

Noel-Levitz Report on Undergraduate Trends in Enrollment Management

2014 E-Recruiting Practices Report for Four-Year and Two-Year Institutions

Includes gaps between campus practices and prospective students' expectations

What are the most popular practices and tactics for electronic student recruitment at the undergraduate level? To find out, Noel-Levitz conducted a web-based poll in the spring of 2014 as part of the firm's continuing series of benchmark polls for higher education. As a special bonus, a number of gaps between campus practices and prospective students' expectations are identified based on a parallel study of college-bound high school students in spring 2014 (see information at bottom).

Highlights from the findings:

- While emails, website recruitment pages, Facebook, and online calculators remain the most popular e-recruiting practices, other popular practices include videos embedded on campus websites and special landing pages, according to respondents in 2014.
- Snapchat gap—This newer social media tool is now used by fewer than three percent of colleges and universities for the purpose of student recruitment, yet 39 percent of college-bound high school students report using it.
- A typical prospective student now receives 15 bulk/blast emails from four-year private and public institutions and five bulk/blast emails from two-year public institutions, based on the median response.
- Website spending has increased at four-year private and public institutions.
- Forty-four percent of respondents from four-year private institutions and 32 percent of respondents from four-year public institutions report providing cell phones for their admissions counselors versus just 11 percent of respondents from two-year public institutions.
- Mobile gap—Less than half of respondents across sectors report having a mobile-optimized website, while 71 percent of college-bound high school students report having looked at a college website using a mobile phone or tablet.
- Less than half of respondents across sectors were sure that they had a strategic plan to guide the development of their website and social media efforts.

GAPS with prospective students' expectations

E-Expectations—Look for this symbol inside for some gaps between campus practices and prospective students' expectations, based on a parallel, spring 2014 study of prospective, college-bound high school seniors. The student study will be available in July 2014 at www.noellevitz.com/E-Expectations.

For many additional findings, see the Appendix of this report on pages 10-22.



Highlights

Popular e-recruiting practices by institution type	3
Social media rankings, with comparative rankings from prospective students	4
Popular elements on the primary web recruiting page	5
Text messaging popularity	6
Cell phones for admissions counselors ... NEW!	7
Bulk/blast email frequency	8
Using a strategic plan to guide e-recruiting ... NEW!	8
Budgeting trends for admissions-related web content	9

Appendix/Complete findings 10

See rankings for 28 e-recruiting practices, 21 social media tools, and more (pages 11-14) • Findings on email, texting, and cell numbers (pages 14-17) • Findings on planning, staffing, and budgeting for e-recruiting (pages 17-22)

How to use the benchmarks in this report	23
Responding institutions	25
About Noel-Levitz	27

How to use the benchmarks in this report

This report primarily focuses on the use of specific practices, *not* on their level of effectiveness. See page 23 in the Appendix for guidance on how to use these benchmarks.

Trend data from previous years

Selected trend data from previous E-Recruiting Practices Reports from Noel-Levitz appear throughout this report. For complete data, see www.noellevitz.com/BenchmarkReports.

Findings color key:

Four-year private institutions

Four-year public institutions

Two-year public institutions

Information is provided in this report for four-year and two-year, public and private institutions.

Highlights from the findings

The 10 most popular e-recruiting practices

The table below shows the 10 practices that poll respondents reported using most frequently from a list of 28 practices for electronic recruitment *other than social media*. For rankings of all 28 practices, see the Appendix on page 11. For comparisons with social media, please see the next page. (Note that Facebook, if included here, would be in the 1st or 2nd position.)

Most popular e-recruiting practices by institution type among 28 practices examined, with proportions of campuses using each practice:

Four-year private institutions	Four-year public institutions	Two-year public institutions
Email communication with prospective students (100.0%)	Email communication with prospective students (98.7%)	Email communication with prospective students (100.0%)
Online net price calculator (93.8%)	Recruiting pages on website (84.6%)	Recruiting pages on website (77.1%)
Recruiting pages on website (91.0%)	Online net price calculator (80.8%)	Online net price calculator (74.3%)
Videos embedded on campus website (76.6%)	Analytics resources such as Google Analytics (79.5%)	QR codes (57.1%)
Student searches via email (74.5%)	Student searches via email (75.6%)	Special landing pages for email campaigns (51.4%)
Analytics resources such as Google Analytics (72.4%)	Videos embedded on campus website (70.5%)	Analytics resources such as Google Analytics (45.7%)
Special landing pages for email campaigns (60.0%)	Special landing pages for email campaigns (67.9%)	Online display advertising (45.7%)
Listings on college planning websites/online directories (60.0%)	Listings on college planning websites/online directories (65.4%)	Videos embedded on campus website (40.0%)
Search engine optimization process to improve organic search results (57.2%)	Virtual tours (55.1%)	Search engine optimization process to improve organic search results (37.1%)
Website optimized for mobile browsers (53.8%)	Content management system (CMS) to update or edit website content (53.8%)	Pay-per-click ads on Facebook (37.1%)

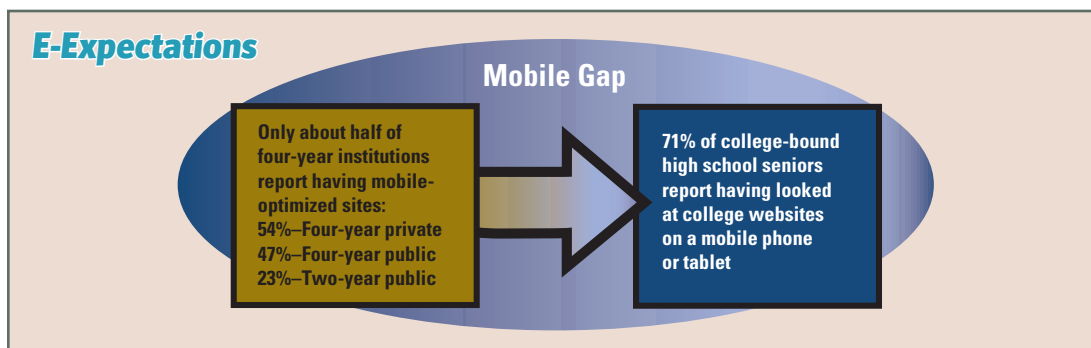
Of the 10 practices shown here, six were shared across sectors.

Blue = practices that were being used by more than three-quarters of respondents within the sector.

Emails, website recruitment pages, and online calculators remained the most popular e-recruiting practices in 2014, consistent with the findings of Noel-Levitz’s previous e-recruiting practices study in 2012. Also popular in 2014 were videos embedded on campus websites and special landing pages.

Notice that several practices have either risen or fallen in popularity since 2012. For example, in 2014, 76 percent of four-year public institutions reported using student searches via email vs. 58 percent of four-year public institution respondents in 2012. For all rankings from 2012, visit www.noellelitz.com/E-Recruiting2012, pages 10 and 11.

Four-year private institutions: QR codes (50.3 percent) and content management systems (52.4 percent) were also used by more than half of respondents.



Source of student data: 2014 E-Expectations Report

Highlights from the findings

The five most popular social media platforms for e-recruiting, with rankings from prospective students for comparison

The table below shows the five most frequently used social media platforms for electronic recruitment that poll respondents reported using from a list of 21 that were measured in this study. For comparative rankings from prospective students, see the findings at the bottom of this page.

