1%	88.9%
Participation in College Day/ College Night programs	95.3%	21.3%	68.9%	9.8%	90.2%
Text messaging with prospective students	16.1%	20.0%	40.0%	40.0%	60.0%
Using alumni in recruitment/ marketing	72.3%	19.1%	29.8%	51.1%	48.9%
Targeting veterans	75.0%	18.8%	47.9%	33.3%	66.7%
Student search via direct mail	82.8%	17.0%	64.2%	18.9%	81.1%
Television ads	50.8%	15.2%	54.5%	30.3%	69.7%
Participation in national or regional college fairs	96.9%	14.5%	53.2%	32.3%	67.7%
Targeting adult learners and other non-traditional students	64.6%	14.3%	47.6%	38.1%	61.9%
Social networking sites like Facebook	87.7%	14.0%	54.4%	31.6%	68.4%

Survey Items— Four-Year Public Institutions	Institutions Using Method	Very Effective	Somewhat Effective	Minimally Effective	Very or Somewhat Effective
Search engine optimization tactics to ensure your college's name appears as a result of a search	57.1%	13.9%	61.1%	25.0%	75.0%
Searches via electronic mail	72.6%	13.3%	57.8%	28.9%	71.1%
Virtual tours	66.2%	11.6%	44.2%	44.2%	55.8%
Cooperative or consortia-based recruiting	41.5%	11.1%	33.3%	55.6%	44.4%
Online net price calculator	55.4%	11.1%	41.7%	47.2%	52.8%
Systematically re-contacting most inquiries to code their level of interest in enrolling at your institution ("qualifying inquiries")	46.2%	10.0%	53.3%	36.7%	63.3%
High school visits by admission representatives to secondary, tertiary, or test markets	95.4%	9.7%	56.5%	33.9%	66.1%
Asking current students/alumni for applicant referrals	66.2%	9.3%	27.9%	62.8%	37.2%
Loading a subset of purchased names into inquiry pool and treating them like inquiries before students respond	51.6%	9.1%	63.6%	27.3%	72.7%
Participating in trade shows/ advertising in trade publications	35.4%	8.7%	26.1%	65.2%	34.8%
Chat rooms	37.1%	8.7%	30.4%	60.9%	39.1%
Instant messaging with prospective students	38.7%	8.3%	33.3%	58.3%	41.7%
Internet ads in general	75.0%	8.3%	37.5%	54.2%	45.8%
Revisiting a database of inquiries and/or applicants that did not enroll	73.8%	8.3%	45.8%	45.8%	54.2%
Visits by admissions representatives to business and industry sites or human resource offices	38.5%	8.0%	32.0%	60.0%	40.0%
Billboard, bus, or other outdoor advertising	64.6%	7.1%	47.6%	45.2%	54.8%
Search engine pay-per-click ads	44.6%	6.9%	34.5%	58.6%	41.4%
Mobile apps	24.6%	6.3%	56.3%	37.5%	62.5%
Ads in college magazines/ publications	55.4%	5.6%	25.0%	69.4%	30.6%
Recruiting through social service agencies	27.7%	5.6%	38.9%	55.6%	44.4%
Radio ads	61.5%	5.0%	57.5%	37.5%	62.5%
Recruiting through business/ industry	44.6%	3.4%	34.5%	62.1%	37.9%
Listings in commercially published directories	47.7%	3.2%	19.4%	77.4%	22.6%
Blogging space for faculty or students	49.2%	3.1%	28.1%	68.8%	31.3%
Print media ads in general	89.2%	1.7%	44.8%	53.4%	46.6%
Telephone directory ads	24.6%	0.0%	12.5%	87.5%	12.5%
Podcasting	25.4%	0.0%	18.8%	81.3%	18.8%
Ads in high school yearbooks or newspapers	46.2%	0.0%	23.3%	76.7%	23.3%

Survey Items— Four-Year Public Institutions	Institutions Using Method	Very Effective	Somewhat Effective	Minimally Effective	Very or Somewhat Effective
RSS/XML syndicated feeds	32.8%	0.0%	38.1%	61.9%	38.1%
Online career interest survey	20.6%	0.0%	53.8%	46.2%	53.8%
Mailing course schedules to residents in area	14.1%	NA	NA	NA	NA

**Effectiveness of 78 Marketing and Recruitment Practices for Four-Year Public Universities—  
Ordered by Categories Such as Print/Mailing Practices, Web Practices, Events, Etc.**

Survey Items— Four-Year Public Institutions	Institutions Using Method	Very Effective	Somewhat Effective	Minimally Effective	Very or Somewhat Effective
<b>Effectiveness of Print/Mailing Practices</b>					
Publications in general (viewbook, search pieces, etc.)	96.9%	34.9%	58.7%	6.3%	93.7%
Student search via direct mail	82.8%	17.0%	64.2%	18.9%	81.1%
Mailing course schedules to residents in area	14.1%	NA	NA	NA	NA
<b>Effectiveness of E-Communication Practices</b>					
Electronic mail communication with prospective students	98.4%	25.4%	63.5%	11.1%	88.9%
Text messaging with prospective students	16.1%	20.0%	40.0%	40.0%	60.0%
Searches via electronic mail	72.6%	13.3%	57.8%	28.9%	71.1%
Chat rooms	37.1%	8.7%	30.4%	60.9%	39.1%
Instant messaging with prospective students	38.7%	8.3%	33.3%	58.3%	41.7%
<b>Effectiveness of Web Practices</b>					
Encouraging prospective students to apply on the admissions Web site	98.5%	62.5%	37.5%	0.0%	100.0%
Encouraging prospective students to schedule campus visits on the admissions Web site	96.9%	52.4%	41.3%	6.3%	93.7%
Personalized home page/portal for applicants	40.0%	42.3%	38.5%	19.2%	80.8%
Recruiting page(s) on Web site	98.5%	40.6%	51.6%	7.8%	92.2%
Encouraging prospective students to use an inquiry form on the admissions Web site	96.9%	27.4%	58.1%	14.5%	85.5%
Social networking sites like Facebook	87.7%	14.0%	54.4%	31.6%	68.4%
Search engine optimization tactics to ensure your college's name appears as a result of a search	57.1%	13.9%	61.1%	25.0%	75.0%
Virtual tours	66.2%	11.6%	44.2%	44.2%	55.8%
Online net price calculator	55.4%	11.1%	41.7%	47.2%	52.8%
Mobile apps	24.6%	6.3%	56.3%	37.5%	62.5%
Blogging space for faculty or students	49.2%	3.1%	28.1%	68.8%	31.3%
Podcasting	25.4%	0.0%	18.8%	81.3%	18.8%
Online career interest survey	20.6%	0.0%	53.8%	46.2%	53.8%
RSS/XML syndicated feeds	32.8%	0.0%	38.1%	61.9%	38.1%

