



2021 Graduate Student Recruitment Report

Insights for graduate enrollment
and marketing leaders

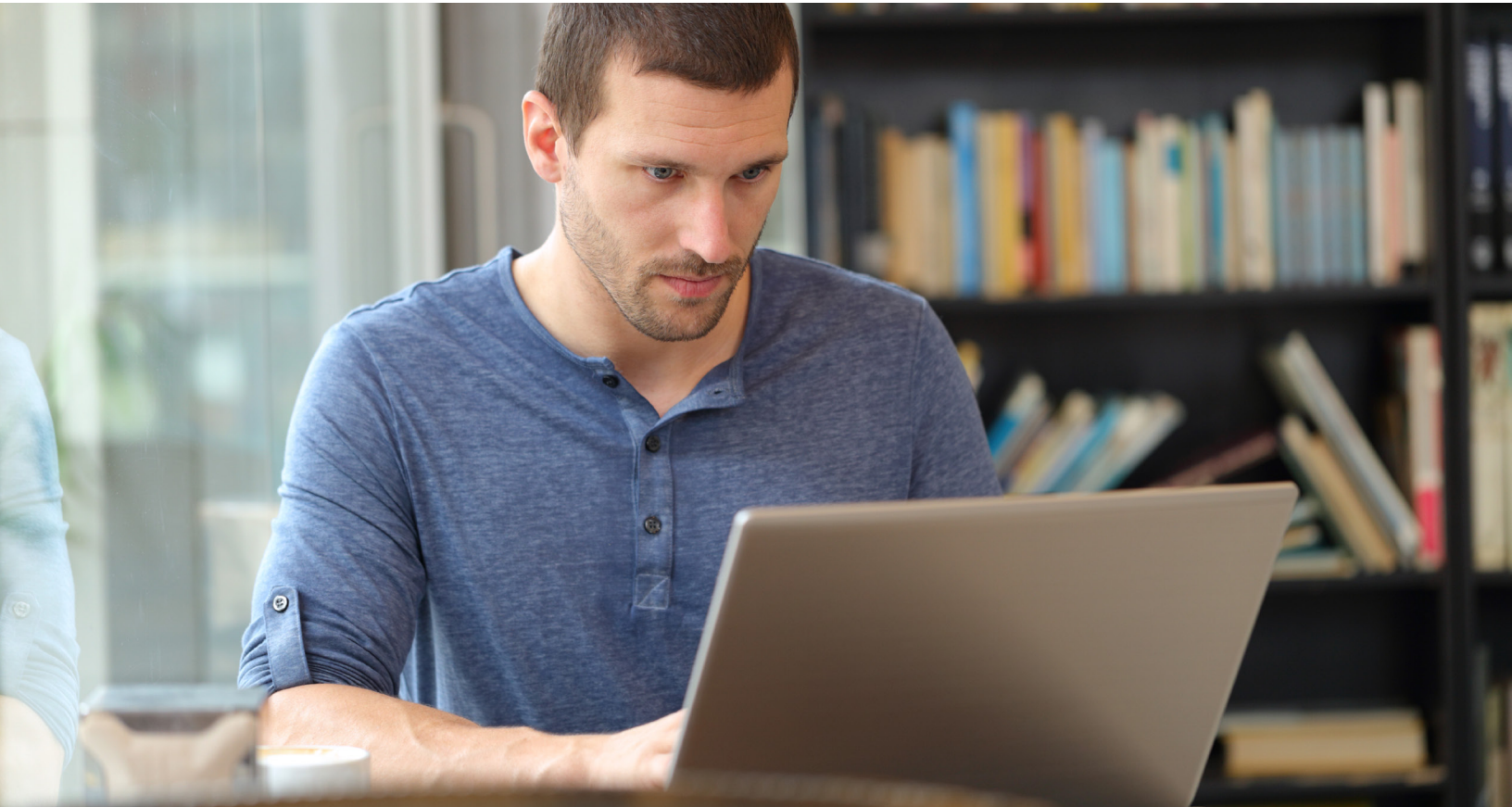
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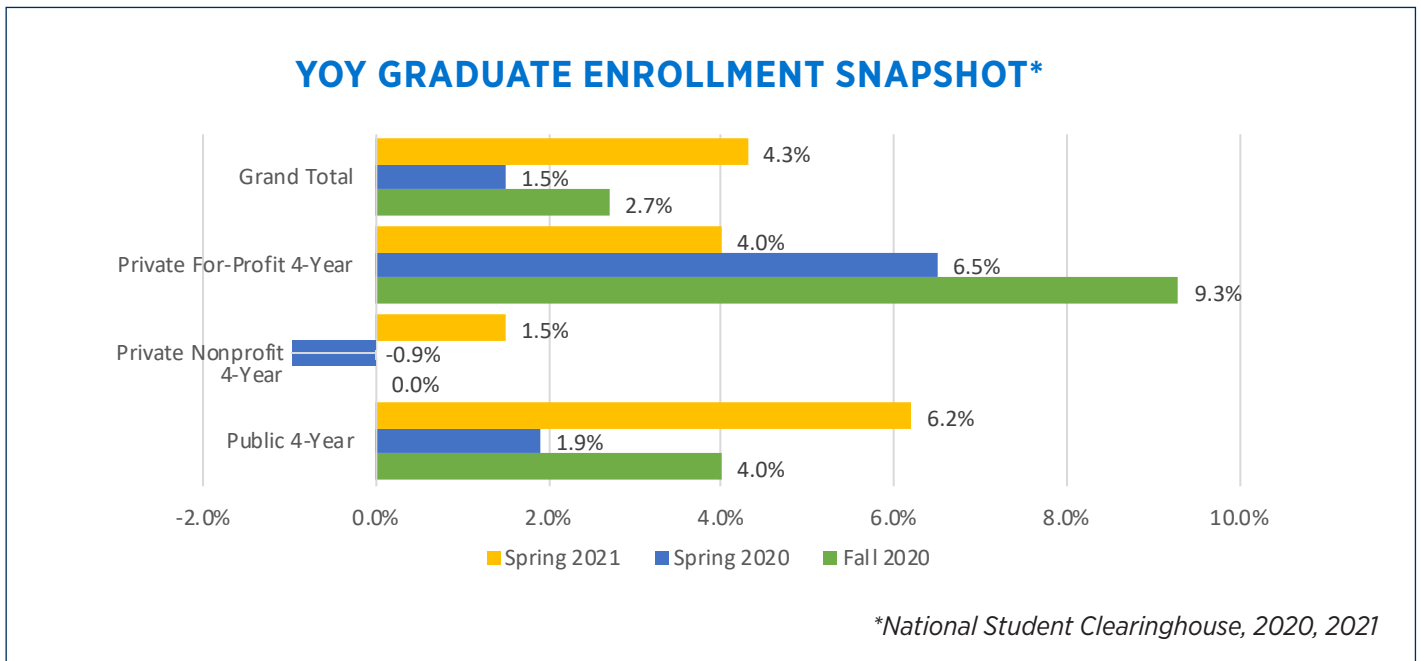
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INTRODUCTION