The most popular social media tools for e-recruitment by institution type among 21 platforms examined, with proportions of campuses using each platform:

Four-year private institutions	Four-year public institutions	Two-year public institutions
Facebook (96.6%)	Facebook (98.7%)	Facebook (97.1%)
Twitter (83.4%)	Twitter (89.7%)	Twitter (80.0%)
YouTube (79.3%)	YouTube (82.1%)	YouTube (57.1%)
Instagram (56.6%)	Instagram (52.6%)	Instagram (31.4%)
Student blog (42.1%)	Student blog (41.0%)	LinkedIn (25.7%)

TM

Facebook, Twitter, YouTube, and Instagram were the most popular social media among 21 types examined. For complete findings, see page 12 of the Appendix. For previous social media rankings from Noel-Levitz's study conducted in 2012, visit www.noellevitz.com/E-Recruiting2012, page 4.

Most of the popular social media tools were shared across sectors.

Blue = practices that were being used by more than three-quarters of respondents within the sector.

E-Expectations Prospective student rankings for comparison

The following ratings were provided by college-bound high school seniors in a spring 2014 survey that asked students to identify the most popular social media. Specifically, the survey asked students to indicate which types of social media they used (for any purpose) at least once a month.

Facebook—74.6%	Vine—24.6%	LinkedIn—4.8%
YouTube—73.1%	Pinterest—18.4%	StumbleUpon—4.5%
Instagram—49.6%	Tumblr—14.6%	Storify—2.2%
Twitter—39.5%	iFunny—10.6%	Other—1.2%
Snapchat—38.7%	Reddit—6.8%	None—1.4%
Google+—31.1%		

Source: 2014 E-Expectations Report

Notice the less-commonly-used social media—are you over-investing in these? See recommendations on page 23.

Highlights from the findings

The 10 most popular elements on the primary web page for recruiting

The table below shows the 10 elements that poll respondents reported using most frequently from a list of 23 elements that colleges and universities include on their primary web page for prospective students. For the findings for all 23 elements, see the Appendix, page 18. Also, see parallel findings for the institutions' mobile sites' primary recruiting web page in the Appendix on page 19.

The most popular elements provided on, or directly linked from, an institution's primary recruiting web page among 23 elements examined, with proportions of campuses using each element:

Four-year private institutions	Four-year public institutions	Two-year public institutions
List of academic programs/majors (93.8%)	Enrollment/admissions information (97.4%)	List of academic programs/majors (88.6%)
Enrollment/admissions information (92.4%)	List of academic programs/majors (94.9%)	Enrollment/admissions information (88.6%)
Financial aid/scholarships (89.0%)	Links to social media (Facebook, Twitter, YouTube, etc.) (88.5%)	Financial aid/scholarships (85.7%)
Campus visit details (89.0%)	Financial aid/scholarships (84.6%)	Cost (80.0%)
Applications/application process (88.3%)	Campus visit details (84.6%)	Campus visit details (77.1%)
Cost (78.6%)	Applications/application process (83.3%)	Applications/application process (71.4%)
Links to social media (Facebook, Twitter, YouTube, etc.) (75.2%)	Cost (79.5%)	Links to social media (Facebook, Twitter, YouTube, etc.) (71.4%)
Admissions event RSVP opportunities (74.5%)	Campus map/directions to the school location (73.1%)	Campus map/directions to the school location (71.4%)
Descriptions of academic programs/majors (69.0%)	Student life information (67.9%)	Student life information (62.9%)
Net price calculators (69.0%)	Descriptions of academic programs/majors (65.4%)	School calendar (60.0%)

Of the 10 practices shown here, seven were shared across sectors.

Blue = practices that were being used by more than three-quarters of respondents within the sector.

The most popular elements appearing on institutions' primary recruiting web pages were lists of academic programs or majors and information on enrollment/admissions, followed by financial aid and scholarship information. For comparative rankings from 2012, visit www.noellelevitz.com/E-Recruiting2012, page 16. For comparative rankings from prospective students, watch for the forthcoming *2014 E-Expectations Report*.

Four-year private institutions: Additional web page elements used by more than half of respondents included: campus map or directions to school location; athletic programs; housing details/dining; videos; news feed or recent news articles; school calendar; and student life information.

Four-year public institutions: Additional web page elements used by more than half of respondents included: admissions event RSVP opportunities; news feed or recent news articles; housing details/dining; net price calculator; videos; and athletic programs.

Two-year public institutions: Descriptions of academic programs or majors (54 percent) and a net price calculator (51 percent) were also used by more than half of respondents.

Highlights from the findings

Popularity of text messaging, with ratings from prospective students for comparison

The following table shows the popularity of text messaging for e-recruitment. For a comparative rating from prospective students, see the finding at the bottom of this page.

Proportions of colleges and universities that use text messaging for recruitment:

Use of text messaging for recruitment (yes/no)	Four-year private institutions	Four-year public institutions	Two-year public institutions
Yes	48.3%	19.2%	20.0%
No	51.7%	80.8%	80.0%

TM

Many respondents reported they do *not* use text messaging to recruit. Notice the gap with prospective students' expectations, below.

Approximately half of colleges and universities request permission to send text messages **NEW!**

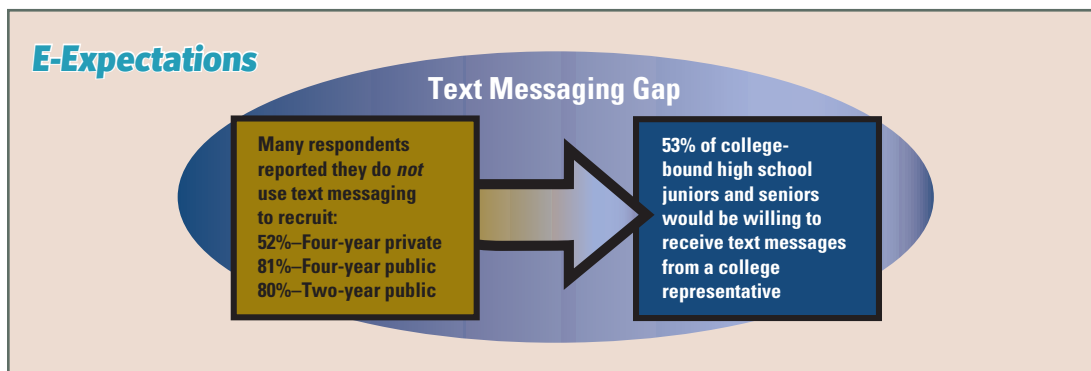
New in this year's poll of e-recruiting practices, respondents were asked if they requested prospective students' permission prior to sending them text messages.

Proportions of colleges and universities that request permission to send text messages:

Request permission to send text messages (yes/no)	Four-year private institutions	Four-year public institutions	Two-year public institutions
Yes	52.5%	46.3%	57.1%
No	47.5%	53.7%	42.9%

TM

Respondents were split on this item, with about half indicating they do request permission to send text messages to prospective students and half indicating they don't.



TM

Source of student data: 2014 E-Expectations Report

Approximately one-third to one-half of four-year institutions provide cell phones to admissions counselors **NEW!**

Also new this year, respondents were asked if they provide cell phones for their admissions counselors, which many respondents reported doing.

Proportions of respondents across sectors that reported providing cell phones to admissions counselors:

Provision of cell phones to admissions counselors (yes/no)	Four-year private institutions	Four-year public institutions	Two-year public institutions
Yes	44.4%	32.4%	11.4%
No	55.6%	67.6%	88.6%

TM

Just over 44 percent of respondents from four-year private institutions and 32 percent of respondents from four-year public institutions reported providing cell phones for their admissions counselors versus 11 percent of respondents from two-year public institutions.

