EAB

The Shifting Enrollment Landscape

New Disciplines in Marketing and Recruiting

Community College
Executive Forum

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Community College Executive Forum

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Supporting Members in Best Practice Implementation

Resources Available Within Your Membership

This publication is only the beginning of our work to assist members with enrollment management. Recognizing that ideas seldom speak for themselves, our ambition is to work actively with members of the Community College Executive Forum to decide which practices are most relevant for your organization, to accelerate consensus among key constituencies, and to save implementation time.

Implementation Road Maps and Tools

Throughout the publication, this symbol will alert you to any corresponding tools and templates available in the toolkit at the back of this book. These tools are also available on our website at eab.com.

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Our website includes recordings of a series of hour-long webconferences walking through the practices highlighted in this publication. Forum experts are also available to conduct private webconferences with your team.

Unlimited Expert Troubleshooting

Members may contact the consultants who worked on any report to discuss the research, troubleshoot obstacles to implementation, or run deep on unique issues. Our staff conducts hundreds of telephone consultations every year.

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Our experts regularly visit campuses to lead half-day to day-long sessions focused on highlighting key insights for senior leaders or helping internal project teams select the most relevant practices and determine next steps.

All Community College Executive Forum resources are available to members in unlimited quantity.

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Top Lessons from the Study

The Shifting Enrollment Landscape

Growing Competition Intensifies Cyclical Enrollment Declines at Community Colleges

From 2010 to 2015, the community college sector experienced five consecutive years of enrollment declines that resulted in a 16% loss in headcount. These declines reflect a combination of economic and demographic trends: adult learners are returning to the job market as the Great Recession subsides, while fewer traditional-aged students are available as high school graduating cohorts shrink. In addition to these cyclical trends, community colleges face growing competition from four-year universities that increasingly rely on enrollment growth for financial stability. *As a result, the undergraduate market share of community colleges has declined from 44% to 38% since 2002.*

Community College Enrollment Strategies Should Focus on Two Key Audience Segments:

- **Students New to Higher Education:** These first-generation students comprise the core audience of many community colleges. They are choosing between attending community college and entering the workforce without postsecondary education. To recruit this audience, administrators must help them develop college readiness skills and navigate the enrollment process.

- **Students With Many College Options:** These students eventually aim to earn bachelor's degrees. They are choosing between attending community college and entering a four-year university directly. To recruit this audience, college administrators should focus on recruitment messages that emphasize the distinct value proposition of community colleges.

Outreach Activities Encourage Students New to Higher Education to Attend College

- **Build a College-Ready Pipeline:** Although community colleges maintain extensive high school partnerships that promote academic readiness, non-cognitive barriers pose greater challenges to college entry for many students. To expand the enrollment pipeline, administrators should cultivate college navigation skills such as financial literacy and academic planning among high school students.

- **Increase Applicant Conversion:** Over half of community college applicants do not complete the enrollment process, which consists of numerous steps that range from financial aid to placement testing. As colleges admit an increasingly high-need audience, administrators must help incoming students navigate this complex process and overcome barriers to enrollment.

Recruitment Activities Promote a Specific Institution to Students with Many College Options

- **Compete for Prospect Mindshare:** Many competitors have invested in customer relationship management (CRM) solutions that allow staff to scale communications with prospective students before they apply. To remain top-of-mind among these students, community colleges must also develop the infrastructure and processes needed for early, frequent, and personalized touchpoints.

- **Capture the Stealth Prospect:** As colleges make more information about their programs available online, prospective students can now evaluate their postsecondary options independently without formal inquiry. In order to influence the application choices of these stealth prospects, college administrators must find ways to identify and engage them earlier in their decision cycle.

- **Generate Digital Leads:** While colleges have historically reached prospective students through face-to-face activities and print marketing, students increasingly research colleges online. To adapt to the preferences of today's students, college administrators must shift their marketing expenditures toward digital channels such as digital advertising and social media.

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The Challenge

Growing Pressure to Recover Enrollments

Persistent Loss of Tuition Revenue Destabilizes College Budgets

Since 2010, community college enrollments across the United States have declined every year, resulting in a 16% decrease in fall headcount across a five-year period. The corresponding loss in tuition revenue, combined with continued state funding volatility, has created unprecedented budgetary challenges for college leaders.

As these challenges escalate, college leaders are implementing increasingly severe measures to cut costs. These measures include program eliminations, faculty and staff layoffs, branch campus closures, and mergers with neighboring institutions.

Five Years of Enrollment Declines

Fall Enrollment at Two-Year Public Colleges, 2010–2015

7.0M

7.0M

6.5M

6.0M

5.5M

0

5.9M

16%
Community college enrollment decline, 2010–2015

2010 2011 2012 2013 2014 2015
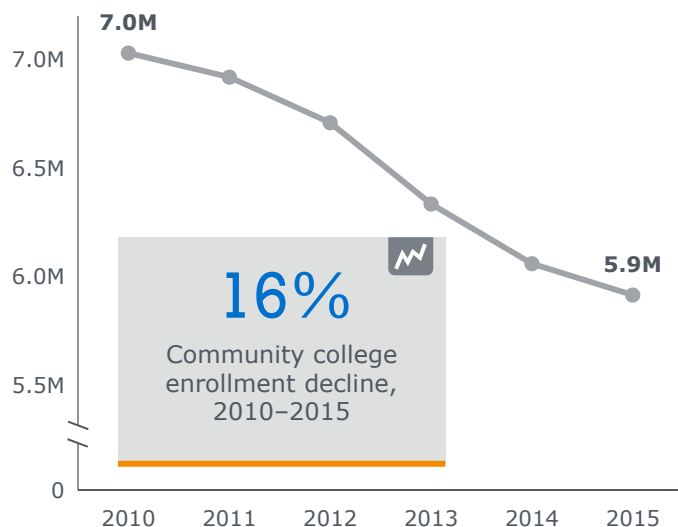
Amid Funding Volatility, No Easy Costs Left to Cut

○ Program sunsetting

○ Faculty and staff layoffs

○ Branch campus closures

○ Institutional mergers

STOP College closures

Kilian CommunityCollege
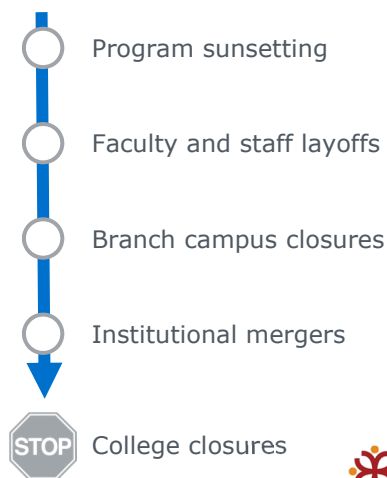
In extreme cases, loss of tuition revenue can threaten the financial viability of colleges. In December 2015, administrators at Kilian Community College announced plans to close the institution altogether after it experienced a 25% enrollment decline in just one year.

Facing Headwinds from Both Sides

Economic and Demographic Trends Depress College Enrollments

Multiple environmental factors account for the enrollment challenges that community colleges face today. First, unemployment rates are declining as the economy recovers from the Great Recession. As adult learners return to the workforce, community college enrollments among students age 25 and older have fallen from 2.9 million in 2010 to 2.1 million in 2015.

Second, the number of students graduating from high school across the U.S. is projected to decline by 3% from 2010 to 2020. This demographic trend has left colleges and universities with fewer prospective traditional-aged students.