The Graduate Enrollment Landscape

In May 2021, the National Student Clearinghouse reported year-over-year (YoY) graduate level growth of 4.5 percent for the spring 2021 semester. This followed similar growth in the fall of 2020 (2.7 percent). In both of these “COVID semesters,” growth exceeded that of spring 2020 (1.5 percent), which reflected data prior to the impact of the pandemic on higher education enrollment. This healthy graduate growth occurred at the same time that colleges and universities experienced overall contraction (of about 4.5 percent in both fall 2020 and spring 2021) at the undergraduate level. It is clear that graduate education is now (and likely will continue to be) the focus of growth in American higher education.



Along with this growth, there are also more institutions and programs vying for a still finite number of graduate students. This is not only due to an increasing number of institutions offering graduate programs—or expanding their existing offerings—but also because with 18 months of “virtual everything,” an increasing number of prospective graduate students are likely to be comfortable with online study. This has a magnifying effect on the list of potential programs that they may be considering. In fact, data presented in this report indicate that no factor is more important to today’s graduate student than finding the program that comes closest to matching their interests and needs.

The institutions that will benefit most from recent—and future—growth are those whose programs, outreach strategies, messaging approach, and recruitment tactics best match the demands and needs of prospective students. With this in mind, RNL surveyed 1,500 prospective graduate students who plan to enroll within the next year. What emerged is a template of what successful institutions will need to know in order to benefit from this enrollment boom. With more institutions and programs vying for a still limited total market, the institutions that can ensure that programs, marketing strategies, and enrollment tactics are the best aligned with student expectations and priorities will be in the best position to benefit from recent trends.

The three P's of graduate student marketing

This report is organized around three of the most important “P’s” of higher education marketing for graduate students.

1

Product/Program

What types of programs do graduate students want? Credentials? Instructional format? Schedules?

2

Promotion

Where do these students start their search? What marketing channels do they interact with most? How open are they to using social media?

3

Positioning

What are the most important factors in their enrollment decisions? How do price, quality, flexibility, and convenience factors affect decision making?

This report provides a wide-ranging template of what institutions need to do in order to be attractive to prospective graduate students looking for the ideal program.

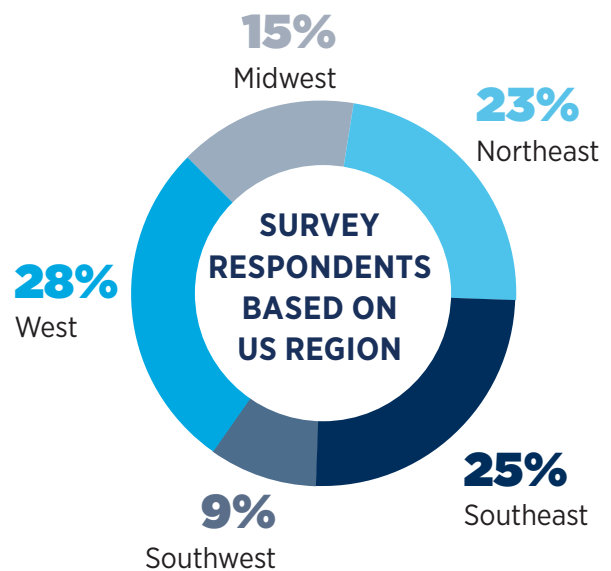
This report presents data by preferred instructional format in order to easily identify both the areas of convergence and divergence among students who prefer face-to-face, hybrid, or fully online study.

NOTE: For the purposes of organization, where appropriate, data are organized in descending order among ONLINE respondents. “Hybrid” respondents reflect students who selected “partially online, partially classroom (hybrid) programs” in the survey.

About the survey participants

The survey that underpins this report was administered by electronic survey in January and February 2021. The survey was completed by 1,506 individuals who met the criteria of “planning to enroll in a graduate program within the next 12 months.” Respondents were offered a token incentive for their participation.

For more about the demographics of our survey respondents, see p. 20.