A closer look at counselors' use of office-provided cell phones to recruit students **NEW!**

Respondents who indicated "yes" to providing cell phones for their admissions counselors were also asked to rank the following five items.

Uses of office-provided cell phones by admissions counselors among respondents who reported providing these phones:

How office-provided cell phones are used by admissions counselors, among the respondents who provide phones	Four-year private institutions	Four-year public institutions	Two-year public institutions*
While traveling, counselors contact prospective students.	85.9%	75.0%	NA
Counselors send and receive text messages from prospective students.	71.9%	58.3%	NA
Counselors promote their cell phone numbers to prospective students, guidance counselors, parents, etc.	68.8%	45.8%	NA
Counselors use office-provided phones for social media.	50.0%	58.3%	NA
There is an office policy that guides use of office-provided cell phones.	23.4%	45.8%	NA

TM

Contacting prospective students while traveling was the most popular use for admission counselor cell phones among counselors at four-year private and public institutions.

* There were not enough respondents in the two-year public institution sample to identify statistically significant benchmarks.

**Highlights
from the
findings**

Median of 15 bulk/blast emails sent by four-year private and public institutions

Respondents were asked how many bulk/blast emails they send to a “typical prospective student” over the course of a recruitment cycle. At 15, the median number of emails that respondents from four-year private and four-year public institutions reported sending was the same for both of these sectors in 2014. In previous Noel-Levitz studies of e-recruiting practices, four-year private institutions consistently led in this area.

Volume of bulk emails sent over the course of an entire recruitment cycle, 2014 study versus earlier Noel-Levitz studies:

Statistic	Four-year private institutions				Four-year public institutions				Two-year public institutions			
	2014	2012	2010	2008	2014	2012	2010	2008	2014	2012	2010	2008
First quartile	10	10	10	5	9.5	8	7	4	3	2	1	0
Median	15	18	15	10	15	12	12	8	5	4	2	2
Third quartile	25	30	25	17	25	24	20	20	6	6	6	4

TM

The median number of emails from four-year and two-year public institutions has steadily increased since 2008.

A typical prospective student now receives 15 bulk/blast emails from four-year private and public institutions and five bulk/blast emails from two-year public institutions, based on the median response from each sector. The median number of emails has steadily increased from four-year and two-year public institutions since 2008, while the median number of emails from four-year private institutions has held steady since 2010.

Less than half of colleges and universities are sure they have a strategic plan to guide website and social media development **NEW!**

Another new question in this year’s study examined institutional planfulness in the areas of website and social media development.

Do you have a strategic plan to guide the development (or redevelopment) of your website and/or social media efforts?

Strategic plan?	Four-year private institutions	Four-year public institutions	Two-year public institutions
Yes	48.3%	39.7%	45.7%
No	35.2%	39.7%	34.3%
Unsure	16.6%	20.5%	20.0%

TM

Only between 40 and 49 percent of respondents were sure that they had a strategic plan to guide the development of their website and social media.

**Highlights
from the
findings**

Budgeting trends: More than half of four-year colleges and universities now spend more than \$50K for admissions-related web content

The proportion of 2014 respondents who reported spending \$50,000 or more to maintain their admissions-related web content increased among four-year institutions compared to 2012, the last time this study was conducted. For example, the proportion of four-year private institution respondents that reported spending \$50,000 or more rose 33.6 percentage points, rising from 21.9 percent of respondents in 2012 to 55.5 percent of respondents in 2014.

In addition, respondents who reported spending at the lowest spending levels (\$25,000 or less) declined compared to 2012.

Approximate cost for admissions office to maintain admissions-specific content and services on the institution’s primary website (staffing, vendor costs, other direct costs):

Budget level	Four-year private institutions				Four-year public institutions				Two-year public institutions*
	2014	2012	2010	2008	2014	2012	2010	2008	
\$0–\$4,999	8.9%	33.8%	27.7%	38.7%	3.7%	32.2%	24.6%	17.2%	NA
\$5,000–\$24,999	28.9%	28.9%	28.8%	28.4%	33.3%	32.2%	27.7%	29.7%	NA
\$25,000–\$49,999	6.7%	15.5%	18.8%	16.1%	11.1%	13.6%	15.4%	15.6%	NA
\$50,000–\$74,999	31.1%	9.2%	12.6%	11.0%	29.6%	6.8%	15.4%	18.8%	NA
\$75,000–\$99,999	2.2%	4.2%	3.7%	2.6%	11.1%	3.4%	7.7%	9.4%	NA
\$100,000 or higher	22.2%	8.5%	8.4%	3.2%	11.1%	11.9%	9.2%	9.4%	NA

TM

More than half of four-year private and public institutions—between 52 and 56 percent—are now spending \$50K or more to maintain admissions-specific content and services on their institution’s website, a substantial increase from two years earlier when only 22 percent of four-year private and public institution respondents reported spending at that level. The uptick in spending in 2014 is further confirmed in Table 28 of the Appendix on page 22.

* There were not enough respondents in the two-year public institution sample to identify statistically significant budget benchmarks.

Don’t miss the findings on staffing levels on pages 14 and 22 of the Appendix.

Appendix: Complete findings

Complete findings of this study are provided in this appendix on a wide variety of e-recruiting topics that go far beyond the information highlighted thus far on pages 1-9. **All of the findings are judged to be statistically significant.** For an explanation of the statistical processes used to produce these data, see page 15.

Findings color key:

Four-year private institutions

Four-year public institutions

Two-year public institutions

Contents

SECTION I: Rankings of e-recruiting practices, social media, and more

Rankings of 28 e-recruiting practices	11
Rankings of five types of students receiving personalized homepage URLs/portals	12
Rankings of 21 social media tools	12
Frequency of posting videos to YouTube and other social media platforms ... NEW!	13
Frequency of Facebook postings	13
Frequency of tweets	13
Staffing level for social media	14
Practice of checking students' online profiles ... NEW!	14

SECTION II: Findings on email, texting, cell/mobile numbers, and more

Rankings of five uses of students' cell/mobile numbers	14
Practice of requesting permission to send text messages ... NEW!	14
Rankings of five uses of cell/mobile phones provided to admissions staff ... NEW!	15
Bulk/blast emails—rankings of three delivery methods	15
Bulk/blast emails—frequency of sending these to students	16
Bulk/blast emails—rankings of five types of students receiving these emails	16
Bulk/blast emails—rankings of five types of markets receiving these emails	16
Bulk/blast emails—frequency of sending these to parents	17

SECTION III: Planning, staffing, and budgeting for websites and social media and more

Use of a web governance plan ... NEW!	17
Use of a strategic plan ... NEW!	17
Rankings of 23 elements on the institution's primary web page for recruiting	18
Rankings of 23 elements on the institution's mobile website's primary web page for recruiting	19
Rankings of five mobile strategies	20
Expected timing for getting a mobile website if not already in place	20
Rankings of 13 types of online forms and information provided online	20
Net price calculators—rankings of four uses	21
Net price calculators—gauges of accuracy	21
Net price calculators—proportions of student completion	21
Budgeting—approximate costs to maintain admissions-related website	21
Budgeting—how much website costs rose or fell compared to previous year ... NEW!	22
Staffing levels for maintaining admissions website	22
Priorities for improving e-recruiting if additional funds available ... NEW!	22

Two-year and four-year public institutions: The rankings in this section are ordered by the findings for four-year private institutions. Note that “NA” indicates fields for which there were not enough respondents in the sample to identify a statistically significant benchmark. For an explanation of the statistical processes used to produce these data, see page 15.