Adult Learners Returning to Workforce

U.S. Unemployment Rate vs. Fall Enrollment of Students Age 25+ at Community Colleges

2.9M

9.6%

2.1M

5.3%

2010 | 2011 | 2012 | 2013 | 2014 | 2015

Age 25+ Enrollments — Unemployment
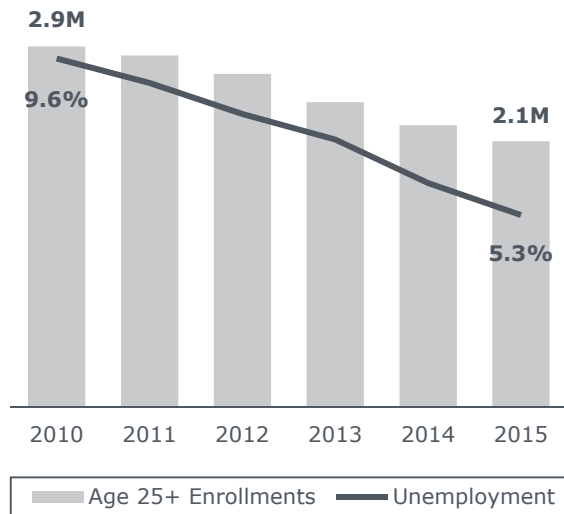
High School Classes Shrinking

U.S. High School Graduates (in Millions)[1]

Peaked in 2010

3% decline projected from 2010–2020

2000 | 2005 | 2010 | 2015 | 2020
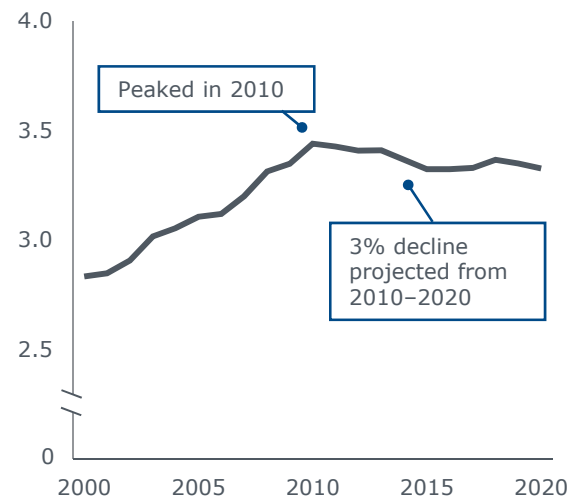
1) Figures from 2012 onward are projections.

Not Just a Cyclical Trend

Community Colleges Losing Market Share Irrespective of Economy

Although economic and demographic trends influence community college enrollment declines, these declines are not purely cyclical. The chart below illustrates community college market share (i.e., the percentage of undergraduates enrolled in two-year public institutions) from 1980 to 2013. Historically, the sector's market share peaked during recessions and fell during recoveries. However, since 2002, it has steadily declined from 44% to 38% despite economic trends, and it is now at its lowest in over three decades.

Share of Total Enrollments in Decline Since 2002

Percentage of U.S. Undergraduates Enrolled in Two-Year Sector, 1980–2013

Yesterday's Landscape
Market share hovered between 40–44%, running countercyclical to economic trends

Today's Landscape
Market share falling in response to competition from for-profits and market-driven non-profits

2002
44%

2013
38%
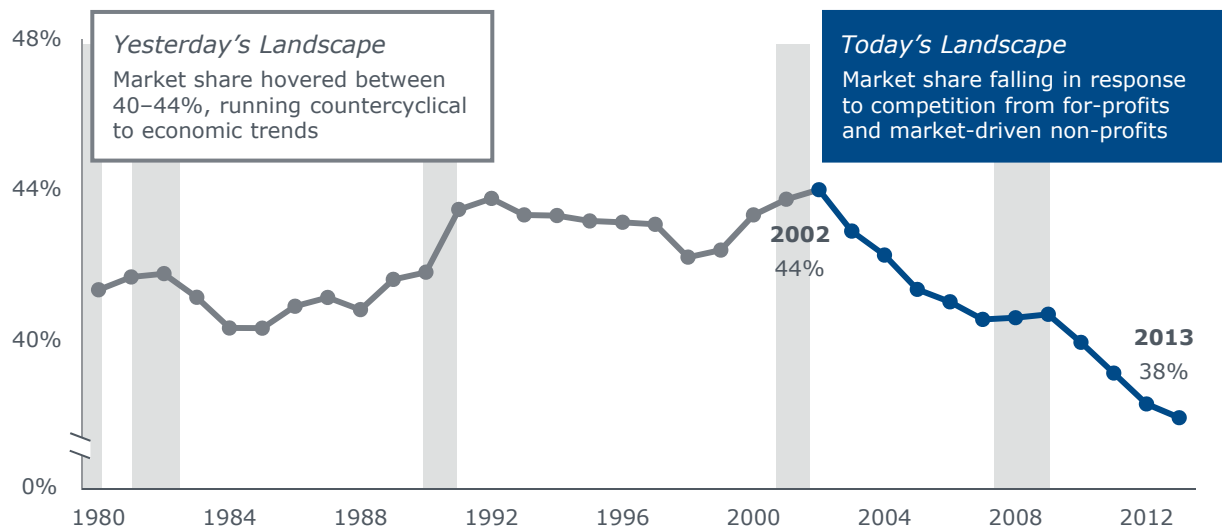
Note: Shaded years on chart indicate recessions

This decline in community college market share reflects growing competition from other sectors of higher education. Until 2010, most of this competition came from for-profit institutions, which grew rapidly through extensive investments in marketing and recruiting. Although governmental regulation has since reduced the size of the for-profit sector, its recruitment strategies have influenced countless not-for-profit universities. These universities are a more pressing source of competition for community colleges today.

Serving an Implausibly Diverse Market

Mission Encompasses an Ever-Growing Variety of Student Segments

As open access institutions, community colleges have historically invested little in recruitment. Rather than seeking out prospective students, colleges have typically relied on students to come to them. Moreover, administrators have struggled to define their target audience because their mission requires them to serve such a diverse population. The graphic below illustrates just a few of the countless student segments that commonly enroll at community colleges.

University-bound transfer	Unemployed job seeker	GED seeker
Working adult	Dual enrollment high schooler	Homeschooled students
First-generation college-goer	Hispanic student	Post-baccalaureate
Single parent	International student	Foster youth
Returning veteran	Developmental student	Enrichment seeker
Active duty military	Adult ESL learner	Incarcerated adults

It can be daunting to develop a recruitment strategy that encompasses such a diverse audience. College administrators often find it challenging to identify marketing channels and value propositions that simultaneously appeal to segments as varied as transfer students, working adults, and unemployed job seekers.

Source: EAB interviews and analysis.

Making Sense of Our Multifaceted Audience

Two "Meta-segments" of Prospective Community College Students

The sheer diversity of community college students should not deter college leaders from developing a recruitment strategy. In fact, administrators can begin to enhance their approach to recruitment by focusing on just two major segments: students who are new to higher education and students with many college options.

The graphic below explains the characteristics and motivations of both segments. Although these segments are neither exhaustive nor mutually exclusive, they provide a framework for understanding the decision processes of many prospective students.