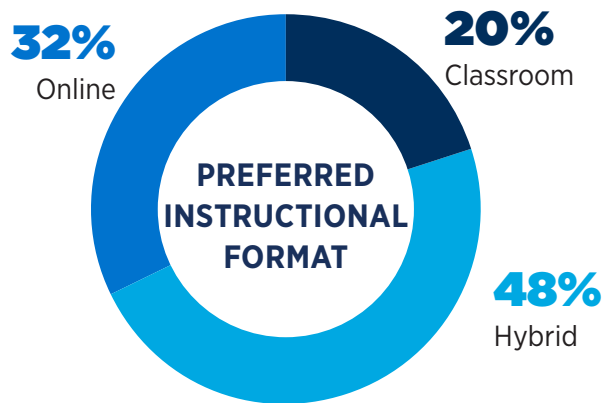
PROGRAM (PRODUCT)

In what kind of programs are graduate students enrolling? Master's degrees? Certificates? Online programs? Accelerated courses? All of the above? You can have the best marketing and outreach in the world, but if you do not offer the programs students want, in the manner in which they want them, they will enroll elsewhere. Think of this as the first “p” in the “three P’s of marketing” (program=product).

Twenty years ago, many graduate programs seeking to serve the approximately 75 percent of graduate students who are 25 and older, working, and juggling multiple life responsibilities were the “only game in town.” Today, dozens of schools in every region vie for these students. Institutional challenges have been compounded by the fact that if graduate students can’t find what they need in their geographic area, they can look anywhere in the country and find an online program—and they are even more comfortable doing so after their pandemic experiences.

So what do they want?

Graduate students seek hybrid and online study.



Online programs/hybrid programs lead

One-third of graduate students plan to enroll in a fully online program—and this finding is backed up by recent NCES fall enrollment data that indicate that just about the same proportion of graduate students are enrolled in “all distance courses” (IPEDS lexicon for online learning). And what about almost half planning to enroll in some sort of hybrid program that blends online and classroom learning? A 2018 study by Aslanian Market Research indicated that 43 percent of these graduate students prefer hybrid courses and programs. So this preference growing to 48 percent in the last three years is not a surprise.

Perhaps the most important finding is that only one in five graduate students plans to enroll in a face-to-face program. This is not all pandemic related. In that same 2018 Aslanian Market Research study, 29 percent of graduate students said they preferred fully classroom programs. The pandemic has indeed had some effect, but each individual’s ever increasing comfortability with all things online is far more important.

➤ **The remaining findings in this report are broken down by students who preferred classroom, hybrid, or online study.**

**Half of graduate students will enroll in master’s programs;
40 percent seek non-degree.**

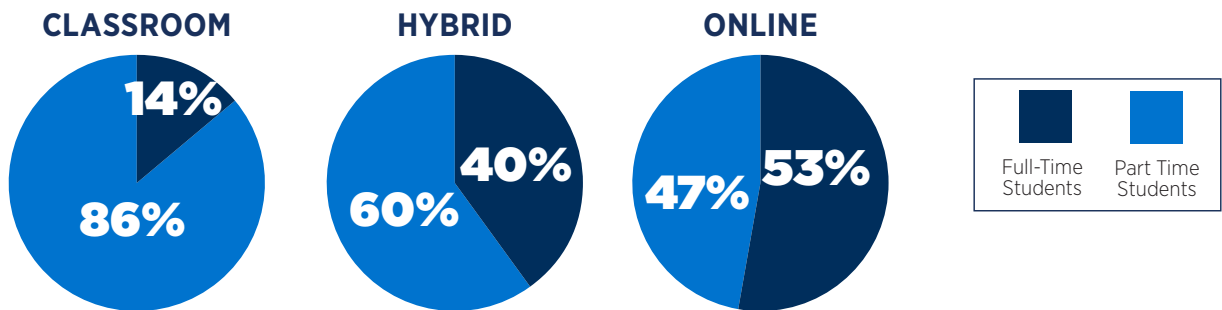
TYPE OF GRADUATE PROGRAM	CLASSROOM	HYBRID	ONLINE
Post baccalaureate certificate	7%	8%	11%
Post baccalaureate certification/licensure	8%	5%	6%
Master’s degree	47%	49%	51%
Graduate certificate	7%	18%	16%
Graduate certification/licensure	4%	5%	3%
Doctorate degree	16%	9%	6%
Professional doctorate (JD, MD, DO, etc.)	10%	5%	2%
Other	1%	1%	5%

Not only master’s degrees

While half of graduate students plan to enroll in a master’s program and another 10 percent plan to enroll in a doctoral program, the other 40 percent indicate that they are planning on enrolling in certificate, certification, and other non-degree credentials.

Demand data on specific master’s (and doctoral) programs is quite easily accessible—and if you can’t find it, RNL can help. Similar data on non-degree subjects are harder to come by and will require a bit more willingness to assume some risk in order to get the big reward.

Online and hybrid programs are making full-time study much more popular.



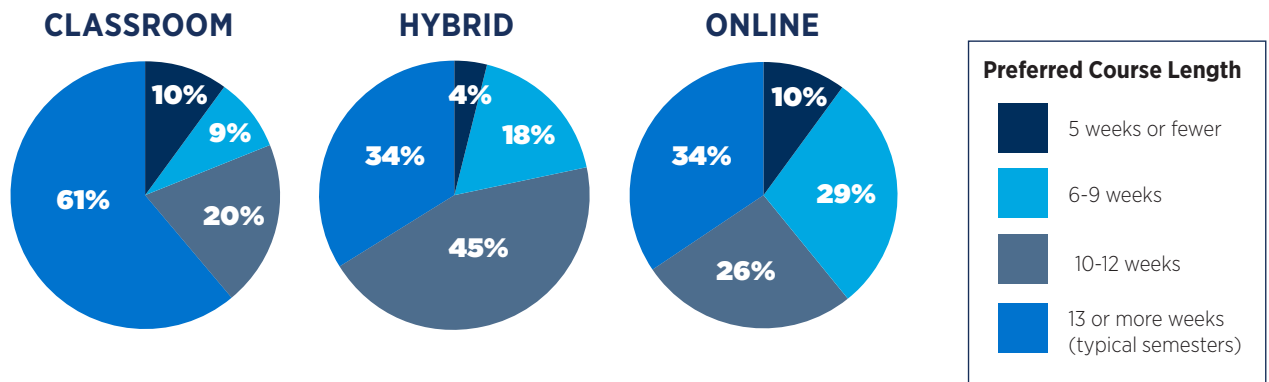
Online and even hybrid study make it so much easier to enroll full-time while juggling other life responsibilities compared to full classroom study. Full-time study also allows for financial aid and other benefits that do not accrue to part-time study in many cases.