SECTION I: Rankings of e-recruiting practices, social media, and more

Table 1: Which of the following practices does your institution use? (Check all that apply.)

Rankings of e-recruiting practices (popularity)	Four-year private institutions	Four-year public institutions	Two-year public institutions
Email communication with prospective students	100.0%	98.7%	100.0%
Online net price calculator	93.8%	80.8%	74.3%
Recruiting pages on website	91.0%	84.6%	77.1%
Videos embedded on campus website	76.6%	70.5%	40.0%
Student searches via email	74.5%	75.6%	28.6%
Analytics resources such as Google Analytics	72.4%	79.5%	45.7%
Special landing pages for email campaigns	60.0%	67.9%	51.4%
Listings on college planning websites/online directories	60.0%	65.4%	28.6%
Search engine optimization process to improve organic search results	57.2%	41.0%	37.1%
Website optimized for mobile browsers	53.8%	47.4%	22.9%
Content management system (CMS) to update or edit website content	52.4%	53.8%	31.4%
QR codes	50.3%	48.7%	57.1%
Text messaging	48.3%	19.2%	20.0%
Virtual tours	44.8%	55.1%	22.9%
Online display advertising	44.8%	42.3%	45.7%
Pay-per-click ads on search sites like Google, Bing, or Yahoo	37.2%	32.1%	28.6%
Pay-per-click ads on Facebook	31.0%	35.9%	37.1%
Personalized homepage URL/portal for prospective students	31.0%	42.3%	17.1%
Skype, FaceTime, Google Hangouts, or other video chat services	29.7%	28.2%	14.3%
Cookie-driven "retargeting" ads that target users who've previously visited your website	29.7%	21.8%	22.9%
Instant messaging/live chats	29.0%	39.7%	25.7%
Mobile apps	26.9%	47.4%	14.3%
Online college fairs	26.9%	47.4%	5.7%
Interactive campus map	26.9%	35.9%	11.4%
Webcasts	15.9%	25.6%	2.9%
RSS/XML syndicated feeds for sharing information	10.3%	7.7%	0.0%
Webcam	7.6%	14.1%	11.4%
Tailored information for students based on their public profile (on Facebook, Google+, etc.)	5.5%	9.0%	11.4%

Table 2: If you indicated that you use personalized homepage URLs/portals for prospective students, which students do you provide this for? (Check all that apply.)

Types of students receiving personalized homepage URLs/portals	Four-year private institutions	Four-year public institutions	Two-year public institutions
Prospects/Search list*	48.9%	81.8%	NA
Inquiries	44.4%	60.6%	NA
Applicants	53.3%	45.5%	NA
Accepted students	62.2%	54.5%	NA
Deposits/Confirmed admits	55.6%	39.4%	NA
Other (please specify**)	4.4%	0.0%	NA

* This category is for prospective students who have not yet inquired or applied.

** None of the “Other” responses were the same for two or more respondents.

Table 3: Which of the following social media tools is your institution using with a goal of engaging prospective students and their families? (Check all that apply.)

Social media	Four-year private institutions	Four-year public institutions	Two-year public institutions
Facebook	96.6%	98.7%	97.1%
Twitter	83.4%	89.7%	80.0%
YouTube	79.3%	82.1%	57.1%
Instagram	56.6%	52.6%	31.4%
Student blog	42.1%	41.0%	11.4%
LinkedIn	30.3%	24.4%	25.7%
Pinterest	29.7%	28.2%	8.6%
Admissions/recruitment representative blog	20.0%	28.2%	8.6%
Tumblr	19.3%	19.2%	0.0%
Flickr	18.6%	24.4%	17.1%
Google+	12.4%	12.8%	8.6%
Vimeo	11.0%	7.7%	5.7%
Faculty blog	9.0%	9.0%	8.6%
Foursquare	6.9%	12.8%	0.0%
Storify	4.8%	10.3%	2.9%
Vine	4.8%	10.3%	2.9%
Snapchat	2.1%	2.6%	0.0%
Spotify	2.1%	0.0%	0.0%
StumbleUpon	1.4%	1.3%	0.0%
Reddit	1.4%	1.3%	0.0%
SCVNGR (Scavenger)	0.7%	0.0%	0.0%
Other social media tools (please specify*)	0.7%	5.1%	2.9%

* None of the “Other” responses were the same for two or more respondents.

Table 4: How often do you post videos to YouTube, Vimeo, or other social media that are intended to support recruitment? (Choose best response only.)

Frequency of posting videos on social media platforms	Four-year private institutions	Four-year public institutions	Two-year public institutions
Daily	3.5%	1.3%	2.9%
2 - 3 times a week	4.3%	6.4%	2.9%
Weekly	7.8%	16.7%	11.4%
1 - 2 times a month	63.8%	47.4%	28.6%
Other (please specify*)	12.8%	17.9%	14.3%
Never	7.8%	10.3%	40.0%

* The majority of these respondents indicated they rarely post or post a few times a year. In addition, two respondents from four-year public institutions indicated they post videos for targeted events.

Table 5: Do you have a Facebook page specifically for prospective students or their families? And, if yes, how often do you post new items on this page? (Choose best response only.)

Facebook page for recruitment (yes/no) and frequency of postings to this page	Four-year private institutions	Four-year public institutions	Two-year public institutions
Yes	62.9%	69.2%	37.1%
Frequency of postings among those who indicated yes:			
Daily	14.4%	31.5%	NA
2 - 3 times a week	34.4%	33.3%	NA
Weekly	25.6%	24.1%	NA
1 - 2 times a month	22.2%	11.1%	NA
Other (please specify*)	3.3%	0.0%	NA

* None of the “Other” responses were the same for two or more respondents.

Table 6: Do you have a Twitter account specifically for prospective students or their families? And, if yes, how often do you tweet on this account? (Choose best response only.)

Twitter account for recruitment (yes/no) and frequency of tweets on these accounts	Four-year private institutions	Four-year public institutions	Two-year public institutions
Yes	47.6%	66.7%	24.2%
Frequency of tweets among those who indicated yes:			
Daily	31.9%	32.7%	NA
2 - 3 times a week	30.4%	32.7%	NA
Weekly	23.2%	19.2%	NA
1 - 2 times a month	11.6%	9.6%	NA
Other (please specify*)	2.9%	5.8%	NA

* None of the “Other” responses were the same for two or more respondents.

Table 7: How much staff time is allocated for updating social media for your institution? (Choose best response only.)

Social media staff time allocations	Four-year private institutions	Four-year public institutions	Two-year public institutions
This is a part-time responsibility for one person.	48.6%	36.4%	40.6%
This is a part-time responsibility for two or more people.	38.7%	46.8%	50.0%
This is a dedicated role that receives one person's full-time attention.	9.9%	16.9%	6.3%
This is a dedicated role that receives two or more people's full-time attention.	2.8%	0.0%	3.1%

See also: Table 29 on page 22.

Table 8: Do you sometimes check prospective students' social media sites (for example, Facebook pages) or do any other type of web search to learn more about a student's background or interests?

Check backgrounds or interests of students on web? (yes/no)	Four-year private institutions	Four-year public institutions	Two-year public institutions
Yes	48.2%	23.4%	20.6%

SECTION II: Findings on email, texting, cell/mobile numbers, and more

Table 9: Do you collect cell/mobile numbers from your prospective students? And, if yes, how do you use these cell/mobile numbers? (Check all that apply.)