New to Higher Education		Many College Options
First-generation college students, sometimes with non-traditional traits (e.g., adult, working)	**What do they look like?**	Traditional-aged college students who eventually aim to earn bachelor's degrees
Choosing between attending community college and entering workforce	**What are their college options?**	Choosing between attending community college and attending university
Need help developing college readiness skills and navigating enrollment process	**What do they need from us to enroll?**	Need help seeing value proposition of community college over alternatives

The "new to higher education" segment consists of first-generation students, many of whom have other traits of non-traditional learners. For example, they may be age 25 or older and working full-time. These students are choosing between enrolling at community college and entering the workforce. To recruit these students, colleges must help them develop college readiness skills and navigate college entry.

Meanwhile, the "many college options" segment consists of traditional-aged students who plan to earn a bachelor's degree. They are choosing between attending a community college and attending a four-year university. To recruit these students, college administrators must reach them early in their decision process to help them understand the value proposition of a community college education.

Source: EAB interviews and analysis.

Pairing Outreach with Recruitment

Dual Marketing Message Must Promote College-Going and *Your* College

To appeal to both student segments, a community college's marketing message must accomplish two distinct goals: first it must persuade students to go to college, and then it must persuade students to go to the specific college delivering the message. College administrators often refer to the first function as "outreach" and the second function as "recruitment." The Community College of Vermont advertisement shown below provides an effective example of outreach, while the Delta College postcard shown beside it provides an effective example of recruitment.

Outreach Promotes Higher Education

SPIKE ADVERTISING.

+

Recruitment Promotes Specific College

DELTA COLLEGE.
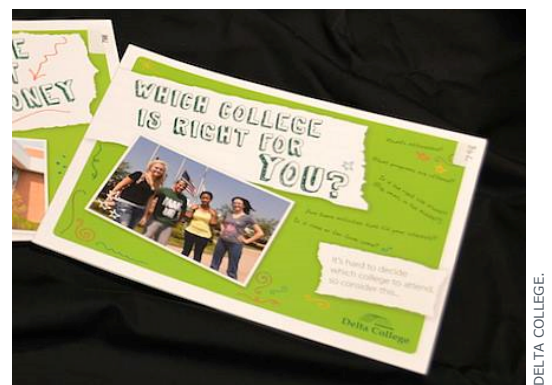
> "We need to do outreach, which is saying, 'College is good.' However, we also need to do recruitment, which is saying, 'College is even better if you come to us.'"
>
> *Ross Miyashiro, Vice President of Student Services, Coastline Community College*

First, this study will examine how college administrators can conduct outreach to enroll more students new to higher education. Then, it will explore how they can conduct recruitment to compete for students with many college options.

Not Optional in Today's Workforce

Some College Required for Two-Thirds of Future Job Openings

College outreach is increasingly important because most jobs in today's economy require postsecondary education. The chart below shows the distribution of job openings by required education level in three different years. In 1992, 44% of job openings were available to workers with no college education. However, by 2020, labor economists project that only 36% of job openings will be available to this audience.

The Long-Term Trajectory of Upskilling

Distribution of Job Openings by Required Education[1]

1992	2010	2020
29%	32%	35%
27%	27%	30%
44%	41%	36%

- Bachelor's Degree or Higher
- Some College or Associate's Degree
- High School Diploma or Lower
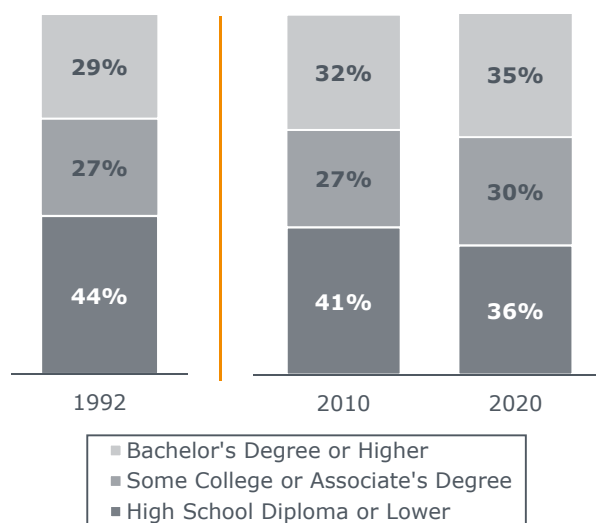
Few Jobs Left for Workers Without College

"Technological change is accelerating the structural shift into an economy that depends more and more on postsecondary education. As the economic recovery limps along, it is increasingly clear that **most of the jobs that required only a high-school education, especially those male blue-collar jobs, are gone**—and they are not coming back."

*Anthony Carnevale
Director, Georgetown University Center on Education and the Workforce*

Although college administrators readily understand the growing importance of the education they provide, students new to higher education often lack this information. To conduct effective outreach, administrators must help these students understand the labor market value of college credentials.

Source: Carnevale A, et al., "Recovery: Job Growth and Education Requirements Through 2020," Georgetown University Center on Education and the Workforce, 2013; Carnevale A, "The Real Education Crisis is Just Over That Cliff," *Chronicle of Higher Education*, 2012; EAB interviews and analysis.

1) Data for 2020 is projected.

The Growing Power of Local

Relying on Community Colleges as Geographic Mobility Declines

The importance of community college will continue to grow as geographic mobility declines. According to the U.S. Census Bureau, the five-year mover rate (i.e., percentage of Americans who moved homes over a given five-year period) has declined from 47% to 35% over the past twenty years. Moreover, most moves are local. From 2005–2010, only 6% of Americans moved to a new state, and out-of-state moves were particularly uncommon among the rapidly growing Hispanic population.

Staying Closer to Home

U.S. Five-Year Mover Rate Since 1985[1]
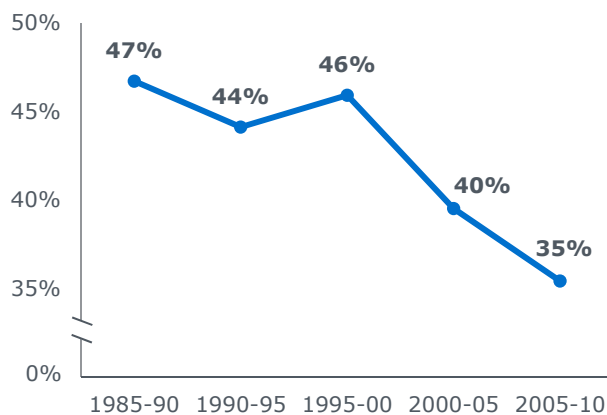
Why Aren't Americans Moving?

The Changing Face of Work

- Shift away from regionally specialized economies reduces benefit of moving

- Telecommuting lessens need to move to job opportunities

The Multi-Generational Family

- Dual-earner households turn to grandparents for child care

- Aging Baby Boomers rely on adult children for support

Percentage of Americans who moved out of state from 2005–2010: **6%** General Population **4%** Hispanic Population

No single explanation exists for the sudden decline in geographic mobility, but the graphic above lists several contributing factors. As regional economies become less specialized and telecommuting technology improves, fewer Americans are moving toward new job opportunities. In addition, more adults are choosing to live near their parents, who may provide help with child care or require care themselves as they age.

1) Percentage of Americans age 5+ who moved homes across five-year period.

In Need of College Navigation Skills

Despite K-12 Outreach, Non-academic Barriers to College Transition Persist

Even with the growing need to attend college and the increasing appeal of local education options, fewer students are enrolling at community colleges. In part, this reflects a lack of college readiness among students new to higher education.