Survey Items— Four-Year Public Institutions	Institutions Using Method	Very Effective	Somewhat Effective	Minimally Effective	Very or Somewhat Effective
<b>Effectiveness of Events</b>					
Campus visit days for high school students	93.8%	73.8%	24.6%	1.6%	98.4%
Hosting open house events	98.4%	68.3%	28.6%	3.2%	96.8%
Weekend visits for high school students	61.5%	52.5%	27.5%	20.0%	80.0%
Group area meetings for prospective students and/or their parents	64.6%	38.1%	50.0%	11.9%	88.1%
College-sponsored trips to campus for prospective students	44.6%	37.9%	51.7%	10.3%	89.7%
High school visits by admission representatives to primary markets	98.5%	32.8%	51.6%	15.6%	84.4%
Off-campus meetings or events for prospective students	68.8%	31.8%	45.5%	22.7%	77.3%
Summer, weekend, evening, or other special workshops or seminars	66.2%	30.2%	34.9%	34.9%	65.1%
Participation in College Day/ College Night programs	95.3%	21.3%	68.9%	9.8%	90.2%
Participation in national or regional college fairs	96.9%	14.5%	53.2%	32.3%	67.7%
High school visits by admission representatives to secondary, tertiary, or test markets	95.4%	9.7%	56.5%	33.9%	66.1%
<b>Effectiveness of Events for Counselors and Others</b>					
Campus visit days designed for school counselors	78.5%	47.1%	47.1%	5.9%	94.1%
Off-campus meetings or events for high school counselors	78.5%	29.4%	51.0%	19.6%	80.4%
Visits by admissions representatives to business and industry sites or human resource offices	38.5%	8.0%	32.0%	60.0%	40.0%
<b>Effectiveness of Relationship-Building</b>					
Using enrolled students in recruitment/marketing	86.2%	67.9%	26.8%	5.4%	94.6%
Telecounseling (see definition on page 3)	58.1%	41.7%	44.4%	13.9%	86.1%
Using faculty in recruitment/marketing	89.2%	37.9%	46.6%	15.5%	84.5%
Calling cell phones of prospective students	50.8%	30.3%	60.6%	9.1%	90.9%
Targeted parent communications	70.3%	26.7%	48.9%	24.4%	75.6%
Using alumni in recruitment/marketing	72.3%	19.1%	29.8%	51.1%	48.9%



Survey Items— Four-Year Public Institutions	Institutions Using Method	Very Effective	Somewhat Effective	Minimally Effective	Very or Somewhat Effective
<b>Effectiveness of Advertising</b>					
Television ads	50.8%	15.2%	54.5%	30.3%	69.7%
Internet ads in general	75.0%	8.3%	37.5%	54.2%	45.8%
Billboard, bus, or other outdoor advertising	64.6%	7.1%	47.6%	45.2%	54.8%
Search engine pay-per-click ads	44.6%	6.9%	34.5%	58.6%	41.4%
Ads in college magazines/ publications	55.4%	5.6%	25.0%	69.4%	30.6%
Radio ads	61.5%	5.0%	57.5%	37.5%	62.5%
Listings in commercially published directories	47.7%	3.2%	19.4%	77.4%	22.6%
Print media ads in general	89.2%	1.7%	44.8%	53.4%	46.6%
Ads in high school yearbooks or newspapers	46.2%	0.0%	23.3%	76.7%	23.3%
Telephone directory ads	24.6%	0.0%	12.5%	87.5%	12.5%
<b>Effectiveness of Financial Aid and Payment Practices</b>					
Using a statistical, analytical approach to determine financial aid award levels by predicting enrollment rates based on award amounts (aka “financial aid leveraging”)	43.5%	48.1%	44.4%	7.4%	92.6%
Routine contacts by financial aid office professional staff to assess student reactions to financial aid awards	23.8%	46.7%	33.3%	20.0%	80.0%
Offering loans directly from the college or university	38.7%	41.7%	41.7%	16.7%	83.3%
Routine contacts by admissions office professional staff to assess student reactions to financial aid awards	33.9%	33.3%	52.4%	14.3%	85.7%
Offering flexible payment plans	79.4%	32.0%	54.0%	14.0%	86.0%
<b>Effectiveness of Segmenting Practices</b>					
Targeting under-represented students	89.2%	37.9%	46.6%	15.5%	84.5%
Targeting transfer students	95.4%	35.5%	43.5%	21.0%	79.0%
Targeting out-of-state students	83.1%	33.3%	37.0%	29.6%	70.4%
Targeting high-academic-ability students	84.6%	30.9%	54.5%	14.5%	85.5%
Targeting veterans	75.0%	18.8%	47.9%	33.3%	66.7%
Targeting adult learners and other non-traditional students	64.6%	14.3%	47.6%	38.1%	61.9%