Collection of cell phone numbers (yes/no) and ways they are being used	Four-year private institutions	Four-year public institutions	Two-year public institutions
Yes	97.9%	80.8%	91.4%
How cell numbers are used among those who indicated yes:			
Calls simply to build a relationship between the caller and the student	82.4%	57.1%	59.4%
Calls from telecounseling call centers	43.7%	49.2%	21.9%
Individual text messages	42.3%	19.0%	12.5%
Notifications of impending deadlines, events, acceptance, etc.	41.5%	39.7%	34.4%
Mass text messages	15.5%	19.0%	15.6%
Other (please specify*)	2.8%	6.3%	3.1%

* None of the "Other" responses were the same for two or more respondents.

Table 10: Do you specifically request permission to send text messages?

Request permission to send text messages? (yes/no)	Four-year private institutions	Four-year public institutions	Two-year public institutions
Yes	52.5%	46.3%	57.1%

Table 11: Do you provide cell phones for your admissions counselors? And, if yes, which of the following practices apply to how your counselors use their office-provided phones to recruit students? (Check all that apply.)

Provision of cell phones to admissions counselors (yes/no) and practices	Four-year private institutions	Four-year public institutions	Two-year public institutions
Yes	44.4%	32.4%	11.4%
How cell numbers are used among those who indicated yes:			
While traveling, counselors contact prospective students.	85.9%	75.0%	NA
Counselors send and receive text messages from prospective students.	71.9%	58.3%	NA
Counselors promote their cell phone numbers to prospective students, guidance counselors, parents, etc.	68.8%	45.8%	NA
Counselors use office-provided phones for social media.	50.0%	58.3%	NA
There is an office policy that guides use of office-provided cell phones.	23.4%	45.8%	NA
Other (please specify*)	4.7%	12.5%	NA

* Two other practices were mentioned by two or more poll respondents: providing counselors with a stipend for the use of their personal phone (four respondents) and using the office phone for email (three respondents). In addition, two respondents from four-year public institutions mentioned their counselors use iPads.

Table 12: How do you deliver bulk/blast emails to prospective students? (Check all that apply.)

Methods of delivering bulk/blast emails to prospective students	Four-year private institutions	Four-year public institutions	Two-year public institutions
We use a third-party vendor to send mass emails (please specify*).	57.9%	46.2%	31.4%
We use a campus-based CRM (Customer Relationship Management) system to send mass emails.	44.8%	64.1%	25.7%
We use a campus-based system such as Outlook to send mass emails.	17.2%	19.2%	57.1%
We use another approach to deliver mass emails to prospective students (please specify**).	3.4%	3.8%	0.0%

* Vendors mentioned most frequently by poll respondents across sectors included Constant Contact, Fire Engine Red, Hobsons, iContact, MailChimp, and Target X.

** None of the “Other” responses were the same for two or more respondents.

Statistical significance

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

Note that the proportions reported in this Appendix are based on the poll responses from the institutions shown on page 25 that responded to each question on the poll, i.e., in some cases, all of the institutions responded to a question on the poll while in other cases, only a portion of the respondents provided a response. This was purposeful, as not all items were relevant to all respondents, and Noel-Levitz instructed respondents to “skip over” items that would have required time-consuming research to investigate. Despite these variances, all percentages shown met the requirements for statistical significance.

Table 13: About how many bulk/blast emails does a typical prospective student receive from your institution over the course of a recruitment cycle from the point you send the first bulk message all the way through to any last bulk message(s) you send before classes begin? (Please enter a specific number—your best estimate—below.)

Statistics	Four-year private institutions	Four-year public institutions	Two-year public institutions
First quartile	10	9.5	3
Median	15	15	5
Third quartile	25	25	6

Table 14: Which types of prospective students receive bulk/blast emails from your institution? (Check all that apply.)

Types of prospective students receiving bulk/blast emails	Four-year private institutions	Four-year public institutions	Two-year public institutions
Prospects/Search list*	87.6%	88.5%	51.4%
Inquiries	93.8%	91.0%	77.1%
Applicants	90.3%	92.3%	80.0%
Accepted students	84.8%	92.3%	71.4%
Deposits/Confirmed admits	77.2%	74.4%	20.0%
Other (please specify**)	2.8%	6.4%	0.0%

* This category is for prospective students who have not yet inquired or applied.

** Parents were mentioned by three respondents from four-year private and public institutions.

Table 15: Which markets receive bulk/blast emails from your institution? (Check all that apply.)

Markets receiving bulk/blast emails	Four-year private institutions	Four-year public institutions	Two-year public institutions
First-time-in-college students	88.3%	93.6%	82.9%
Transfer students	80.0%	88.5%	57.1%
International students	55.2%	43.6%	22.9%
Adult learners	42.8%	30.8%	57.1%
Continuing education/non-credit students	14.5%	10.3%	31.4%
Other (please specify*)	4.8%	5.1%	5.7%

* Graduate students were mentioned by six respondents from four-year private and public institutions.

Table 16: Does your admissions office collect email addresses for parents? And, if yes, about how many bulk/blast emails does a typical parent of a prospective student receive prior to the beginning of classes? (Please enter a specific number—your best estimate—below.)

Collection of parent email addresses (yes/no) and estimated number of emails sent	Four-year private institutions	Four-year public institutions	Two-year public institutions
Yes	67.8%	59.7%	11.8%
Estimated number of bulk/blast emails sent to parents <i>among those who indicated yes:</i>			
First quartile	3	1	NA
Median	5	3	NA
Third quartile	10	9.25	NA

SECTION III: Planning, staffing, and budgeting for websites and social media and more

Table 17: Do you have a web governance plan established to support your website and social media efforts?

Web governance plan?	Four-year private institutions	Four-year public institutions	Two-year public institutions
Yes	42.4%	46.8%	32.4%
No	34.7%	28.6%	35.3%
Unsure	22.9%	24.7%	32.4%

Table 18: Do you have a strategic plan to guide the development (or redevelopment) of your website and/or social media efforts?

Strategic plan?	Four-year private institutions	Four-year public institutions	Two-year public institutions
Yes	48.3%	39.7%	45.7%
No	35.2%	39.7%	34.3%
Unsure	16.6%	20.5%	20.0%

Table 19: Which of the following types of information are provided on your website’s primary page for prospective students or are directly linked from that page? (Check all that apply.)

Types of information provided/linked	Four-year private institutions	Four-year public institutions	Two-year public institutions
List of academic programs/majors	93.8%	94.9%	88.6%
Enrollment/admissions information	92.4%	97.4%	88.6%
Financial aid/scholarships	89.0%	84.6%	85.7%
Campus visit details	89.0%	84.6%	77.1%
Applications/application process	88.3%	83.3%	71.4%
Cost	78.6%	79.5%	80.0%
Links to social media (Facebook, Twitter, YouTube, etc.)	75.2%	88.5%	71.4%
Admissions event RSVP opportunities	74.5%	62.8%	42.9%
Descriptions of academic programs/majors	69.0%	65.4%	54.3%
Net price calculators	69.0%	53.8%	51.4%
Student life information	66.9%	67.9%	62.9%
Campus map/directions to the school location	66.2%	73.1%	71.4%
Athletic programs	63.4%	52.6%	40.0%
Housing details/dining	58.6%	57.7%	25.7%
Videos	58.6%	52.6%	25.7%
School calendar	53.1%	47.4%	60.0%
News feed or recent news articles	53.1%	59.0%	37.1%
City/region information	43.4%	47.4%	17.1%
Student testimonials/student blogs	42.1%	37.2%	20.0%
Messages about outcomes/value of earning a degree	39.3%	23.1%	28.6%
College/university ranking information	24.8%	38.5%	11.4%
Live online chat or ask questions of admissions representatives	17.2%	26.9%	17.1%
Recruitment-oriented webinars	9.7%	9.0%	8.6%
Other (please specify*)	5.5%	3.8%	2.9%
None of the above	0.0%	0.0%	2.9%

* None of the “Other” responses were the same for two or more respondents.