Community colleges already invest extensively in college readiness programs for high school students. In addition to dual enrollment programs, colleges in most states also offer early assessments and transitions curricula to reduce the likelihood that high school students will eventually need developmental coursework.

Extensive Investments in Academic Programming

96% Percentage of community colleges that offer dual enrollment programs to high school students

76% Percentage of states that offer early college readiness assessments in 11th grade

58% Percentage of states that offer transitions curricula for high school students needing remediation
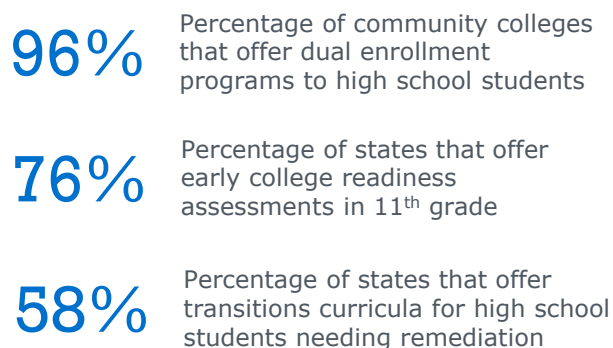
Greatest College Readiness Challenges, Non-Cognitive

EAB Survey of College Executives[1]

1 Unable to finance education

2 Coursework disconnected from career goals

3 Lacking college support network

- -

7 Introductory courses too difficult

8 Lecture-drill instruction not engaging

Although existing college readiness programs tend to focus on academic skills, many common barriers to college entry are non-cognitive. These barriers include the inability to finance college and the lack of a college support network (i.e., family, friends, and mentors who can provide guidance on the college transition). Accordingly, to recruit students new to higher education, college administrators should expand the scope of high school programming to include college navigation skills.

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Losing Students Before Classes Start

Complexity of Admissions Process Deters Applicants from Enrolling

Once prospective students apply to community college, they often encounter additional barriers in the enrollment process. The graphic below illustrates the enrollment process from the incoming student's perspective. Students often see not a few straightforward steps but an overwhelming maze of hurdles that range from financial aid forms to placement tests. Even college administrators often struggle to map their enrollment processes because of their complexity.

Our Enrollment Process from the Student's Perspective
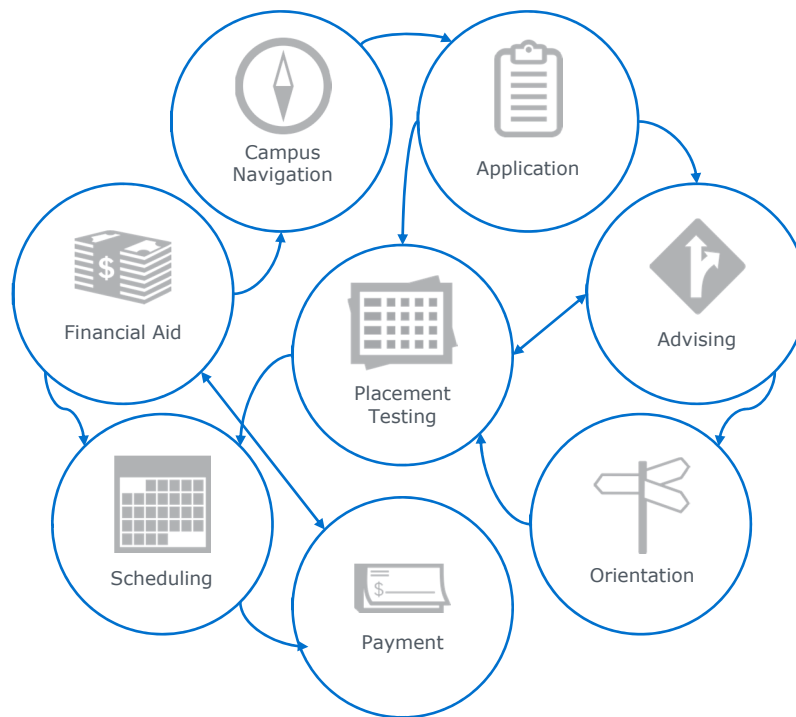
Process Audit Yields Troubling Results

"We analyzed the steps students take from application to registration and had a flow chart with more arrows, dots, and triangles than I even want to think about. And I have three degrees."

Director of Institutional Research,
Community College (Mid-Atlantic)

Applicant Conversion Rates Declining[1]

54%
Fall 2007

44%
Fall 2013
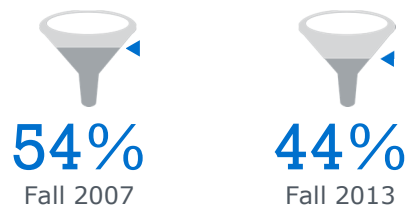
As community colleges serve an increasingly high-need audience, fewer incoming students are completing the enrollment process. From 2007 to 2013, the percentage of community college applicants who converted into enrollments declined from 54% to only 44%.

Universities Capturing Market Share

Source of Competition Shifts from For-Profit to Four-Year Sector

While the preceding pages examine the challenge of recruiting students new to higher education, the following pages introduce the challenge of recruiting students with many college options. These students are typically choosing between enrolling at a community college and enrolling at a university.

The chart below shows the distribution of students across the various higher education sectors in 2010 and 2015.[1] During this five-year period, the community college and for-profit sectors both lost market share. However, four-year public and private universities gained share.

More Students Heading to Universities

Market Share of Postsecondary Enrollments by Sector

	Four-Year Public	Four-Year Private	Four-Year For-Profit	Two-Year Public
Fall 2010	38%	17%	8%	34%
Fall 2015	42%	20%	6%	31%
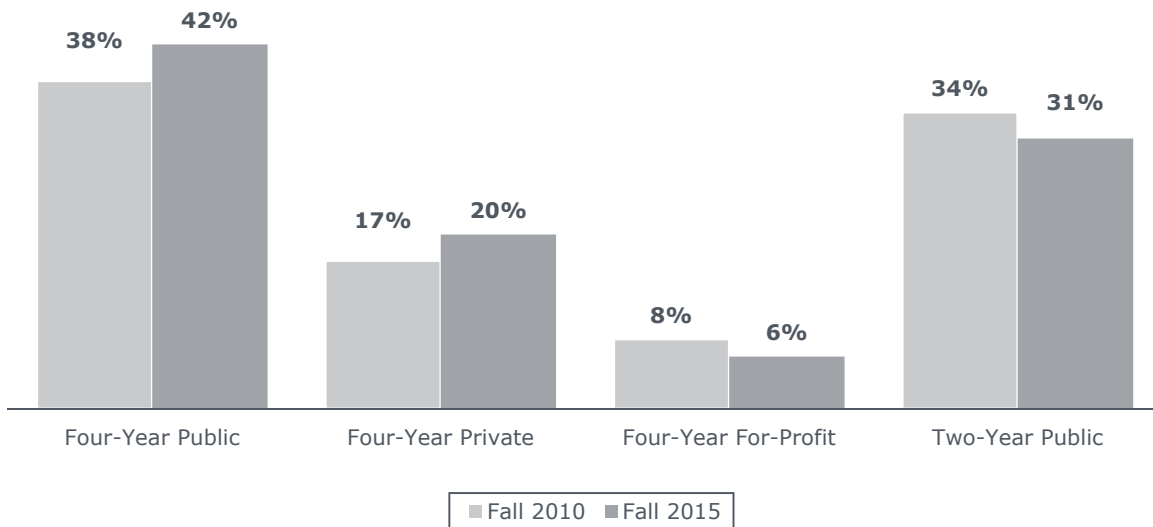
> "There's a presumption among community colleges that we don't compete with universities, but rather we compete with life. I don't know if that's true. **They're eating our lunch**."
>
> *Janet Gullickson, President*
> *Spokane Falls Community College*

Community colleges have historically partnered with four-year universities on transfer pathways, which are growing in importance as labor market demand for bachelor's degrees expands. Despite these essential partnerships, community college leaders must also acknowledge that universities compete with their institutions for first- and second-year students. In fact, the growing market share of universities suggests they may be drawing students away from the community college and for-profit sectors.