Survey Items— Four-Year Public Institutions	Institutions Using Method	Very Effective	Somewhat Effective	Minimally Effective	Very or Somewhat Effective
<b>Effectiveness of Other Recruitment Tactics</b>					
Admissions decisions “on the spot” in high schools or during campus visits/open houses	49.2%	46.9%	37.5%	15.6%	84.4%
Statistical modeling to predict the likelihood of an admitted student enrolling at your institution	43.1%	35.7%	42.9%	21.4%	78.6%
Statistical modeling to predict the likelihood of an inquirer enrolling at your institution	36.9%	33.3%	45.8%	20.8%	79.2%
Academic programs within high schools for students to earn college credits to your institution	62.5%	32.5%	37.5%	30.0%	70.0%
Cooperative or consortia-based recruiting	41.5%	11.1%	33.3%	55.6%	44.4%
Systematically re-contacting most inquiries to code their level of interest in enrolling at your institution (“qualifying inquiries”)	46.2%	10.0%	53.3%	36.7%	63.3%
Asking current students/alumni for applicant referrals	66.2%	9.3%	27.9%	62.8%	37.2%
Loading a subset of purchased names into inquiry pool and treating them like inquiries before students respond	51.6%	9.1%	63.6%	27.3%	72.7%
Participating in trade shows/ advertising in trade publications	35.4%	8.7%	26.1%	65.2%	34.8%
Revisiting a database of inquiries and/or applicants that did not enroll	73.8%	8.3%	45.8%	45.8%	54.2%
Recruiting through social service agencies	27.7%	5.6%	38.9%	55.6%	44.4%
Recruiting through business/ industry	44.6%	3.4%	34.5%	62.1%	37.9%
<b>Effectiveness of Community College Recruitment</b>					
Community college articulation agreements	98.3%	53.4%	37.9%	8.6%	91.4%
Community college outreach to academic advisors	88.3%	37.7%	47.2%	15.1%	84.9%
Community college visits	96.7%	31.0%	48.3%	20.7%	79.3%

## Search Practices at Four-Year Public Universities

Use of Purchased Names (Yes/No)	Percent yes
Do You Purchase or Acquire High School Student Names? (Yes/No)	86.2%

Purchased Name Volume for Campuses That Responded Yes to Previous Item	Mean	Minimum	First Quartile	Median	Third Quartile	Maximum
Number of Student Names Purchased	68,472	1,500	15,000	40,000	80,000	500,000

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	3.6%	3.6%	1.8%	0.0%	0.0%	0.0%
Sophomore Year	25.0%	30.4%	7.1%	23.2%	5.4%	16.1%
Junior Year	50.0%	46.4%	46.4%	25.0%	50.0%	30.4%
Summer Prior to Senior Year	26.8%	16.1%	30.4%	12.5%	41.1%	21.4%
Fall of Senior Year	30.4%	16.1%	39.3%	12.5%	51.8%	21.4%
Winter or Later of Senior Year	19.6%	14.3%	21.4%	10.7%	33.9%	12.5%

"Other vendors" specified by respondents included Cappex, College Bound Selection Services, and Zinch.

Typical Number of Additional Contacts Made (Subsequent to the First Contact) With Purchased Names Before Giving Up on Them	Percent
Zero or No Response	7.1%
1-2	23.2%
3-6	55.4%
7-10	7.1%
Greater than 10	7.1%

<b>Preferred Methods for First and Subsequent Contacts (Respondents were instructed to "check all that apply")</b>	<b>First Contact with Purchased Names of High School Students</b>	<b>Subsequent Contact(s) with Non-Responding Purchased Names Before Giving Up on Them</b>
E-mail message	51.8%	64.3%
Self-mailer brochure	35.7%	28.6%
E-mail message with link to a personalized URL	17.9%	28.6%
Letter only	14.3%	26.8%
Letter with enclosed brochure	10.7%	19.6%
Letter with viewbook	10.7%	17.9%
Outbound phone call to all or selected contacts	7.1%	28.6%
Viewbook	5.4%	17.9%
Text message	3.6%	5.4%
Catalog	1.8%	1.8%
Other	12.5%	17.9%

<b>Knowledge of How Many Purchased Names Enroll (Yes/No)</b>	<b>Percent yes</b>
Do you know how many students enroll from purchased names? (Yes/No)	52.7%

<b>Enrollment Rate of Purchased Names for Campuses That Responded Yes to Previous Item</b>	<b>Mean</b>	<b>First Quartile</b>	<b>Median</b>	<b>Third Quartile</b>
Enrollment Rate for Purchased Names	8.9%	1.0%	4.0%	20.0%

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

<b>Number of Written Communications a Prospective Student Receives by Stages</b>	<b>Mean</b>	<b>First Quartile</b>	<b>Median</b>	<b>Third Quartile</b>
Purchased Name/Prospect Stage	4.2	2.0	3.0	5.0
Inquiry Stage	9.8	3.0	6.0	15.0
Admit Stage	11.1	4.0	8.0	15.0

<b>Student-to-Student Contact Program (Yes/No)</b>	<b>Percent yes</b>
Do You Have a Student-to-Student Contact Program? (Yes/No)	60.9%

<b>Volume of Student-to-Student Contacts for Campuses That Responded Yes to Previous Item</b>	<b>1-2</b>	<b>3-4</b>	<b>5-6</b>	<b>6 or more</b>
Approximate Number of Contacts Received by a Prospective Student From a Current Student	61.5%	28.2%	5.1%	5.1%

## Planning and Leadership Practices at Four-Year Public Universities

(Respondents rated the quality of these items as "excellent," "good," "fair," "poor," or "no"/nonexistent.)

<b>Annual Plans, Long-Range Plans, Evaluations, and Committees</b>	<b>No (nonexistent)</b>	<b>Yes, but Poor Quality</b>	<b>Yes, Fair Quality</b>	<b>Yes, Good Quality</b>	<b>Yes, Excellent Quality</b>
My institution has a written, long-range (at least three-year) strategic enrollment plan	35.4%	0.0%	12.3%	29.2%	23.1%
My institution has a written annual marketing plan	35.4%	12.3%	23.1%	16.9%	12.3%
My institution has a written annual recruitment plan	18.5%	4.6%	20.0%	36.9%	20.0%
My institution has a written annual integrated recruitment/marketing plan	38.5%	13.8%	21.5%	15.4%	10.8%
My institution regularly evaluates the effectiveness of marketing and recruitment strategies and tactics and makes changes accordingly	15.9%	14.3%	23.8%	28.6%	17.5%
My institution has a standing, campuswide committee that addresses coordinated marketing and recruitment planning and implementation across all units	44.6%	10.8%	23.1%	13.8%	7.7%