Table 20: Which of the following types of information are provided on your institution’s mobile website’s primary page for prospective students or are directly linked from that page? (Check all that apply.) (Please skip this item if your institution does not yet have a mobile-optimized website.)

Types of information provided/linked among respondents who had a mobile site	Four-year private institutions	Four-year public institutions	Two-year public institutions
List of academic programs/majors	46.9%	56.4%	25.7%
Financial aid/scholarships	44.8%	47.4%	17.1%
Campus visit details	41.4%	50.0%	14.3%
Enrollment/admissions information	40.7%	52.6%	25.7%
Applications/application process	36.6%	38.5%	14.3%
Cost	33.8%	42.3%	22.9%
Descriptions of academic programs/majors	33.8%	29.5%	20.0%
Links to social media (Facebook, Twitter, YouTube, etc.)	33.1%	48.7%	17.1%
Admissions event RSVP opportunities	29.7%	32.1%	14.3%
Campus map/directions to the school location	29.0%	46.2%	17.1%
Athletic programs	27.6%	26.9%	11.4%
Student life information	26.9%	32.1%	11.4%
Net price calculators	24.8%	29.5%	17.1%
School calendar	24.1%	29.5%	20.0%
News feed or recent news articles	24.1%	33.3%	8.6%
Videos	22.8%	24.4%	11.4%
Housing details/dining	21.4%	23.1%	5.7%
City/region information	16.6%	23.1%	5.7%
Messages about outcomes/value of earning a degree	15.2%	12.8%	5.7%
Student testimonials/student blogs	12.4%	11.5%	8.6%
College/university ranking information	7.6%	20.5%	2.9%
None of the above	6.9%	7.7%	11.4%
Recruitment-oriented webinars	6.2%	5.1%	8.6%
Live online chat or ask questions of admissions representatives	4.1%	11.5%	8.6%
Other (please specify)*	2.8%	10.3%	5.7%

* Two or more respondents also mentioned providing: contact information for specific admissions counselors; a directory of staff/campus contacts; providing a way for visitors to request information; and listings of upcoming admissions events.

Table 21: Which of the following mobile strategies have you adopted? (Check all that apply.) (Please skip this item if your institution does not yet have a mobile-optimized website.)

Mobile strategies among respondents who had a mobile site	Four-year private institutions	Four-year public institutions	Two-year public institutions
Responsive/adaptive web design	42.8%	43.6%	25.7%
Mobile applications to support all users generically	17.2%	28.2%	5.7%
Specific mobile site (separate from main website)	15.2%	23.1%	17.1%
Mobile applications to support prospective students specifically	4.8%	12.8%	0.0%
Mobile applications to support current students specifically	2.8%	15.4%	5.7%

Table 22: If your institution does not yet have a mobile-optimized website, when do you expect to have one? (Choose best response only.)

Expected timing for adding a mobile website	Four-year private institutions	Four-year public institutions	Two-year public institutions
Within one year	59.4%	58.8%	45.5%
Within two years	21.9%	26.5%	18.2%
Three or more years from now	4.7%	5.9%	9.1%
We have no current plans for a mobile-optimized site	14.1%	8.8%	27.3%

Table 23: Which of the following can prospective students submit or view on either your institution's primary website or your mobile-optimized website? (Check all that apply.)

Types of online forms and information	Four-year private institutions	Four-year public institutions	Two-year public institutions
Inquiry form	91.0%	83.3%	74.3%
Application form	83.4%	67.9%	91.4%
Net price calculator – version for first-year students	80.7%	60.3%	62.9%
Campus visit request form	79.3%	75.6%	62.9%
RSVP form for admissions events	77.9%	74.4%	45.7%
Net price calculator – version for transfer students	52.4%	35.9%	25.7%
Deposit form	46.9%	26.9%	5.7%
Housing application	44.1%	47.4%	17.1%
Financial aid application	37.2%	39.7%	45.7%
Confirmation of acceptance form	24.8%	32.1%	8.6%
Course registration form	23.4%	33.3%	37.1%
Net price calculator – version for veterans	17.9%	16.7%	11.4%
Parent contact form	13.1%	11.5%	5.7%
Other forms or information (please specify*)	4.1%	2.6%	0.0%
None of the above	0.7%	5.1%	2.9%

* None of the “Other” responses were the same for two or more respondents.

Table 24: How is your institution using its federally-required net price calculator on the website? (Check all that apply.)

Specific uses of net price calculators	Four-year private institutions	Four-year public institutions	Two-year public institutions
Provide early estimates of financial aid.	88.3%	80.8%	71.4%
Provide early estimates of scholarships.	66.9%	38.5%	0.0%
Motivate prospective students who have not yet inquired or applied to complete the calculator in order to capture their name and contact information.	33.8%	20.5%	8.6%
Motivate applicants whose applications are incomplete to finish applying.	22.1%	9.0%	2.9%
Other (please specify*)	2.8%	2.6%	5.7%

* None of the “Other” responses were the same for two or more respondents.

Table 25: How accurate are the estimates provided by your institution’s net price calculator? (Choose best response only.) (Please skip to next item if unknown.)

Accuracy of net price calculators among those who provided a rating	Four-year private institutions	Four-year public institutions	Two-year public institutions
Highly accurate for most students	44.6%	25.7%	28.6%
Somewhat accurate for most students	48.9%	64.3%	64.3%
Somewhat inaccurate for most students	4.3%	7.1%	7.1%
Highly inaccurate for most students	2.2%	2.9%	0.0%

Table 26: What percentage of students who begin to complete your institution’s online net price calculator actually end up completing it? (Enter a specific whole number—your best estimate—below.)

Statistics	Four-year private institutions	Four-year public institutions	Two-year public institutions
First quartile	20.0	NA	NA
Median	37.5	NA	NA
Third quartile	60.0	NA	NA

Table 27: What is the approximate cost for your admissions office to maintain admissions-specific content and services on the institution’s primary website (staffing, vendor costs, other direct costs?)

Budget level	Four-year private institutions	Four-year public institutions	Two-year public institutions
\$0 - \$4,999	8.9%	3.7%	NA
\$5,000 - \$24,999	28.9%	33.3%	NA
\$25,000 - \$49,999	6.7%	11.1%	NA
\$50,000 - \$74,999	31.1%	29.6%	NA
\$75,000 - \$99,999	2.2%	11.1%	NA
\$100,000 or higher	22.2%	11.1%	NA

Table 28: How much did your website cost above [i.e., the costs reported in Table 27] increase or decrease compared to last year? (Choose best response only.)

Change in budget	Four-year private institutions	Four-year public institutions	Two-year public institutions
Decreased 2% or more	2.0%	3.8%	4.3%
Stayed about the same	65.7%	69.8%	73.9%
Increased 2% or more	32.3%	26.4%	21.7%

Table 29: How much staff time is allocated for maintaining admissions-specific content and services on the institution's primary website and, if applicable, its mobile-optimized website? (Choose best response only.)