Business programs still lead, but health care and computer/information science fields are on the rise.

INTENDED AREA OF STUDY	CLASSROOM	HYBRID	ONLINE	MASTER'S DEGREE % CHANGE (2014-19)*
Business	12%	15%	20%	3%
Health Professions	18%	15%	13%	34%
Computer/Information Science	8%	13%	13%	79%
Education	7%	9%	12%	-5%
Social Services, Public Administration, Criminal Justice	5%	6%	11%	13%
Counseling/Psychology	9%	9%	10%	4%
Arts and Humanities	11%	9%	6%	-4%
Communications	6%	4%	5%	11%
Social Sciences	9%	8%	5%	-2%
Natural Sciences: Biological/Physical/Earth Science	7%	6%	3%	19%
Engineering	8%	6%	3%	17%

*National Center for Education Statistics, Fall Enrollment Data 2014-19, June 2021.

Only classroom students want semester-length courses and programs.



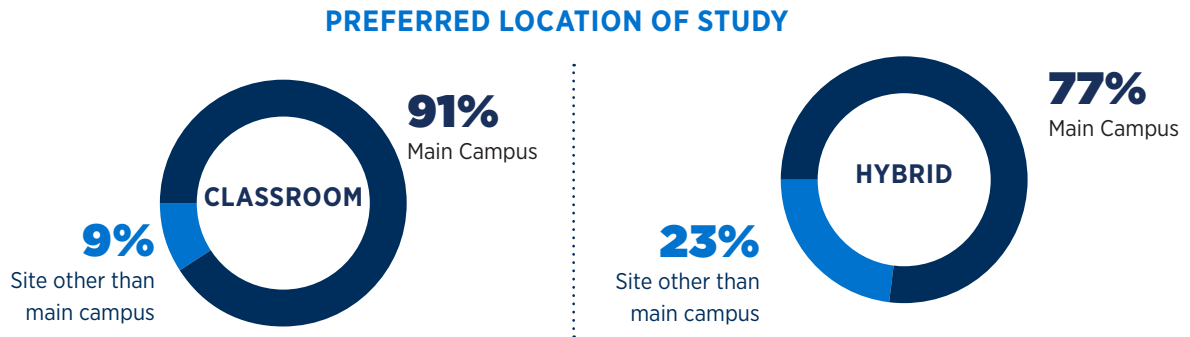
Accelerated courses are a must

While 61 percent of classroom students will enroll in semester-long courses, remember that this is 61 percent of 20 percent of all graduate students. These are likely the youngest and most traditional graduate students and they will likely continue to have these preferences, but they are also likely to become an increasingly small proportion of the entire graduate education universe.

Online and hybrid students are looking for course acceleration in such high proportions that if you are only offering your online programs in semester-length courses, you should probably assume that you are (at best) attracting one-third of whatever subject-level degree market you are pursuing.

Classroom and Hybrid Preferences

Graduate students who want to learn in the classroom want to do so on the main campus.



This is a significant change from past trends that typically saw that working professionals or other graduate students preferred to study at off-campus locations that were more convenient to where they work or live. Today’s classroom students are making an intentional choice and want to study at the main campus, even in hybrid programs.

Evening programs are no longer the primary ways to serve busy adults seeking graduate study.

PREFERRED TYPE OF PROGRAM	CLASSROOM	HYBRID
Cohort program (move through program with same group of students)	50%	36%
Weekday program (weekday prior to 5 p.m.)	35%	31%
Evening programs (weekday evenings)	13%	26%
Weekend program	2%	7%

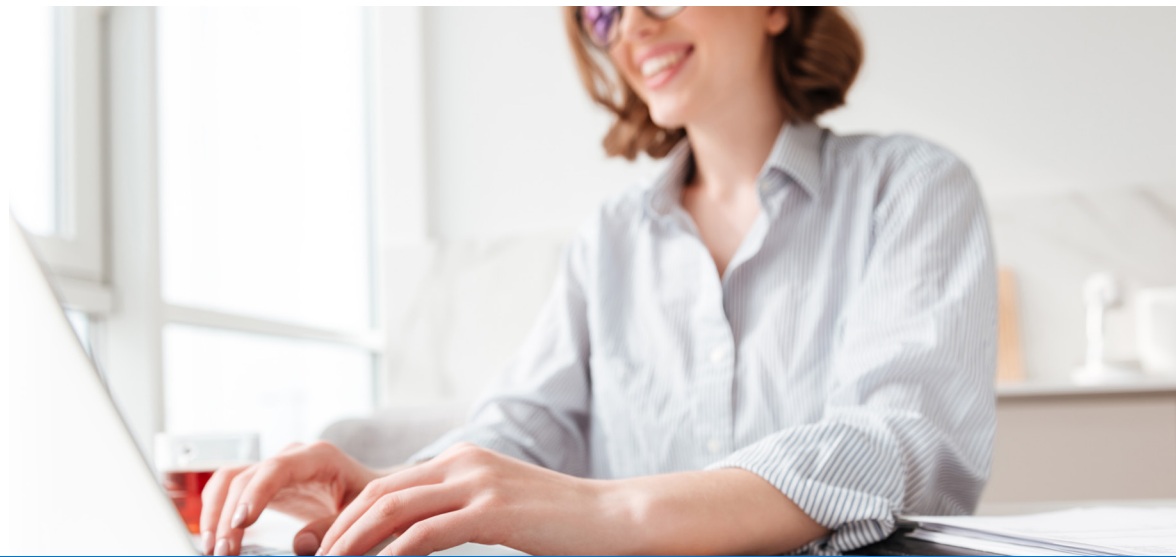
Classroom and hybrid graduate students are most attracted to cohort programs, although hybrid students significantly less so than classroom students. Perhaps the most surprising finding is the small proportions that selected evening programs: 13 percent of classroom and 26 percent of hybrid. In decades past, evening programs were the way that institutions accommodated the “flexibility and convenience” demands of many older students, but this will no longer satisfy. It is also an indicator of the influx of younger students into the mix, who are more attached to more traditional modes of study.