<b>Chief Enrollment Officer Reports to...</b>	<b>Percent</b>
President	20.3%
Academic Affairs	35.9%
Student Affairs	28.1%
Administrative/ Business Office	1.6%
Other	14.1%

## Effectiveness of 78 Marketing and Recruitment Practices for Two-Year Public Colleges—Ordered by Percent Rated Very Effective

Survey Items— Two-Year Public Institutions	Institutions Using Method	Very Effective	Somewhat Effective	Minimally Effective	Very or Somewhat Effective
Admissions decisions “on the spot” in high schools or during campus visits/open houses	43.2%	63.2%	31.6%	5.3%	94.7%
High school visits by admission representatives to primary markets	100.0%	62.8%	32.6%	4.7%	95.3%
Campus visit days for high school students	93.2%	61.0%	39.0%	0.0%	100.0%
Using enrolled students in recruitment/marketing	86.0%	56.8%	32.4%	10.8%	89.2%
Campus visit days designed for school counselors	83.7%	55.6%	33.3%	11.1%	88.9%
Offering loans directly from the college or university	29.5%	53.8%	30.8%	15.4%	84.6%
Hosting open house events	86.0%	51.4%	35.1%	13.5%	86.5%
Academic programs within high schools for students to earn college credits to your institution	88.6%	51.3%	30.8%	17.9%	82.1%
Encouraging prospective students to apply on the admissions Web site	95.5%	50.0%	42.9%	7.1%	92.9%
College-sponsored trips to campus for prospective students	47.7%	47.6%	38.1%	14.3%	85.7%
Group area meetings for prospective students and/or their parents	47.7%	38.1%	47.6%	14.3%	85.7%
Off-campus meetings or events for high school counselors	65.9%	37.9%	51.7%	10.3%	89.7%
Participation in College Day/ College Night programs	97.7%	37.2%	58.1%	4.7%	95.3%
Offering flexible payment plans	79.5%	37.1%	48.6%	14.3%	85.7%
Encouraging prospective students to schedule campus visits on the admissions Web site	76.7%	36.4%	42.4%	21.2%	78.8%
Routine contacts by admissions office professional staff to assess student reactions to financial aid awards	34.1%	33.3%	26.7%	40.0%	60.0%
High school visits by admission representatives to secondary, tertiary, or test markets	95.5%	31.0%	47.6%	21.4%	78.6%
Off-campus meetings or events for prospective students	56.8%	28.0%	40.0%	32.0%	68.0%
Publications in general (viewbook, search pieces, etc.)	100.0%	27.9%	55.8%	16.3%	83.7%
Personalized home page/portal for applicants	25.0%	27.3%	54.5%	18.2%	81.8%
Encouraging prospective students to use an inquiry form on the admissions Web site	86.4%	26.3%	52.6%	21.1%	78.9%

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	27.3%	25.0%	66.7%	8.3%	91.7%
Using a statistical, analytical approach to determine financial aid award levels by predicting enrollment rates based on award amounts (aka “financial aid leveraging”)	27.3%	25.0%	41.7%	33.3%	66.7%
Targeting adult learners and other non-traditional students	84.1%	24.3%	59.5%	16.2%	83.8%
Targeting under-represented students	86.4%	23.7%	52.6%	23.7%	76.3%
Recruiting page(s) on Web site	97.7%	23.3%	58.1%	18.6%	81.4%
Using alumni in recruitment/marketing	51.2%	22.7%	54.5%	22.7%	77.3%
Student search via direct mail	65.1%	21.4%	50.0%	28.6%	71.4%
Electronic mail communication with prospective students	88.4%	21.1%	73.7%	5.3%	94.7%
Participation in national or regional college fairs	84.1%	18.9%	45.9%	35.1%	64.9%
Search engine pay-per-click ads	37.2%	18.8%	56.3%	25.0%	75.0%
Billboard, bus, or other outdoor advertising	74.4%	18.8%	43.8%	37.5%	62.5%
Targeting transfer students	61.4%	18.5%	59.3%	22.2%	77.8%
Using faculty in recruitment/marketing	88.4%	18.4%	71.1%	10.5%	89.5%
Text messaging with prospective students	25.6%	18.2%	36.4%	45.5%	54.5%
Targeting high-academic-ability students	75.0%	18.2%	39.4%	42.4%	57.6%
Routine contacts by financial aid office professional staff to assess student reactions to financial aid awards	27.3%	16.7%	33.3%	50.0%	50.0%
Telecounseling (see definition on page 3)	28.6%	16.7%	50.0%	33.3%	66.7%
Recruiting through business/industry	74.4%	15.6%	28.1%	56.3%	43.8%
Targeted parent communications	61.9%	15.4%	61.5%	23.1%	76.9%
Radio ads	90.7%	15.4%	53.8%	30.8%	69.2%
Online career interest survey	15.9%	14.3%	42.9%	42.9%	57.1%
Cooperative or consortia-based recruiting	47.7%	14.3%	42.9%	42.9%	57.1%
Mailing course schedules to residents in area	48.8%	14.3%	52.4%	33.3%	66.7%
Search engine optimization tactics to ensure your college’s name appears as a result of a search	54.5%	12.5%	50.0%	37.5%	62.5%
Targeting veterans	75.0%	12.1%	54.5%	33.3%	66.7%
Social networking sites like Facebook	79.5%	11.4%	37.1%	51.4%	48.6%
Print media ads in general	100.0%	11.4%	59.1%	29.5%	70.5%