Pressure to Grow University Enrollments

Relying on Tuition Revenue as State and Federal Funding Declines

Four-year universities are increasingly competing with other institutions for prospective students because they also face growing enrollment pressure. Since the start of the Great Recession, both public and private universities have become increasingly tuition-dependent. This reflects a decline in state funding for higher education, as well as a decline in federal grants for research activities. As a result, universities are increasingly relying on enrollment growth to sustain their operations and support their expansion.

Tuition the Only Source of University Growth

Total Revenues Across Four-Year Sector (in Billions)[1]

Non-tuition revenues stagnant at universities since 2006

Legend: Tuition Revenue — Non-Tuition Revenue
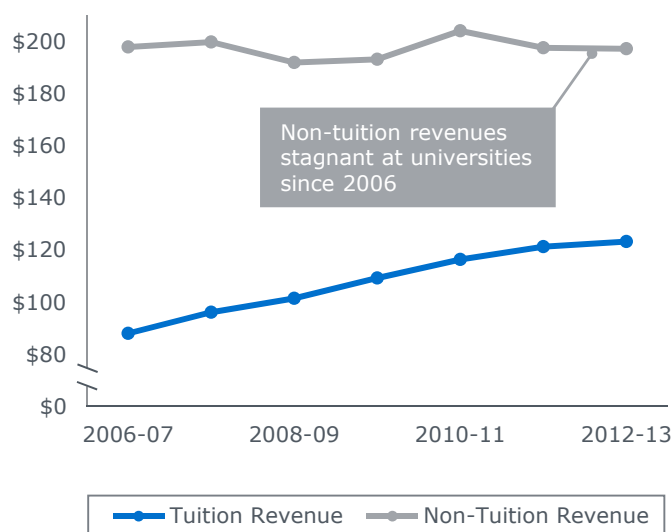
What Happened to Other Revenue Sources?

26%

Decline in state and local appropriations per FTE for public universities, 2006–07 to 2012–13

11%

Decline in federal research funding for higher education R&D, 2011 to 2014

1) In 2012 dollars.

Competitors Fishing in Our Pond

Universities Replicating Our Value Proposition of Access and Affordability

To grow enrollments despite demographic declines, universities must expand into new markets. One such market consists of students who would otherwise attend community colleges. Anecdotally, many community college leaders have observed that regional universities are loosening their admissions standards. This allows them to enroll students with lower grades, lower test scores, or developmental needs that community colleges may be best equipped to serve.

Loosening Admissions Standards...

The College Confessions of a Community College Dean
Dean Dad Sings

"I've heard anecdotal, but persistent, rumors that some non-elite **four-year schools are lowering their admissions standards to maintain their enrollments**. From a community college perspective, they're fishing in our pond. That might explain why enrollments in our sector are dropping faster than demographics suggest they should, while enrollments in the four-years aren't dropping at all."

Matt Reed, Author,
"Confessions of a Community College Dean"

...and Lowering Net Tuition

Average Undergraduate Tuition Discount Rate at Private Universities[1]

34% ➡ 42%
2004   **2014**

54% Average share of sticker price covered by institutional grants for first-year students at private universities (2014)

Many universities have also lowered the cost of attendance for incoming students, which has allowed them to approach the affordability of community colleges. Among private universities, the undergraduate discount rate (i.e., the percentage of gross tuition revenue offered as grant aid) grew from 34% in 2004 to 42% in 2014. Currently, the average institutional grant for a first-year student at a private university covers more than half of the listed tuition and fees.

1) N=411 private institutions in 2014.

Poised for Flight to Value

Community Colleges Entering Spotlight as Income Falls and Debt Rises

Despite the growth of tuition discounting, community colleges still maintain the strongest reputation for affordability. According to a survey from the public broadcasting channel WGBH, 68% of Americans would grade community colleges a B or higher for value. In contrast, only 60% and 52% of Americans would do the same for public universities and private universities respectively.

Community Colleges Perceived as Highest Value

Percentage of Surveyed Americans Grading Each Sector a "B" or Higher for Value[1]

Community Colleges	Public Universities	Private Universities
68%	60%	52%
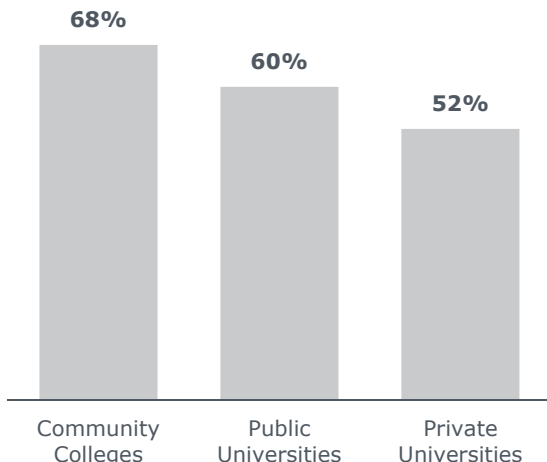
Market Increasingly Price-Sensitive

6.5% — Decline in median household income, 2007–2014 *($57K to $54K)[2]*

362% — Increase in student loan debt, 2004–2014 *($260B to $1.2T)*

Questioning the Worth of College?

31%

Percentage of Millennials in Wells Fargo survey who believe they would have been better off working than going to college[3]

A reputation for affordability can greatly benefit community colleges as the market for higher education becomes more price sensitive. Not only is median household income declining, but student loan debt has quadrupled since 2004. In fact, concerns about debt are so widespread among young Americans that nearly a third of Millennials surveyed by Wells Fargo believed they would have been better off if they had worked instead of going to college.

Source: Carapezza K, "WGBH News Poll: Would You Recommend Community College Over Four-Year College," *WGBH News*, 2015; United States Census Bureau, "Historical Income Tables: Households," 2015; Barr C, "Students & Debt," debt.org, 2016; Wells Fargo, "More than Half of Millennials Say Debt is Their 'Biggest Financial Concern,' According to Wells Fargo Survey," 2013; EAB interviews and analysis.

1) N-1,157 American adults.
2) In 2014 dollars.
3) N=1,414 Americans aged 22–32.

A Destination for High-Return Credentials

Opportunity for Community Colleges to Grow Alongside Middle-Skill Jobs

Not only do community colleges offer a low cost education, but also they offer a high return education. Economists project that nearly half of all job openings from 2012 to 2022 will be middle-skill jobs (i.e., jobs that require some college but not a bachelor's degree). Many of these openings will be in fields such as allied health, information technology, and advanced manufacturing—fields in which community college graduates frequently find employment.