Online Preferences

Synchronous online programs appeal to many graduate students.

PREFERRED TYPE OF PROGRAM	ONLINE
Online, with periodic scheduled virtual meetings with the instructor and classmates	45%
Online, where you work at your own pace and finish as fast or as slow as you can complete the material	44%
Online, with no scheduled virtual meetings with the instructor and classmates	12%

Online graduate students are equally interested in fully “asynchronous” and programs with some level of “synchronicity.” In a finding that runs counter to the conventional wisdom that online students prefer that instructional format because it does not require set class sessions, a version of synchronous online “with periodic scheduled virtual meetings” was just as popular as fully asynchronous online. This is consistent with findings in similar studies from other organizations like Aslanian Market Research. This dispels the notion that online students only want asynchronous programs—but confirms that institutions must be careful about how they present any synchronous requirements as being ways to facilitate engagement.



LOOKING FOR RESEARCH AND STRATEGIES ON GRADUATE RECRUITMENT?

Talk with our graduate enrollment experts about how we can help you prioritize programs by growth potential and develop personas of potential students.

Ask for a free consultation at RNL.com/GradEnrollment.

PROMOTION

Once institutions are sure that their programs meet the needs and preferences of today’s graduate students, it is important to ensure that marketing and enrollment leaders fully understand how prospective students go about searching for a graduate program. This section describes how they search for a program and how they make contact with schools and programs.

Searching for a Program

Today’s graduate students are finding out about graduate programs online.

IMPORTANT* INFORMATION SOURCES AT BEGINNING OF PROGRAM SEARCH	CLASSROOM	HYBRID	ONLINE
Search engines (Google, Bing, etc.)	83%	87%	83%
College search sites	83%	86%	80%
Program ranking websites	77%	85%	78%
Printed rankings guides, etc.	66%	78%	66%
Printed view books, brochures, etc.	74%	74%	66%
Social media platforms	69%	74%	62%
Videos on YouTube or elsewhere	67%	71%	62%
Online chat	58%	70%	58%
Ads on websites	54%	61%	54%
Ads on television	43%	59%	46%
Ads in magazines, newspapers, etc.	44%	57%	42%
Ads on the radio	40%	51%	35%

**This table presents data on the proportions that indicated that each source was either Very Influential or Influential.*

Prospective graduate students of all types are clear in the most frequent (and important) early sources of information about graduate programs. While significant proportions continue to consult printed material, digital resources like search engines and college search and ranking sites lead, and digital resources as a group dominate. This simplifies a marketing approach for institutions that seek to attract students to more than one format.

Half of graduate students prefer Facebook and LinkedIn as social media channels for learning about graduate programs.

PREFERRED SOCIAL MEDIA FOR LEARNING ABOUT GRADUATE PROGRAMS	CLASSROOM	HYBRID	ONLINE
Facebook	53%	60%	53%
LinkedIn	32%	46%	47%
YouTube	40%	51%	35%
Instagram	30%	32%	27%
Twitter	23%	28%	20%
Pinterest	12%	16%	11%
Snapchat	9%	7%	5%
Tik Tok	7%	6%	4%
None	15%	12%	19%

The acceptance of social media as a means of learning about graduate programs has increased significantly in the last few years. As recently as 2018, a national study of graduate students by Aslanian Market Research found that fewer than 30 percent were amenable to learning about graduate programs on their social media channels, and today that number has more than doubled.

The most important point may be the small proportion who indicated that NO social media channels are good methods of learning more about graduate programs.

Graduate students will click on digital ads on a wide variety of platforms.

Clicked on Advertisement on a Website or Social Media Platform



Top 3 things students click to do

60% Review program details

50% Watch a video

30% Complete a form

Graduate students find virtual recruitment events highly effective.

EVENTS THAT ARE EFFECTIVE IN HELPING MAKE AN ENROLLMENT DECISION	CLASSROOM	HYBRID	ONLINE
Face-to-face information sessions, open houses, or campus tours	87%	89%	57%
Virtual information sessions, open houses, or campus tours	79%	88%	83%
Virtual one-on-one chat	79%	87%	84%
Video call/interviews	82%	88%	83%

The pandemic forced nearly every school to move recruitment and cultivation events online. There was serious concern that while face-to-face events have been a cornerstone of “sealing the deal” at many institutions, their virtual counterparts wouldn’t even be attended. More than a year into the pandemic, graduate students indicate virtual events are nearly as effective at informing their enrollment decision as face-to-face events. While the pandemic forced the development of these events from a secondary to primary focus of enrollment cultivation, as with so many things, they will likely stay with us permanently as convenient ways for busy people consider graduate study while juggling multiple life responsibilities.



Graduate students prioritize information on cost and academics when visiting institutional websites.