Survey Items— Two-Year Public Institutions	Institutions Using Method	Very Effective	Somewhat Effective	Minimally Effective	Very or Somewhat Effective
Searches via electronic mail	42.9%	11.1%	44.4%	44.4%	55.6%
Visits by admissions representatives to business and industry sites or human resource offices	61.4%	11.1%	48.1%	40.7%	59.3%
Television ads	67.4%	10.3%	72.4%	17.2%	82.8%
Summer, weekend, evening, or other special workshops or seminars	45.5%	10.0%	65.0%	25.0%	75.0%
Revisiting a database of inquiries and/or applicants that did not enroll	72.1%	9.7%	61.3%	29.0%	71.0%
Internet ads in general	75.0%	9.1%	60.6%	30.3%	69.7%
Calling cell phones of prospective students	53.5%	8.7%	65.2%	26.1%	73.9%
Recruiting through social service agencies	65.1%	7.1%	35.7%	57.1%	42.9%
Listings in commercially published directories	67.4%	6.9%	17.2%	75.9%	24.1%
Participating in trade shows/ advertising in trade publications	70.5%	6.5%	35.5%	58.1%	41.9%
Targeting out-of-state students	40.9%	5.6%	61.1%	33.3%	66.7%
Ads in high school yearbooks or newspapers	58.1%	4.0%	44.0%	52.0%	48.0%
Ads in college magazines/ publications	72.1%	3.2%	35.5%	61.3%	38.7%
Blogging space for faculty or students	25.0%	0.0%	27.3%	72.7%	27.3%
Systematically re-contacting most inquiries to code their level of interest in enrolling at your institution (“qualifying inquiries”)	27.3%	0.0%	75.0%	25.0%	75.0%
Asking current students/alumni for applicant referrals	34.1%	0.0%	26.7%	73.3%	26.7%
Online net price calculator	36.4%	0.0%	25.0%	75.0%	25.0%
Virtual tours	40.9%	0.0%	27.8%	72.2%	27.8%
Telephone directory ads	55.8%	0.0%	20.8%	79.2%	20.8%
Instant messaging with prospective students	20.9%	NA	NA	NA	NA
Chat rooms	14.0%	NA	NA	NA	NA
Loading a subset of purchased names into inquiry pool and treating them like inquiries before students respond	13.6%	NA	NA	NA	NA
Statistical modeling to predict the likelihood of an inquirer enrolling at your institution	13.6%	NA	NA	NA	NA
Statistical modeling to predict the likelihood of an admitted student enrolling at your institution	13.6%	NA	NA	NA	NA
Podcasting	15.9%	NA	NA	NA	NA
Mobile apps	9.1%	NA	NA	NA	NA
RSS/XML syndicated feeds	7.0%	NA	NA	NA	NA



## Effectiveness of 78 Marketing and Recruitment Practices for Two-Year Public Colleges— Ordered by Categories Such as Print/Mailing Practices, Web Practices, Events, Etc.

Survey Items— Two-Year Public Institutions	Institutions Using Method	Very Effective	Somewhat Effective	Minimally Effective	Very or Somewhat Effective
<b>Effectiveness of Print/Mailing Practices</b>					
Publications in general (viewbook, search pieces, etc.)	100.0%	27.9%	55.8%	16.3%	83.7%
Student search via direct mail	65.1%	21.4%	50.0%	28.6%	71.4%
Mailing course schedules to residents in area	48.8%	14.3%	52.4%	33.3%	66.7%
<b>Effectiveness of E-Communication Practices</b>					
Electronic mail communication with prospective students	88.4%	21.1%	73.7%	5.3%	94.7%
Text messaging with prospective students	25.6%	18.2%	36.4%	45.5%	54.5%
Chat rooms	14.0%	16.7%	33.3%	50.0%	50.0%
Searches via electronic mail	42.9%	11.1%	44.4%	44.4%	55.6%
Instant messaging with prospective students	20.9%	NA	NA	NA	NA
<b>Effectiveness of Web Practices</b>					
Encouraging prospective students to apply on the admissions Web site	95.5%	50.0%	42.9%	7.1%	92.9%
Encouraging prospective students to schedule campus visits on the admissions Web site	76.7%	36.4%	42.4%	21.2%	78.8%
Personalized home page/portal for applicants	25.0%	27.3%	54.5%	18.2%	81.8%
Encouraging prospective students to use an inquiry form on the admissions Web site	86.4%	26.3%	52.6%	21.1%	78.9%
Recruiting page(s) on Web site	97.7%	23.3%	58.1%	18.6%	81.4%
Online career interest survey	15.9%	14.3%	42.9%	42.9%	57.1%
Search engine optimization tactics to ensure your college's name appears as a result of a search	54.5%	12.5%	50.0%	37.5%	62.5%
Social networking sites like Facebook	79.5%	11.4%	37.1%	51.4%	48.6%
Mobile apps	9.1%	0.0%	25.0%	75.0%	25.0%
Blogging space for faculty or students	25.0%	0.0%	27.3%	72.7%	27.3%
Virtual tours	40.9%	0.0%	27.8%	72.2%	27.8%
Online net price calculator	36.4%	0.0%	25.0%	75.0%	25.0%
Podcasting	15.9%	NA	NA	NA	NA
RSS/XML syndicated feeds	7.0%	NA	NA	NA	NA

Survey Items— Two-Year Public Institutions	Institutions Using Method	Very Effective	Somewhat Effective	Minimally Effective	Very or Somewhat Effective
<b>Effectiveness of Events</b>					
High school visits by admission representatives to primary markets	100.0%	62.8%	32.6%	4.7%	95.3%
Campus visit days for high school students	93.2%	61.0%	39.0%	0.0%	100.0%
Hosting open house events	86.0%	51.4%	35.1%	13.5%	86.5%
College-sponsored trips to campus for prospective students	47.7%	47.6%	38.1%	14.3%	85.7%
Group area meetings for prospective students and/or their parents	47.7%	38.1%	47.6%	14.3%	85.7%
Participation in College Day/ College Night programs	97.7%	37.2%	58.1%	4.7%	95.3%
High school visits by admission representatives to secondary, tertiary, or test markets	95.5%	31.0%	47.6%	21.4%	78.6%
Off-campus meetings or events for prospective students	56.8%	28.0%	40.0%	32.0%	68.0%
Weekend visits for high school students	27.3%	25.0%	66.7%	8.3%	91.7%
Participation in national or regional college fairs	84.1%	18.9%	45.9%	35.1%	64.9%
Summer, weekend, evening, or other special workshops or seminars	45.5%	10.0%	65.0%	25.0%	75.0%
<b>Effectiveness of Events for Counselors and Others</b>					
Campus visit days designed for school counselors	83.7%	55.6%	33.3%	11.1%	88.9%
Off-campus meetings or events for high school counselors	65.9%	37.9%	51.7%	10.3%	89.7%
Visits by admissions representatives to business and industry sites or human resource offices	61.4%	11.1%	48.1%	40.7%	59.3%
<b>Effectiveness of Relationship-Building</b>					
Using enrolled students in recruitment/marketing	86.0%	56.8%	32.4%	10.8%	89.2%
Using alumni in recruitment/marketing	51.2%	22.7%	54.5%	22.7%	77.3%
Using faculty in recruitment/marketing	88.4%	18.4%	71.1%	10.5%	89.5%
Telecounseling (see definition on page 3)	28.6%	16.7%	50.0%	33.3%	66.7%
Targeted parent communications	61.9%	15.4%	61.5%	23.1%	76.9%
Calling cell phones of prospective students	53.5%	8.7%	65.2%	26.1%	73.9%