Middle-Skill Job Openings Plentiful

Projected Job Openings by Skill Level, 2012–22

Low Skill 20%
High Skill 31%
Middle Skill 49%

Information Technology

Allied Health

Advanced Manufacturing
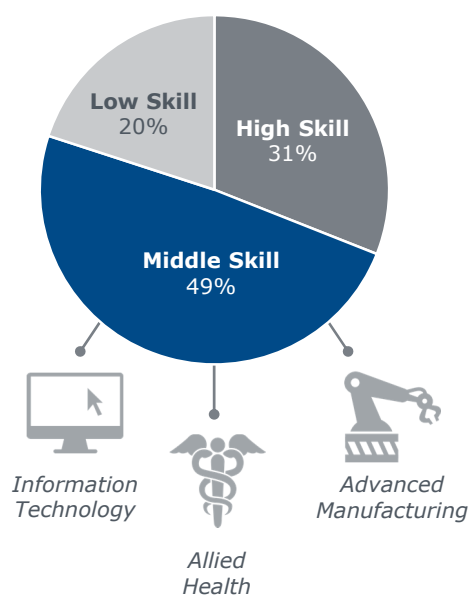
A Higher Salary with a Shorter Degree

Median Earnings in Colorado by Credential[1]

$41.5K
$33.1K
$49.7K
$46.9K

1 Year After College   5 Years After College

■ Associate's of Applied Science   ■ Bachelor's
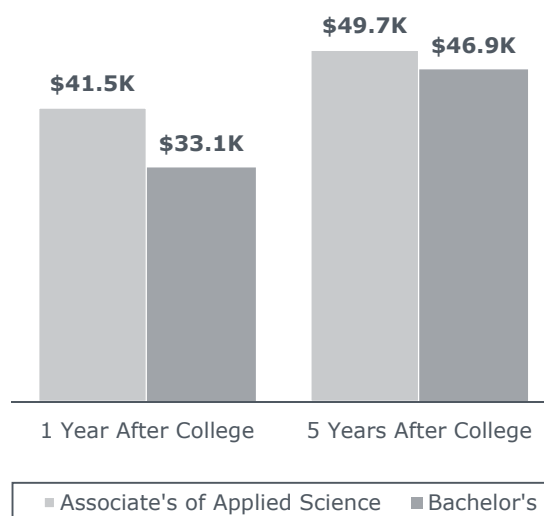
In fact, an applied credential in the fields listed above can provide a fast route to a well-earning job. According to a College Measures analysis of earnings data in Colorado, workers with associate's of applied science (A.A.S.) degrees earned over $8,000 more than workers with bachelor's degrees one year after graduation. Although this gap narrows over time, the A.A.S. holder still outearns the bachelor's degree holder up to five years after graduation. Separate studies from College Measures have documented similar outcomes in Texas, Tennessee, and Florida.

1) N=215,600 credential completers from 2002–2012 at public and private not-for-profit institutions.

Distinguishing Value from Cost

Current Marketing Message Emphasizes Low Cost but Neglects High Return

Although community college leaders recognize the high return on associate's degrees, many prospective students remain unaware of it. In part, this reflects a shortcoming in the typical community college marketing message, which focuses on affordability but not outcomes.

The billboard below comes from Illinois Valley Community College, and it captures a common message in community college marketing. Specifically, it depicts two young women who graduated from a local high school and chose to attend community college for two years. After they earned their associate's degree at a low cost, they transferred to the University of Illinois.

A Classic Community College Value Story...

ILLINOIS VALLEY COMMUNITY COLLEGE.
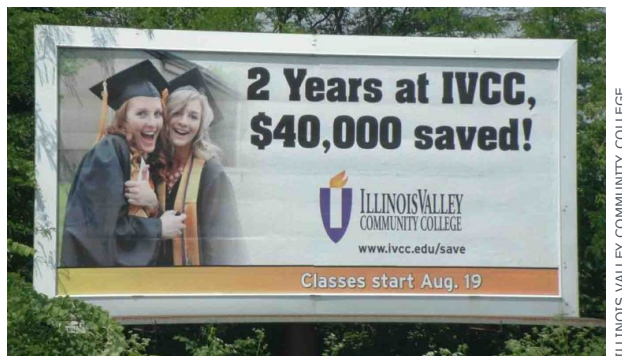
- Two local high school graduates chose Illinois Valley Community College over universities

- Both transferred after earning associate's degree at low cost

- Now juniors—and roommates—at University of Illinois

...But What Made It onto the Ad?

| ☑ Low cost of attendance | ☐ Strong job placement outcomes |
| ☐ High transfer rates | ☐ Impressive starting salaries |

The story of these two women encapsulates the community college value proposition, yet the billboard only tells one half of the story. It recognizes that the students saved $40,000, but it does not reveal that they transferred to their university of choice.

When advertisements focus on the low cost of a community college education without acknowledging the high return, they undersell the institution. The most compelling advertisements feature student outcomes such as transfer rates, job placement metrics, and starting salaries.

Gap in Marketing Investments Widening

Community Colleges Increasingly Lag Behind Universities in Recruitment

Limited resources often constrain marketing and recruitment activities at community colleges. According to a national survey, community colleges spend an average of $123 on recruitment for each incoming student. Meanwhile, the typical public university spends nearly four times as much, and the typical private university spends 20 times as much.

Can't Outspend Our Competitors

Median Recruitment Expenditures per Incoming Undergraduate[1]

$2,433

$457

$123

| Community College | Four-Year Public | Four-Year Private |
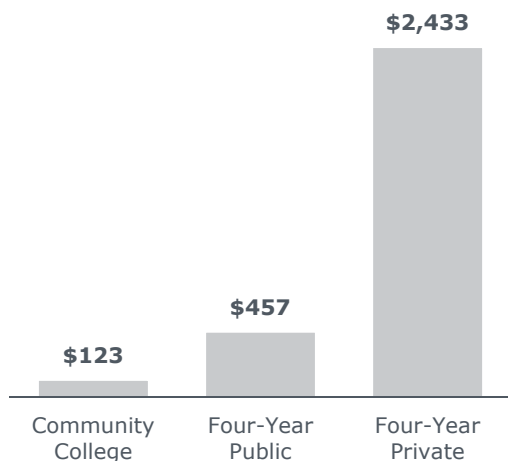
Universities Adding Expertise…

◄ **53%** Percentage of universities with chief marketing officers who report to president

…and Investing in Tech Solutions

Percentage of Institutions with CRM[2]

72%
Four-Year Private

71%
Four-Year Public
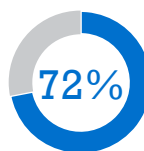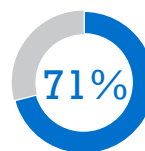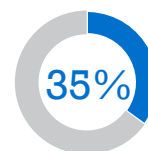
35%
Community College

Few community colleges have the resources to outspend universities on recruitment. Nonetheless, colleges can allocate their limited resources toward high-return channels. Specifically, they can expand their recruitment capacity through the addition of staff expertise and technology platforms. Over half of universities already have a senior-level marketing executive who reports directly to the president. In addition, over 70% of both private and public universities have customer relationship management (CRM) solutions, which allow them to monitor relationships with individual prospects and automate personalized communications with them.

1) N=221 colleges and universities.
2) Customer relationship management solution; N=263 colleges and universities.

eab.com

In Need of a New Recruitment Strategy

To Compete for Enrollments, Colleges Must Identify and Engage Prospects

An analysis of community college recruitment and marketing strategies reveals three major challenges. First, admissions staff have few touchpoints with prospective students early in their decision process while they are selecting their schools of choice. Second, staff often lack basic information on these students, most of whom are "stealth prospects" who do not contact the college until they apply. Third, staff primarily communicate with prospective students through print marketing and face-to-face meetings, while today's students more commonly seek college information online.