MOST IMPORTANT INFORMATION ON INSTITUTIONAL WEBSITES*	CLASSROOM	HYBRID	ONLINE
Cost/tuition information	47%	54%	63%
Specific academic program details	43%	42%	51%
Financial aid/scholarship options	47%	45%	46%
A list of graduate programs or degrees	33%	34%	40%
Career information/statistics on job placement	33%	39%	35%
How to apply for admission	27%	26%	32%
Virtual tours	8%	10%	15%
Contact information for admissions	10%	17%	13%
Videos featuring faculty	11%	8%	11%
to get them to send more information	8%	9%	11%
Their plans for dealing with the pandemic	14%	18%	10%
General overview of the school	13%	20%	8%
Open house/admissions event information	13%	12%	7%
Videos featuring current students	8%	8%	7%
Campus visit information	11%	11%	5%
Directions to campus	12%	8%	4%

**Respondents chose their four most important informational items.*

Prospective graduates are more than twice as likely to find the websites of the programs that interest them through a Google Search than just knowing the institution name or website address. They are even less likely to rely on a promotional email or printed materials from an institution or program at this early stage of their search.

What is the information they are looking for? It is important to ensure that the most important content prospective students are looking for is not cluttered behind less important information. Ensuring that there are direct links from program home pages or landing pages to easy-to-understand tuition information is most important. Institutions also need to ensure that students can find detailed information about their program of interest and their financial aid options within seconds of arriving on program landing pages. Some of the things that are a priority for the undergraduate audience—campus visit information, virtual tours, and even plans for dealing with the pandemic—barely register with the graduate student population.

Everything you do digitally should be optimized for mobile.

ACTIONS WILLING TO DO ON MOBILE DEVICE	CLASSROOM	HYBRID	ONLINE
Request information	58%	68%	76%
Live chat tool	44%	48%	52%
Class registration	36%	53%	52%
Webinar or online event registration form	40%	48%	50%
Admissions application	39%	51%	49%
Open house registration form	39%	46%	43%
Campus visit scheduler	53%	51%	41%
I haven't completed any forms on a mobile device.	13%	6%	9%

From requesting information to signing up for a webinar to completing an application, today's prospective graduate students want to be able to do these things easily on their phones and tablets. While online students are ahead of their hybrid and classroom counterparts, sizeable portions of all student types are using their mobile devices to plan for and move forward with their enrollment decisions.

Contacting Schools and Programs

Institutions need optimized information request forms.

METHOD OF FIRST CONTACT	CLASSROOM	HYBRID	ONLINE
Filled out an information request form on the school's website	51%	64%	68%
Email the school	53%	58%	48%
Attend a recruitment event at the school	31%	30%	31%
Call the school	23%	26%	21%
Attend a virtual recruitment event at the school	26%	28%	11%
Schedule a visit to the campus, virtual or in person	16%	18%	8%

More than two-thirds of both online and hybrid students (collectively 80 percent of this population) expect that they will be able to make first contact with the institutions and programs that interest them via an information request form that is easy to find on the website or landing page. These forms should be placed prominently on every page that students visit while conducting their program research. Without this first point of contact, institutions will lose some students before they knew they had them.

Few graduate prospects start the relationship with a campus visit or attend a recruitment event—in person or virtual as their first point of contact. While open houses and other events become an important way to convert leads, they are rarely the first point of contact.

Programs must respond to inquiries within hours or minutes.

Post-Inquiry Contact Expectations

RESPONSE TYPE	WITHIN MINUTES	WITHIN AN HOUR	WITHIN A DAY	WITHIN 3 DAYS	MORE THAN 3 DAYS	ACCEPTABLE CONTACT RESPONSE
Personalized email						
Classroom	21%	22%	27%	21%	7%	98%
Hybrid	19%	27%	31%	15%	7%	98%
Online	17%	21%	32%	19%	7%	98%
Non-personalized email						
Classroom	14%	22%	22%	14%	14%	76%
Hybrid	17%	25%	29%	15%	7%	82%
Online	18%	23%	19%	17%	10%	77%
Text message						
Classroom	21%	29%	27%	9%	3%	88%
Hybrid	27%	33%	19%	7%	3%	89%
Online	28%	27%	19%	8%	3%	84%
Phone call						
Classroom	22%	25%	22%	11%	5%	85%
Hybrid	32%	20%	21%	10%	6%	90%
Online	18%	21%	21%	13%	9%	81%

Speed, speed, speed. Almost half of prospective graduate students expect a response to their inquiry within an hour, and almost three-quarters expect a response within a day. Whether they have submitted a form, sent an email, made a call, or made contact in some other way, they most frequently would prefer a personalized email—and not an “auto-responder.” More of them than at any time in the past are willing to be contacted by text message (as least as a response method), and these data should also demonstrate the efficacy of call centers.

HOW CAN YOU GENERATE MORE QUALIFIED LEADS?

RNL works with graduate programs around the country to generate more qualified leads through digital marketing and search engine optimization that engages the right students for your programs.