Survey Items— Two-Year Public Institutions	Institutions Using Method	Very Effective	Somewhat Effective	Minimally Effective	Very or Somewhat Effective
<b>Effectiveness of Advertising</b>					
Search engine pay-per-click ads	37.2%	18.8%	56.3%	25.0%	75.0%
Billboard, bus, or other outdoor advertising	74.4%	18.8%	43.8%	37.5%	62.5%
Radio ads	90.7%	15.4%	53.8%	30.8%	69.2%
Print media ads in general	100.0%	11.4%	59.1%	29.5%	70.5%
Television ads	67.4%	10.3%	72.4%	17.2%	82.8%
Internet ads in general	75.0%	9.1%	60.6%	30.3%	69.7%
Listings in commercially published directories	67.4%	6.9%	17.2%	75.9%	24.1%
Ads in high school yearbooks or newspapers	58.1%	4.0%	44.0%	52.0%	48.0%
Ads in college magazines/ publications	72.1%	3.2%	35.5%	61.3%	38.7%
Telephone directory ads	55.8%	0.0%	20.8%	79.2%	20.8%
<b>Effectiveness of Financial Aid and Payment Practices</b>					
Offering loans directly from the college or university	29.5%	53.8%	30.8%	15.4%	84.6%
Offering flexible payment plans	79.5%	37.1%	48.6%	14.3%	85.7%
Routine contacts by admissions office professional staff to assess student reactions to financial aid awards	34.1%	33.3%	26.7%	40.0%	60.0%
Using a statistical, analytical approach to determine financial aid award levels by predicting enrollment rates based on award amounts (aka "financial aid leveraging")	27.3%	25.0%	41.7%	33.3%	66.7%
Routine contacts by financial aid office professional staff to assess student reactions to financial aid awards	27.3%	16.7%	33.3%	50.0%	50.0%
<b>Effectiveness of Segmenting Practices</b>					
Targeting adult learners and other non-traditional students	84.1%	24.3%	59.5%	16.2%	83.8%
Targeting under-represented students	86.4%	23.7%	52.6%	23.7%	76.3%
Targeting transfer students	61.4%	18.5%	59.3%	22.2%	77.8%
Targeting high-academic-ability students	75.0%	18.2%	39.4%	42.4%	57.6%
Targeting veterans	75.0%	12.1%	54.5%	33.3%	66.7%
Targeting out-of-state students	40.9%	5.6%	61.1%	33.3%	66.7%

Survey Items— Two-Year Public Institutions	Institutions Using Method	Very Effective	Somewhat Effective	Minimally Effective	Very or Somewhat Effective
<b>Effectiveness of Other Recruitment Tactics</b>					
Admissions decisions “on the spot” in high schools or during campus visits/open houses	43.2%	63.2%	31.6%	5.3%	94.7%
Academic programs within high schools for students to earn college credits to your institution	88.6%	51.3%	30.8%	17.9%	82.1%
Recruiting through business/industry	74.4%	15.6%	28.1%	56.3%	43.8%
Cooperative or consortia-based recruiting	47.7%	14.3%	42.9%	42.9%	57.1%
Revisiting a database of inquiries and/or applicants that did not enroll	72.1%	9.7%	61.3%	29.0%	71.0%
Recruiting through social service agencies	65.1%	7.1%	35.7%	57.1%	42.9%
Participating in trade shows/ advertising in trade publications	70.5%	6.5%	35.5%	58.1%	41.9%
Systematically re-contacting most inquiries to code their level of interest in enrolling at your institution (“qualifying inquiries”)	27.3%	0.0%	75.0%	25.0%	75.0%
Asking current students/alumni for applicant referrals	34.1%	0.0%	26.7%	73.3%	26.7%
Loading a subset of purchased names into inquiry pool and treating them like inquiries before students respond	13.6%	NA	NA	NA	NA
Statistical modeling to predict the likelihood of an inquirer enrolling at your institution	13.6%	NA	NA	NA	NA
Statistical modeling to predict the likelihood of an admitted student enrolling at your institution	13.6%	NA	NA	NA	NA

## Search Practices at Two-Year Public Colleges

Note: Since most two-year public colleges do not purchase the names of high school students, minimal data are available in this section.

Use of Purchased Names (Yes/No)	Percent yes
Do You Purchase or Acquire High School Student Names? (Yes/No)	29.5%

Purchased Name Volume for Campuses That Responded Yes to Previous Item	Mean	First Quartile	Median	Third Quartile
Number of Student Names Purchased	11,292	3,900	8,000	19,000

## Written Contacts, Student-to-Student Contact Programs at Two-Year Public Colleges

Number of Written Communications a Prospective Student Receives by Stages	Mean	First Quartile	Median	Third Quartile
Purchased Name/Prospect Stage	2.7	1.0	2.0	3.0
Inquiry Stage	4.0	2.0	3.0	4.0
Admit Stage	4.9	2.0	3.0	6.0

Student-to-Student Contact Program (Yes/No)	Percent yes
Do You Have a Student-to-Student Contact Program? (Yes/No)	27.3%

Volume of Student-to-Student Contacts for Campuses That Responded Yes to Previous Item	1-2	3-4	5-6	6 or more
Approximate Number of Contacts Received by a Prospective Student From a Current Student	66.7%	33.3%	0.0%	0.0%

## Planning and Leadership Practices at Two-Year Public Colleges

(Respondents rated the quality of these items as "excellent," "good," "fair," "poor," or "no"/nonexistent.)