Status Quo of Recruitment: Three Challenges

Not Enough Touchpoints	**Few Prospects Identified**	**Oversimplified Marketing Mix**
16	**50%**	**6%**
Median number of written touchpoints prospects receive before applying at private universities[1]	Estimated percentage of community college applicants who do not identify themselves until they apply	Percentage of high school students who consider print marketing a highly valuable source of college information[2]

> "What many community colleges do for recruitment is still very, very traditional. **Going into the high schools with a student outreach team and sitting in the cafeteria doesn't work**, but we're still doing it. If we want to reach today's student, we have to do more."
>
> *President, Community College (Northwest)*

The Shifting Enrollment Landscape

A Road Map for the Study

The graphic below outlines the rest of this study. The EAB study *Turning High School Partnerships into College Enrollments* (2013) addresses how to build a college-ready pipeline, while the present study explores the remaining four challenges introduced earlier in this section.

The first section explores how to enroll students new to higher education. In particular, it examines strategies to guide incoming students through the enrollment process in order to increase applicant conversion rates.

NEW TO HIGHER EDUCATION		MANY COLLEGE OPTIONS		
	1	**2**	**3**	**4**
Building a College-Ready Pipeline	**Increasing Applicant Conversion**	**Competing for Prospect Mindshare**	**Capturing the Stealth Prospect**	**Generating Digital Leads**
See existing research at eab.com: • *Turning High School Partnerships into College Enrollments (2013)*	• Missing Step Enrollment Prompts • Non-registrant Phone Survey • Pre-enrollment Success Course	• Preliminary Financial Aid Estimates • Homegrown Prospect Database • Standardized Communications Plan • Stalled Application Reminders	• Guidance Counselor Referral Form • Prospect-Centered Inquiry Form • Customized Electronic Brochure • Proactive Live Chat	• Mobile Geofencing Ads • Crowdsourced Prospect Engagement Campaign • Student Social Media Ambassadors

The remaining sections explore how to recruit students with many college options. Specifically, the second section considers how to compete for prospects' attention early in the college decision process, the third section examines strategies to identify and engage stealth prospects, and the fourth section proposes new ideas to reach today's prospects through online advertising and social media.

Source: EAB interviews and analysis.

eab.com

Increasing Applicant Conversion

SECTION

1

Fewer Applicants Completing Enrollment

Conversion Rates Declining Absent Guidance from College

In 2007, an estimated 51% of community college applicants converted into enrollments. By 2013, applicant conversion rates had declined to 44%, suggesting that community colleges now lose more than half of their incoming students before classes even begin.

Most colleges have historically provided minimal guidance to incoming students as they navigate enrollment. To reverse the decline in applicant conversion rates, college administrators must enhance the level of support they offer during the enrollment process.

Students Slipping Through Our Fingers

Community College Applicant Conversion Rates[1]
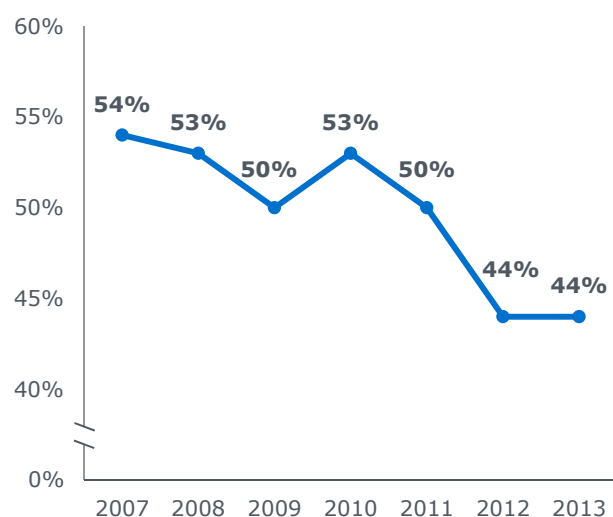
Cannot Afford a Hands-Off Approach

"Many of the student services operations where we're seeing very low conversions have very little communication. They say, **'Here's your ID number—good luck!'** Everything is on the student, but the students we see today need constant reminders."

Kathi Swanson, President
Clarus Corporation

From the Applicant's Perspective

Incoming Students Overwhelmed by Complex Enrollment Process

Incoming students often find community college enrollment processes lengthy, confusing, and intimidating to complete. The typical process consists of over a half dozen steps, including but not limited to admissions, financial aid, and advising. Some of these steps present hurdles even for well-prepared applicants, who may nonetheless struggle to understand terminology on financial aid forms or recall high school math during placement tests.

Confronted with a Maze of Steps

Admissions

Financial Aid

Advising

Placement Testing

Orientation

Registration

Payment
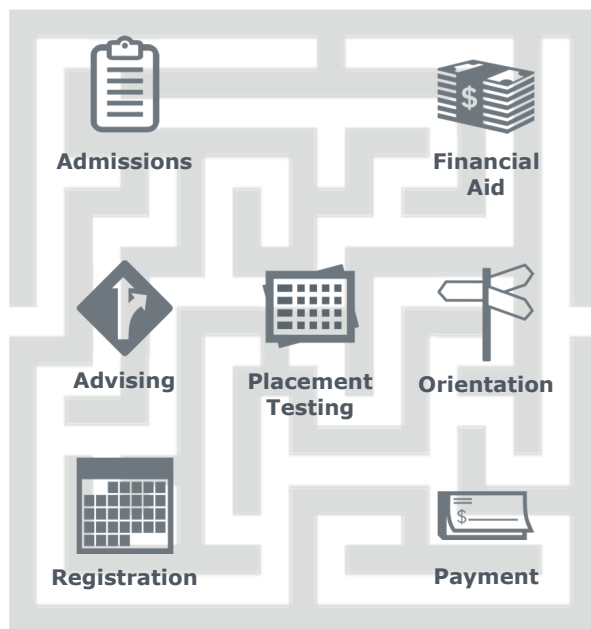
Without Answers, Applicants Abandon Enrollment

Applicants forget, fail to see, or misunderstand enrollment steps

College lacks systematic method of communicating with applicants

Applicants do not know where or how to ask for help

Applicants begin to question whether college is right for them
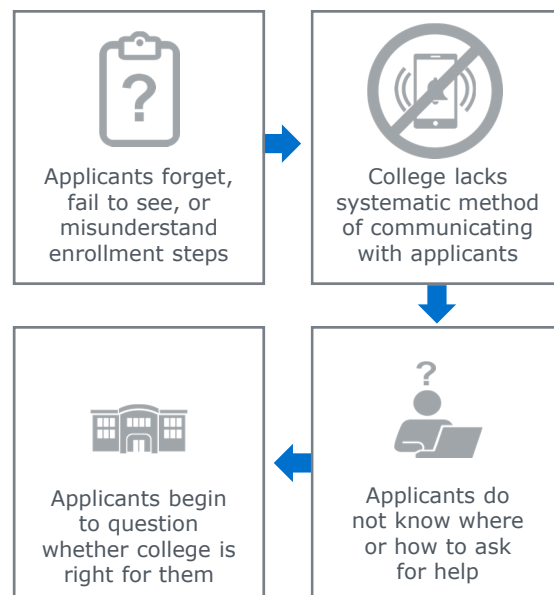
Because of the length and complexity of the enrollment process, applicants can easily misunderstand the steps they need to take. In the absence of communications from the college, many applicants lack instructions to complete certain tasks or remain unaware that they have missed them. As a result, they may feel frustrated and overwhelmed, and they may fail to complete enrollment.