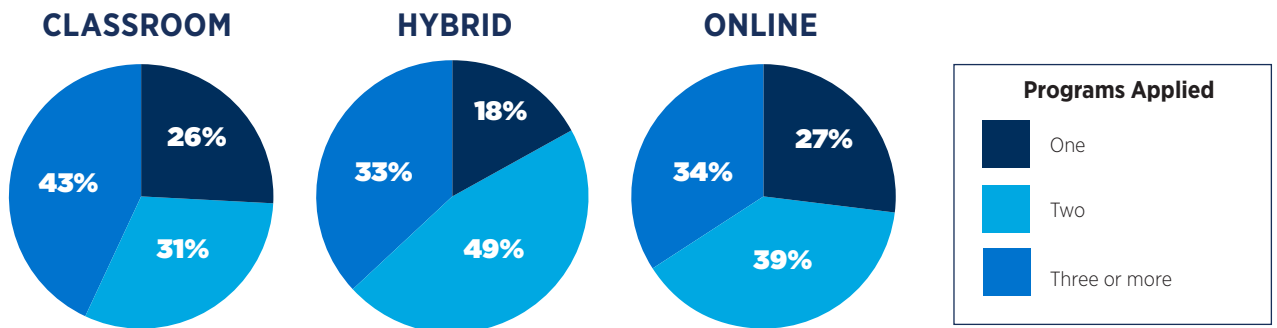
Ask for a free consultation at [RNL.com/DigitalLeads](https://www.rnl.com/DigitalLeads).

POSITIONING

Finally, graduate marketers and enrollment leaders need to infuse their marketing and outreach efforts with an understanding of the decision making patterns and expectations of the people they are recruiting into their programs. Aligning marketing and recruitment practices with a firm understanding of things like the number of other programs prospects are applying to, their expectations regarding the timing of acceptance, their likelihood of enrolling at the institution/program that admits them first, and the most important factors in their enrollment decision are critical to success.

Understanding how the demographics of the students who apply and enroll at a given institution or program compare with national trends is also an important element in successfully differentiating in a crowded market.

Most programs are competing with others for their graduate students.



Over the last 20 years, the proportion of graduate students who apply to more than one program has exploded for two reasons:

- 1 More institutions than ever are offering graduate programs—and most with offerings that are convenient to graduate students who are balancing multiple life and work responsibilities.
- 2 As students have become increasingly comfortable with online and even hybrid study, they can consider a dramatically larger number of graduate programs.

Given that 75 percent of prospective graduate students are applying to multiple programs, it is more important than ever for schools and programs to be proactive in making an affirmative case for applicants to select their program. While this may seem like common sense, it puts the recruiter in much more of a “sales” role than a “counseling” role. This may require that some graduate programs will have to rethink which internal stakeholders are best suited to make that case and convert prospective students into enrolled students.

Half of graduate students expect to be notified of acceptance within one week of applying.

EXPECTED TIME TO BE NOTIFIED OF ADMISSION	CLASSROOM	HYBRID	ONLINE
Within 24 hours	7%	7%	7%
1-3 days	16%	20%	21%
4-7 days	18%	23%	23%
7-14 days	15%	21%	21%
14-21 days	13%	17%	14%
Longer than 21 days	31%	12%	13%

In another demonstration of the importance of speedy response, almost half of graduate students expect to be notified of their acceptance within one week of submitting their application (or after the application deadline). Online students are most likely to do so, while classroom students are slightly more willing to wait. Programs that take more than two weeks will surpass the expectations of more than 75 percent of online and hybrid graduate students, while classroom students (20 percent of this population) are willing to wait longer. Given statistics on the likelihood of enrolling at the first institution that enrolls them (presented below), this could be a very costly oversight.

Quick admission decisions will lead to higher enrollment.

STUDENTS WHO SAID THEY DEFINITELY OR VERY LIKELY WILL ENROLL AT THE FIRST PROGRAM TO ADMIT THEM



Today's graduate students not only expect quick admissions decisions, but they will also reward those programs that they hear back from first with their enrollment. More than 80 percent of students in each instructional format indicate a strong likelihood of enrolling at the first program that admits them.

Content “fit,” online and hybrid options, and affordable tuition guide enrollment decisions.

MOST IMPORTANT FACTORS IN ENROLLMENT DECISION* (SELECT THREE)	CLASSROOM	HYBRID	ONLINE
Program content I want	51%	45%	53%
Online/hybrid courses available	8%	28%	47%
The lowest tuition (among programs I am considering)	33%	35%	42%
Positive career opportunity and job placement information	46%	39%	32%
University’s reputation	41%	35%	29%
Being able to enroll in courses year-round	17%	16%	23%
Having accelerated (shorter) terms	13%	14%	19%
Having specific faculty with whom you want to study	29%	19%	11%
Their plans for dealing with the pandemic	14%	14%	8%

**Respondents chose their three most important factors.*

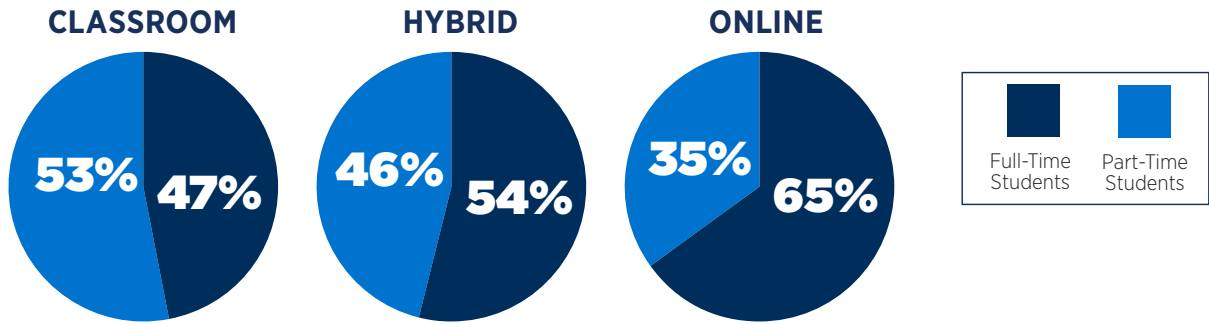
With the expansion of the number and variety of graduate programs that are available, finding the programs that best match the specific areas of interest of each prospective graduate student has risen to being the most frequently cited decision-making criteria. While in decades past students may have settled for a program that didn’t have quite the focus that interested them but was convenient, flexible, or prestigious, most graduate students now can find those features and a program focus that conforms to their interests. This rarely means that they want to design their own programs, but rather they want to know that through customization methods such as concentrations, specializations, projects and/or capstones they can be sure that the program will match their interests.