Website staff time allocations	Four-year private institutions	Four-year public institutions	Two-year public institutions
This is a part-time responsibility for one person.	48.1%	41.9%	38.7%
This is a part-time responsibility for two or more people.	32.6%	39.2%	35.5%
This is a dedicated role that receives one person's full-time attention.	11.1%	12.2%	19.4%
This is a dedicated role that receives two or more people's full-time attention.	8.1%	6.8%	6.5%

See also: Table 7 on page 14.

Table 30: If you had new budget dollars, what area of your e-recruitment practices would you improve first? (Choose best response only.)

First priority for improvement	Four-year private institutions	Four-year public institutions	Two-year public institutions
Website	48.6%	54.1%	38.7%
Online advertising/listings	17.9%	14.9%	22.6%
Social media	16.4%	14.9%	16.1%
Email communications	13.6%	10.8%	22.6%
Other (please specify*)	3.6%	5.4%	9.7%

* CRM and text messaging were each mentioned by three respondents.

How to use the benchmarks in this report

To get the most value from this report, readers should first of all note that it primarily rates the usage of specific e-recruiting practices, i.e., how widely is a practice being used? One source for complementary ratings of effectiveness (i.e., how effective is it?) is the *2013 Noel-Levitz Marketing and Student Recruitment Practices Benchmark Report*, available at www.noellevitz.com/BenchmarkReports. In addition, the *E-Expectations Report Series* is a valuable source for comparing what students and parents want, do, don't do, and expect and is available at www.noellevitz.com/E-Expectations.

The following are some specific recommendations for how to get the greatest value from the benchmarks in this report.

1. Notice the practices which are used by most institutions in your sector, or by the great majority of institutions in your sector, which your institution is not using. For these practices, it is probably a good idea to at least consider the practice, if not fully investigate adding the practice, because:
 - Many or most of your own prospective students are possibly being contacted by most other institutions using these practices, which may be putting you at a disadvantage.
 - The majority of institutions might know something you don't know. Or do you have some evidence that they don't know?
2. For the practices that are *not* being used by most institutions in your sector, or by the great majority of institutions in your sector, but which your institution is using, it is probably a good idea to at least consider discontinuing the practice, if not fully investigate discontinuing the practice, because:
 - You might be using valuable resources and prospective student contacts on less effective practices.
 - Again, the majority of institutions might know something you don't know. Or do you have some evidence that they don't know?
3. For new practices that you are considering adding or current practices you are considering discontinuing:
 - Check ratings of effectiveness using sources such as Noel-Levitz's *2013 Marketing and Student Recruitment Practices Benchmark Report* and consumer usage and expectations reports such as our *E-Expectations* reports.
 - If you are still not convinced one way or the other, is it possible to conduct a pilot project with a random sample of your pool and compare the funnel results with a control group? And/or consider surveying your own prospective students about the best ways to communicate.
4. If you are sending fewer bulk or blast emails than most of your peers, or if you are spending less on admission-related web content compared to your peers:
 - Take a close look at the emails you are sending and evaluate whether there are content-gaps or time-gaps that may be hurting your recruiting efforts.
 - Take a close look at your admissions-related website(s) and see if your website(s) are inferior to those of your peers or out of sync with the e-expectations in the *E-Expectations* reports.
 - If either or both of these conditions are true, reallocate resources from less-effective recruitment practices and/or use the results of this report and other reports to make an argument for additional resources.

5. If you are sending more bulk or blast emails than most of your peers or if you are spending more on admission-related web content compared to your peers:
 - Take a close look at the emails you are sending and evaluate whether you might be over-communicating through these blast emails and might benefit by reallocating resources to more effective marketing and recruiting practices.
 - Take a close look at your admissions-related website(s) possibly using analytic usage-tools and see if your website(s) are possibly providing low usage information compared to the e-expectations in the *E-Expectations* reports.
 - If either or both of these conditions are true, consider reallocating resources from these recruitment practices.

For further information or discussion, consider arranging a complimentary consultation with a Noel-Levitz consultant by calling 1-800-876-1117 or emailing ContactUs@noellevitz.com.

Responding institutions

Representatives from 258 colleges and universities participated in Noel-Levitz's 2014 national electronic poll of undergraduate electronic recruiting practices. Respondents included 144 four-year private institutions, 78 four-year public institutions, and 36 two-year public institutions. The poll was completed between February 18 and March 4, 2014. Below is a list of institutions that participated.

Note: Noel-Levitz conducts this study every two years. For previous reports, visit www.noellevitz.com/Benchmarks.

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Four-year private institutions

Note: Several two-year private institutions are included among the four-year private institutions

AIB College of Business (IA)
Alma College (MI)
Anderson University (IN)
Ashland University (OH)
Assumption College (MA)
Aurora University (IL)
Bay Path College (MA)
Baylor University (TX)
Beal College (ME)
Bellevue University (NE)
Bennett College (NC)
Bethany Lutheran College (MN)
Biola University (CA)
Bon Secours Memorial College of Nursing (VA)
Bridgewater College (VA)
Bryan College (TN)
Bryn Athyn College of the New Church (PA)
Bucknell University (PA)
Buena Vista University (IA)
Cabarrus College of Health Sciences (NC)
California College of the Arts (CA)
Calvary Bible College and Theological Seminary (MO)
Capital University (OH)
Cardinal Stritch University (WI)
Carroll University (WI)
Catholic University of America, The (DC)
Central Baptist College (AR)
Chapman University (CA)
Christ College of Nursing & Health Sciences, The (OH)
Colorado Christian University (CO)
Colorado Culinary Academy (CO)
Columbia College (SC)
Connecticut College (CT)
Corban University (OR)
Culinary Institute LeNotre (TX)
D'Youville College (NY)
Daemen College (NY)
Defiance College, The (OH)
DePauw University (IN)
Dominican College of Blauvelt (NY)
Dominican University of California (CA)
Drew University (NJ)
Elizabethtown College (PA)
Embry-Riddle Aeronautical University- Prescott Campus (AZ)

Excelsior College (NY)
Felician College (NJ)
Fisher College (MA)
Florida Institute of Technology (FL)
Florida Memorial University (FL)
Franklin & Marshall College (PA)
Franklin Pierce University (NH)
Fresno Pacific University (CA)
Geneva College (PA)
Georgetown College (KY)
Golden Gate University (CA)
Green Mountain College (VT)
Grove City College (PA)
Gwynedd-Mercy University (PA)
Hilbert College (NY)
Hollins University (VA)
Holy Cross College (IN)
Hood College (MD)
Hope International University (CA)
Houston Baptist University (TX)
Indiana Tech (IN)
Indiana Wesleyan University (IN)
International Baptist College (AZ)
Judson University (IL)
La Roche College (PA)
Lakeland College (WI)
Lancaster Bible College (PA)
Lasell College (MA)
LDS Business College (UT)
Lee University (TN)
Lincoln College of New England (CT)
Loyola Marymount University (CA)
Lynn University (FL)
Maria College of Albany (NY)
Marist College (NY)
Marquette University (WI)
McPherson College (KS)
Menlo College (CA)
Metropolitan College of New York (NY)
Milligan College (TN)
Milwaukee Institute of Art & Design (WI)
Monmouth College (IL)
Montana Bible College (MT)
Mount Ida College (MA)
Mount Mary University (WI)
Mount St. Mary's College (CA)
Mount St. Mary's University (MD)
Nazareth College of Rochester (NY)
New School, The (NY)
Northwest University (WA)
Norwich University (VT)
Notre Dame de Namur University (CA)
O'More College of Design (TN)
Otis College of Art and Design (CA)
Otterbein University (OH)