Annual Plans, Long-Range Plans, Evaluations, and Committees	No (nonexistent)	Yes, but Poor Quality	Yes, Fair Quality	Yes, Good Quality	Yes, Excellent Quality
My institution has a written, long-range (at least three-year) strategic enrollment plan	38.6%	9.1%	34.1%	13.6%	4.5%
My institution has a written annual marketing plan	34.9%	9.3%	32.6%	11.6%	11.6%
My institution has a written annual recruitment plan	29.5%	6.8%	29.5%	18.2%	15.9%
My institution has a written annual integrated recruitment/marketing plan	51.2%	9.3%	16.3%	20.9%	2.3%
My institution regularly evaluates the effectiveness of marketing and recruitment strategies and tactics and makes changes accordingly	15.9%	18.2%	34.1%	22.7%	9.1%
My institution has a standing, campuswide committee that addresses coordinated marketing and recruitment planning and implementation across all units	40.9%	13.6%	29.5%	15.9%	0.0%

Chief Enrollment Officer Reports to...	Percent
President	27.3%
Academic Affairs	4.5%
Student Affairs	52.3%
Administrative/ Business Office	0.0%
Other	15.9%

## Responding institutions

Representatives from 277 colleges and universities participated in Noel-Levitz's 2011 national electronic poll of undergraduate marketing and student recruitment practices. The poll was e-mailed to enrollment and admissions officers at all accredited, two-year and four-year, degree-granting U.S. institutions. Respondents included 168 four-year private institutions, 65 four-year public institutions, and 44 two-year public institutions. The poll was completed between March 29 and April 12, 2011.

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

To minimize the time spent completing the poll, respondents were urged to base their responses on information that was readily available to them and to skip over any items that would require time-consuming research.

Below is a list of institutions that participated.

### Four-year private institutions

Alverno College (WI)	Fairfield University (CT)	Mount Vernon Nazarene University (OH)
Antioch University Seattle (WA)	Florida Institute of Technology (FL)	National-Louis University (IL)
Ashland University (OH)	Franciscan University of Steubenville (OH)	Northland College (WI)
Atlanta Christian College (GA)	Gallaudet University (DC)	Northwest University (WA)
Aurora University (IL)	Georgetown College (KY)	Northwestern College (MN)
Ave Maria University (FL)	God's Bible School and College (OH)	Notre Dame de Namur University (CA)
Averett University (VA)	Graceland University (IA)	Oak Hills Christian College (MN)
Azusa Pacific University (CA)	Hamline University (MN)	Ohio Northern University (OH)
Belhaven University (MS)	Hannibal-LaGrange University (MO)	Oklahoma Baptist University (OK)
Bellevue University (NE)	Hawaii Pacific University (HI)	Otis College of Art and Design (CA)
Beloit College (WI)	Heidelberg University (OH)	Our Lady of Holy Cross College (LA)
Benjamin Franklin Institute of Technology (MA)	Holy Cross College (IN)	Philadelphia Biblical University (PA)
Bethel College (IN)	Holy Family University (PA)	Point Park University (PA)
Biola University (CA)	Hood College (MD)	Post University (CT)
Bluffton University (OH)	Hope International University (CA)	Principia College (IL)
Bradley University (IL)	Houston Baptist University (TX)	Providence College (RI)
Bryan LGH College of Health Sciences (NE)	Huntington University (IN)	Queens University of Charlotte (NC)
Bryant University (RI)	Husson University (ME)	Regent University (VA)
Bryn Athyn College of the New Church (PA)	Indiana Wesleyan University (IN)	Regis University (CO)
Bucknell University (PA)	Iowa Wesleyan College (IA)	Robert Morris University (PA)
Buena Vista University (IA)	Jacksonville University (FL)	Rockford College (IL)
Caldwell College (NJ)	John Brown University (AR)	Saint Joseph's University (PA)
California College of the Arts (CA)	Juniata College (PA)	Saint Leo University (FL)
Capital University (OH)	Kentucky Mountain Bible College (KY)	Saint Mary-of-the-Woods College (IN)
Cardinal Stritch University (WI)	Kentucky Wesleyan College (KY)	Saint Peter's College (NJ)
Carroll University (WI)	Keystone College (PA)	Saint Vincent College (PA)
Cedarville University (OH)	King College (TN)	School of the Art Institute of Chicago (IL)
Central Methodist University (MO)	Kuyper College (MI)	Seton Hall University (NJ)
Charleston Southern University (SC)	Lafayette College (PA)	Sewanee: The University of the South (TN)
Chatham University (PA)	Lakeview College of Nursing (IL)	Shimer College (IL)
Christendom College (VA)	Lancaster Bible College (PA)	Simpson University (CA)
Christian Brothers University (TN)	Lenoir-Rhyne University (NC)	Southwestern Assemblies of God University (TX)
Clarke University (IA)	Liberty University (VA)	Spelman College (GA)
Cleveland Chiropractic College-Kansas City (KS)	Loyola Marymount University (CA)	St. Catharine College (KY)
Cleveland Institute of Art (OH)	Loyola University Maryland (MD)	St. Edward's University (TX)
College of Saint Mary (NE)	Lyme Academy College of Fine Arts (CT)	St. John Fisher College (NY)
Columbia College (SC)	Lynchburg College (VA)	St. Mary's University (TX)
Columbia College Chicago (IL)	Madonna University (MI)	St. Thomas University (FL)
Concordia College-New York (NY)	Marist College (NY)	Stephens College (MO)
Converse College (SC)	Marquette University (WI)	Sterling College (KS)
Corcoran College of Art and Design (DC)	Marymount College (CA)	Sweet Briar College (VA)
Cornell College (IA)	Menlo College (CA)	Texas Wesleyan University (TX)
Cornish College of the Arts (WA)	Meredith College (NC)	The College of Saint Scholastica (MN)
Crown College (MN)	Mills College (CA)	The University of the Arts (PA)
Dean College (MA)	Milwaukee Institute of Art & Design (WI)	Tiffin University (OH)
Defiance College (OH)	Milwaukee School of Engineering (WI)	Trinity Christian College (IL)
Dominican College of Blauvelt (NY)	Minneapolis College of Art and Design (MN)	Trinity International University (IL)
Dominican University of California (CA)	Montreat College (NC)	Tulane University (LA)
Eureka College (IL)	Moravian College (PA)	University of Dallas (TX)
	Mount Mary College (WI)	University of Evansville (IN)
	Mount Mercy University (IA)	University of Hartford (CT)
	Mount St. Mary's University (MD)	