The importance of the availability of online and hybrid courses is a reflection of the dominance that these two program formats have taken among the graduate student market. Although these options are not important to those seeking a classroom program, it is important to remember that this is only 20 percent of today’s graduate market.

The importance of graduate tuition in enrollment decisions has receded somewhat from when it began to dominate in the aftermath of the Great Recession. A 2018 report from Aslanian Market Research indicated that cost of tuition and fees was the most important enrollment decision-making factor—selected by 52 percent of graduate students (Post-traditional Graduate Students, Aslanian Market Research, 2018).

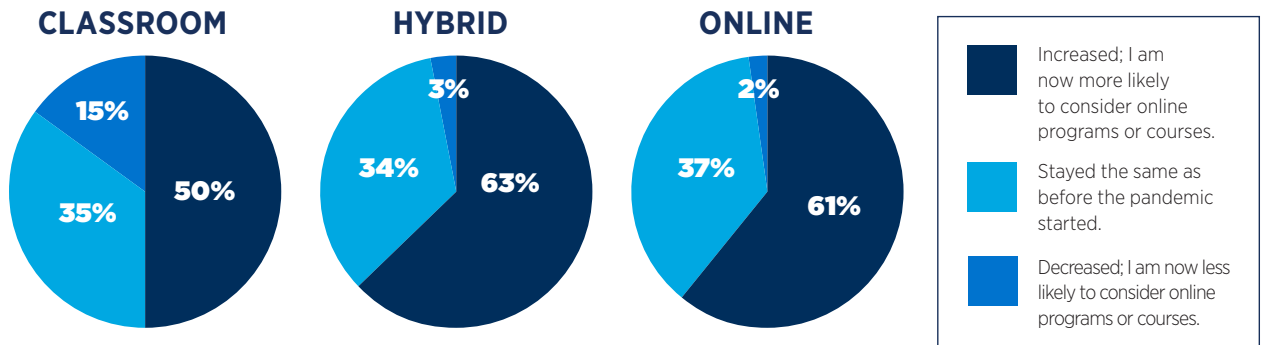
Note that among the factors that were not rated as being among the most important to today’s graduate students, it is important to note that all of these factors will have some importance. It shows that after the big three items of program content, format, and cost, students may have a variety of other factors that will influence their enrollment decision.

More than half of graduate students are no less likely to enroll than they were before the pandemic.



Classroom graduate students indicated that they are significantly less likely to enroll in a graduate program since the pandemic began than were online—or even hybrid students. Having said that, only about half were less likely. Institutions offering only classroom-based graduate programs may find it harder to “bounce back” as we move past the epicenter of the pandemic. Note that our survey was administered in January 2021, and attitudes may already have changed.

The pandemic increased interest in online programs and courses—across all preferred instructional formats.



Regardless of the preferred instructional format, interest in online courses and programs grew during the pandemic. Students who prefer either classroom or hybrid study were very likely to have increased interest in—at a minimum—online courses since the pandemic began. Considering the amount of negative “press” about hastily assembled remote and online programs in the immediate aftermath of the pandemic, it is equally important to note that there was very little decrease in interest in online study among any of the respondent groups.

DEMOGRAPHICS

Here are the respondents to our survey.

The 1,506 prospective graduate students who participated are predominantly women, are most frequently making their enrollment decisions in their twenties, and most often have household incomes that are within the range of the median American household income in 2020. While demographics may vary from market to market, these results show the growing diversity of students seeking graduate study.

GENDER IDENTITY		ALL RESPONDENTS
Female		66%
Male		31%
Transgender female		.3%
Transgender male		1%
Non-binary/third gender/non-conforming		1%
Prefer not to respond		1%

BIRTH YEAR	AGE	ALL RESPONDENTS
1999>	21 or younger	11%
1990-1998	22-31	49%
1980-1989	32-41	25%
1970-1979	42-51	9%
<1969	52 and over	6%

INCOME		ALL RESPONDENTS
Less than \$30,000		25%
\$30,000-\$59,999		13%
\$60,000-\$99,999		47%
\$100,000 - \$149,999		13%
\$150,000 or more		2%

RACE/ETHNICITY		ALL RESPONDENTS
White		58%
Black/African American		16%
Asian		9%
Hispanic or Latino (including Puerto Rican)		7%
American Indian		3%
Multiracial		1%
Alaska Native		1%
Middle Eastern or North African		1%
Native Hawaiian or Pacific Islander		1%
Don't know/prefer not to respond		1%

MILITARY SERVICE		ALL RESPONDENTS
I have not served		90%
I am a veteran		5%
I am currently in the reserves, not active		2%
I am currently serving		2%

ABOUT THE RESEARCH SPONSORS



RNL is the leading provider of higher education enrollment, student success, and fundraising solutions. The firm serves more than 1,900 colleges and universities through data-driven solutions focused on the entire lifecycle of enrollment and fundraising, assuring students find the right program, graduate on time, secure their first job in their chosen field, and give back to support the next generation. With a deep knowledge of the industry, RNL provides institutions the ability to scale their efforts by tapping into a community of support and resources.

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PLEXUSS is a mission-driven digital platform impacting how prospective students and post-secondary institutions connect. Since 2015, the PLEXUSS Global Student Network™ has grown to over 7 million student users and nearly 18,000 post-secondary institutions worldwide. By leveraging proprietary AI technology, PLEXUSS engages students over longer periods, getting to know each student's individual needs and goals.

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