Paul Smith's College (NY)
Pfeiffer University (NC)
Pine Manor College (MA)
Pittsburgh Institute of Aeronautics (PA)
Point University (GA)
Portmont College at Mount St. Mary's (CT)
Regent University (VA)
Rice University (TX)
Robert Morris University (PA)
Roosevelt University-Chicago College of Performing Arts (IL)
Sacred Heart University (CT)
Saint Joseph's College (IN)
Saint Louis Christian College (MO)
Saint Mary's College (IN)
Saint Xavier University (IL)
Sewanee: The University of the South (TN)
Sonoran Desert Institute (AZ)
Southwestern Adventist University (TX)
Spelman College (GA)
Spring Hill College (AL)
Sterling College (KS)
Stonehill College (MA)
Thomas University (GA)
Toccoa Falls College (GA)
Trine University (IN)
Tulane University (LA)
Union College (NE)
Unity College (ME)
University of Dallas (TX)
University of Denver (CO)
University of Northwestern-St. Paul (MN)
University of Rochester (NY)
University of Saint Joseph (CT)
University of Southern California Thornton School of Music (CA)
University of St. Thomas (TX)
University of the Cumberland (KY)
Utica College (NY)
Valley Forge Christian College (PA)
Walsh University (OH)
Washington & Jefferson College (PA)
Waynesburg University (PA)
Webster University (MO)
Western New England University (MA)
Wisconsin Lutheran College (WI)
Xavier University (OH)

Four-year public institutions

Boise State University (ID)
Brazosport College (TX)
California State University-Chico (CA)
California State University-Stanislaus (CA)
Clarion University of Pennsylvania (PA)
Colorado Mountain College (CO)
Eastern Florida State College (FL)
Eastern Illinois University (IL)
Fashion Institute of Technology (NY)
Florida International University (FL)
Humboldt State University (CA)
Illinois State University (IL)
James Madison University (VA)
Lake Superior State University (MI)
Marshall University (WV)
Massachusetts Maritime Academy (MA)
Metropolitan State University (MN)
Metropolitan State University of Denver (CO)
Midwestern State University (TX)
Millersville University of Pennsylvania (PA)
Montana State University-Northern (MT)
North Carolina State University (NC)
Northern Arizona University (AZ)
Northwest Florida State College (FL)
Ohio University Main Campus (OH)
Oklahoma State University-Tulsa (OK)
Oklahoma State University (OK)
Plymouth State University (NH)
Portland State University (OR)
Purdue University Main Campus (IN)
Rutgers the State University of New Jersey New Brunswick Campus (NJ)
Sam Houston State University (TX)
State University of New York at Binghamton (NY)
State University of New York College at Old Westbury (NY)
State University of New York College at Oneonta (NY)
State University of New York College at Oswego (NY)
State University of New York College of Agriculture and Technology at Cobleskill (NY)
State University of New York College of Agriculture and Technology at Morrisville (NY)
State University of New York College of Environmental Science and Forestry (NY)

State University of New York Empire State College (NY)
Sul Ross State University (TX)
Texas Woman's University (TX)
The Ohio State University Main Campus (OH)
The Ohio State University Newark Campus (OH)
University at Buffalo-SUNY (NY)
University of Arkansas Main Campus (AR)
University of Baltimore (MD)
University of California-Santa Barbara (CA)
University of Central Missouri (MO)
University of Idaho (ID)
University of Illinois at Urbana-Champaign (IL)
University of Iowa (IA)
University of Missouri-Columbia (MO)
University of Missouri-Saint Louis (MO)
University of North Carolina at Pembroke (NC)
University of North Carolina Wilmington (NC)
University of South Alabama (AL)
University of South Carolina Columbia (SC)
University of Southern Indiana (IN)
University of Southern Mississippi (MS)
University of Texas at Arlington, The (TX)
University of Texas-Pan American (TX)
University of Texas of the Permian Basin (TX)
University of Toledo (OH)
University of Vermont (VT)
University of Virginia's College at Wise, The (VA)
University of West Georgia (GA)
University of Wisconsin-Extension (WI)
University of Wisconsin-Stout (WI)
University of Wisconsin-Superior (WI)
Virginia Polytechnic Institute and State University (VA)
Washburn University (KS)
West Texas A & M University (TX)
West Virginia University (WV)
Western Connecticut State University (CT)
Western Michigan University (MI)
Western Oregon University (OR)
Worcester State University (MA)

Two-year public institutions

Aiken Technical College (SC)
Aims Community College (CO)
Augusta Technical College (GA)
Belmont College (OH)
Berkshire Community College (MA)
Burlington County College (NJ)
Camden County College (NJ)
Cape Fear Community College (NC)
Carl Sandburg College (IL)
Casper College (WY)
Chemeketa Community College (OR)
College of Southern Idaho (ID)
College of the Quachitas (AR)
Columbus State Community College (OH)
Cuyahoga Community College (OH)
Dakota County Technical College (MN)
Dawson Community College (MT)
Garden City Community College (KS)
Hocking College (OH)
Jamestown Community College (NY)
Lakeshore Technical College (WI)
Lansing Community College (MI)
Madison Area Technical College (WI)
Mott Community College (MI)
North Arkansas College (AR)
Ocean County College (NJ)
Onondaga Community College (NY)
Owens Community College (OH)
Pierpont Community & Technical College (WV)
Pine Technical College (MN)
University of Montana-Helena College of Technology, The (MT)
University of Montana-Missoula College, The (MT)
Utah State University Eastern (UT)
Wenatchee Valley College (WA)
Wilson Community College (NC)
York Technical College (SC)

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.

To help educators stay on top of the many changes in higher education, Noel-Levitz regularly conducts trend research and shares its findings widely, including with higher education media, through a variety of low-cost or no-cost information tools:

Quarterly e-polls on enrollment trends

We conduct three or four brief nationwide polls via email each year to report on the latest outcomes, strategies, budgets, and planning practices in college and university enrollment management, often with separate findings for four-year and two-year, public and private institutions.

Annual surveys of high school students

We interview at least 1,000 college-bound high school students each year to report on their changing use of the latest electronic technologies and the types of information they are seeking. The findings appear in our *E-Expectations* Report Series.

Annual proprietary data reviews

We use our aggregated proprietary data to report on the changing attitudes and motivations of freshmen and second-year students, the changing priorities and satisfaction levels of currently enrolled students and parents, and the latest trends in tuition discounting.

On-campus observations and campus research

In addition to the data collection mentioned above, our many campus research projects and observations while consulting add substantially to our insights and understanding of current trends in the marketplace.

Each year, our 40 full-time and 60 associate consultants meet regularly with the leaders of more than 300 colleges and universities to accomplish institutional goals for student recruitment, marketing, student retention, strategic enrollment planning, and strategic enrollment management. Noel-Levitz staff also conduct more than 400 custom research projects, deliver assessment tools for student success and retention to more than 900 institutions, and present to more than 5,000 educators who attend our conferences, workshops, and webinars.

Learn more about our research at www.noellevitz.com/PapersandResearch.

Would you like a presentation of the findings, including expert recommendations for updating your institution's strategies and tactics?

Noel-Levitz consultants are available to present or discuss the findings of this report in person or in a conference call. To help you take your institution's e-recruiting to the next level, we can include custom recommendations for your specific situation.

For details, contact Noel-Levitz at 1-800-876-1117 or 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 Noel-Levitz at 1-800-876-1117 or ContactUs@noellevitz.com.

Watch for Noel-Levitz's next survey of undergraduate e-recruiting practices in spring 2016.

Higher Ed Benchmarks

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