University of Portland (OR)  
University of Sioux Falls (SD)  
University of St. Francis (IL)  
University of Tampa (FL)  
Utica College (NY)  
Valparaiso University (IN)  
Walsh University (OH)  
Warner Pacific College (OR)  
Watkins College of Art, Design & Film (TN)  
Western New England College (MA)  
Widener University (PA)  
William Penn University (IA)  
Wilson College (PA)  
Wisconsin Lutheran College (WI)  
Wofford College (SC)  
Xavier University (OH)

**Four-year public institutions**

Albany State University (GA)  
Angelo State University (TX)  
Arizona State University (AZ)  
Austin Peay State University (TN)  
Bridgewater State College (MA)  
California Polytechnic State University-San Luis Obispo (CA)  
City University of New York John Jay College of Criminal Justice (NY)  
City University of New York York College (NY)  
Columbus State University (GA)  
Dickinson State University (ND)  
Dixie State College of Utah (UT)  
Eastern Kentucky University (KY)  
Emporia State University (KS)  
Florida State College at Jacksonville (FL)  
Fort Lewis College (CO)  
Georgia Institute of Technology (GA)  
Illinois State University (IL)  
Indiana University Southeast (IN)  
Indiana University-Purdue University Indianapolis (IN)  
James Madison University (VA)  
Kent State University Tuscarawas Campus (OH)  
Lake Washington Technical College (WA)  
Lock Haven University of Pennsylvania (PA)  
Longwood University (VA)  
Louisiana State University in Shreveport (LA)  
Marshall University (WV)  
Mayville State University (ND)  
Metropolitan State University (MN)  
Michigan Technological University (MI)  
Minot State University (ND)  
Missouri State University (MO)  
Missouri University of Science & Technology (MO)  
Missouri Western State University (MO)  
North Carolina Agricultural and Technical State University (NC)  
Ohio State University at Lima, The (OH)  
Ohio State University Main Campus, The (OH)  
Oklahoma State University Institute of Technology (OK)  
Pennsylvania State University Mont Alto (PA)  
Southern Illinois University Carbondale (IL)  
Southern Polytechnic State University (GA)  
State University of New York College at Oswego (NY)  
State University of New York Institute of Technology at Utica-Rome (NY)

State University of New York, The College at Brockport (NY)  
Tarleton State University (TX)  
Texas Tech University (TX)  
Towson University (MD)  
University of Arizona (AZ)  
University of Central Arkansas (AR)  
University of Missouri-Columbia (MO)  
University of Northern Colorado (CO)  
University of Pittsburgh at Bradford (PA)  
University of South Carolina Aiken (SC)  
University of Texas at Brownsville, The (TX)  
University of Texas at El Paso (TX)  
University of the District of Columbia (DC)  
University of Vermont (VT)  
University of Virginia's College at Wise, The (VA)  
University of Wisconsin-Parkside (WI)  
University of Wisconsin-River Falls (WI)  
University of Wyoming (WY)  
Utah Valley University (UT)  
Washburn University (KS)  
West Texas A & M University (TX)  
West Virginia University Institute of Technology (WV)  
Williston State College (ND)

**Two-year public institutions**

Aiken Technical College (SC)  
Aims Community College (CO)  
Arizona Western College (AZ)  
Bismarck State College (ND)  
Burlington County College (NJ)  
Butler County Community College (PA)  
Century College (MN)  
Chemeketa Community College (OR)  
Clark State Community College (OH)  
Colby Community College (KS)

College of Southern Idaho (ID)  
Columbia State Community College (TN)  
Connors State College (OK)  
Fayetteville Technical Community College (NC)  
Georgia Highlands College (GA)  
Glen Oaks Community College (MI)  
Harper College (IL)  
Hawkeye Community College (IA)  
Heartland Community College (IL)  
Labette Community College (KS)  
Mayland Community College (NC)  
Middlesex Community College (CT)  
Mountain View College (TX)  
Mt. Hood Community College (OR)  
Navarro College (TX)  
New Mexico Junior College (NM)  
New Mexico Military Institute (NM)  
North Central Missouri College (MO)  
North Country Community College (NY)  
North Iowa Area Community College (IA)  
Northeastern Junior College (CO)  
Northeastern Oklahoma Agricultural and Mechanical College (OK)  
Northwest State Community College (OH)  
Northwest Technical College (MN)  
Oakland Community College (MI)  
Oakton Community College (IL)  
Onondaga Community College (NY)  
Pueblo Community College (CO)  
Richmond Community College (NC)  
San Juan College (NM)  
Temple College (TX)  
University of Pittsburgh at Titusville (PA)  
West Virginia Northern Community College (WV)  
Wisconsin Indianhead Technical College (WI)

**Sharpen your enrollment strategies with a complimentary telephone consultation**

Readers are invited to contact Noel-Levitz to schedule a complimentary telephone consultation with an experienced enrollment and/or retention strategist. We'll listen carefully to your particular situation and share insights with you based on our research and our consulting work with campuses nationwide. To schedule an appointment, contact us at 1-800-876-1117 or [ContactUs@noellevitz.com](mailto:ContactUs@noellevitz.com).



## Questions about this report?

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 Jim Mager, Noel-Levitz senior associate consultant, at 1-800-876-1117 or [jim-mager@noellevitz.com](mailto:jim-mager@noellevitz.com).

**Please watch for Noel-Levitz's next survey of marketing and student recruitment practices in spring 2013.**

## 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](http://www.noellevitz.com).

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