Source: EAB interviews and analysis.

Missing Step Enrollment Prompts

Lake-Sumter Sends Calls to Action for Each Remaining Enrollment Step

Lake-Sumter State College sends personalized emails to applicants to alert them to remaining steps in the enrollment process. Admissions staff email applicants approximately five times during each admissions cycle. Each message provides instructions to complete a specific enrollment step such as financial aid, orientation, or registration.

Because admissions staff track each applicant's progress through the enrollment process in their student information system (SIS), they can send each email only to applicants who have not yet completed the featured step. To increase the likelihood that applicants will open the email, staff use mail merge to personalize the first line with the applicant's name.

Lake-Sumter State College

Reaching Applicants at Little Cost

1 **Select Topic**: Each prompt focuses on one step such as FAFSA, orientation, registration, or course payment

2 **Draft Email**: Admissions staff draft brief email template with instructions to complete selected step

25
Minutes to complete steps

3 **Identify Recipients**: Admissions staff download list of applicants missing selected step from SIS

4 **Conduct Mail Merge**: Staff send out emails personalized with applicants' names

Over half of applicants receive at least one email prompt and may respond for further clarification

Short Email Goes Long Way

62%
Applicant conversion rate in 2015, compared to 59% in 2013

$191K
Estimated additional tuition revenue per year[1]

On average, it takes admissions staff only 25 minutes to set up each email campaign and send it to all relevant recipients. However, staff must also set aside time to respond to incoming messages because many applicants reply with questions about the outlined steps.

The college has seen a substantial return on this modest investment of staff time. From 2013 to 2015, applicant conversion rates increased from 59% to 62%. This improvement generated an estimated $191,000 in annual tuition revenue (calculated under the assumption that the impacted students enrolled in an average of 20 credits per year).

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1) Assumes students enrolled in an average of 20 credits per year at in-state tuition rate.

Source: EAB interviews and analysis.

Not Your Typical Administrative Letter

Informal, Jargon-Free, and Personalized Messages Prioritize Clarity

Because prospective students tend to ignore lengthy, jargon-heavy communications from college administrators, Lake-Sumter State College's admissions staff carefully optimize their emails for length and content. Specifically, they personalize each email with the recipient's first name to capture his or her attention, and they use informal language to ease comprehension. Each email includes a link to a landing page where applicants can complete the outstanding task online, as well as a deadline for the task. Finally, most emails are just three to four sentences long, which increases the likelihood that applicants will read the entire message.

Prompting Next Steps with Brief Emails

Sample Email for Applicants Missing Orientation

1 Capture applicant's attention with her name

3 Embed links to facilitate quick action

5 Include admissions director's signature for authority

> Hi Jane,
>
> All new LSSC students are required to attend orientation. If you haven't already registered for orientation, please do so by clicking here and following the instructions by August 1. If you have already scheduled your orientation session, please disregard this message and we will see you soon!
>
> Let me know if you have any questions.
>
> John
>
> John Doe
> Director of Admissions
> Lake-Sumter State College
> 1234 Street Address
> City, ST 12345
> Office: (123) 456-7890
> emailaddress@college.edu
>
> Like us on Facebook for the latest LSSC news and events!

2 Use informal language to improve readability

4 Add urgency with deadline—real or artificial

6 Keep body of email to 4 or fewer sentences

See Tool 1 on pages 85–88 for more email templates about required enrollment steps.

Reaching the Smartphone Generation

High School Students Increasingly Receptive to Texts from Colleges

Emails allow admissions staff to communicate with prospective students for free. However, a small but growing number of colleges are purchasing text message platforms to increase the reach of their messages. A recent survey from Mobile Commons revealed that respondents open 99% of the text messages they receive, compared to only 20% of the emails they receive.

Hard Messages to Ignore

Average Open Rates by Channel

20%
of emails opened

99%
of texts opened
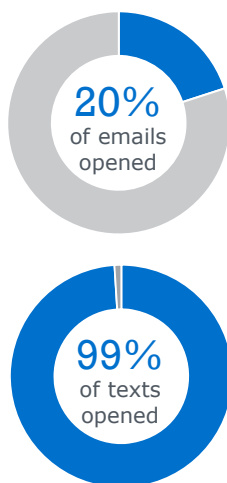
Texts from Colleges Welcome—
Especially Among First-Generation Students

Percentage of High Schoolers Open to Texts from Colleges[1]

67%

57%

All Surveyed Students

First-Generation Students

Preferred Uses of Texts from College

• To announce deadline

• To respond to question

• To confirm receipt of application materials
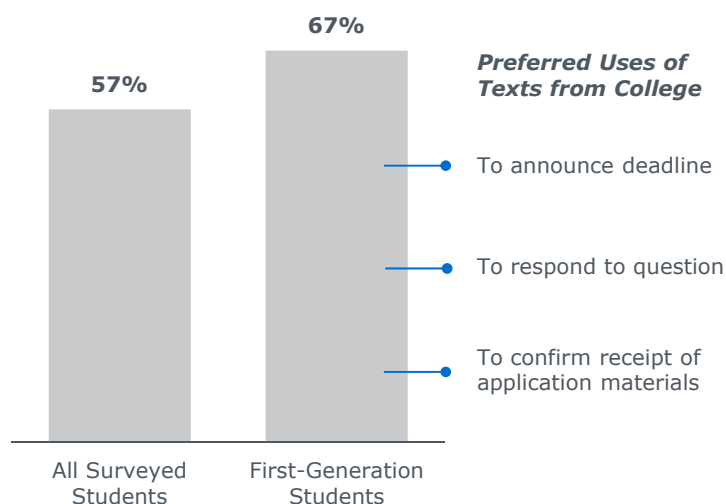
According to a Royall & Company survey, 57% of high school juniors and seniors welcome text messages from colleges in which they have expressed interest. Moreover, first-generation students are even more receptive to text messages than their peers. In general, prospective students prefer text messages that announce upcoming deadlines, respond to their specific questions, or confirm receipt of application materials.

1) N=8,515 college-bound high school students.

A Text Message Alternative

West Virginia Reminds College-Bound Students of Approaching Deadlines

The West Virginia Higher Education Policy Commission (HEPC) uses text messaging to remind students about upcoming deadlines. In 2014, the commission partnered with the text message platform SignalVine to communicate with high school students about the enrollment process. Beginning in the winter of their senior year, high school students can opt into these text messages by checking the appropriate box on college applications, inquiry cards, and state scholarship forms. Participating students receive up to 5 texts per month that remind them to complete various steps in the admissions process, such as financial aid applications or advising appointments.

A Statewide College Outreach Effort

West Virginia Higher Education Policy Commission

Uses Signal Vine platform to text students about college admissions starting in senior year of high school

Provides chance to opt in on college applications, inquiry cards, and state scholarship forms

Sends up to 5 texts per month to remind students of steps including:

☑ Applying for financial aid

☑ Meeting with advisor

☑ Purchasing textbooks

Rapid Expansion of Pilot Initiative

Number of Students Opting into HEPC Texts

2014	2016
922	6,447
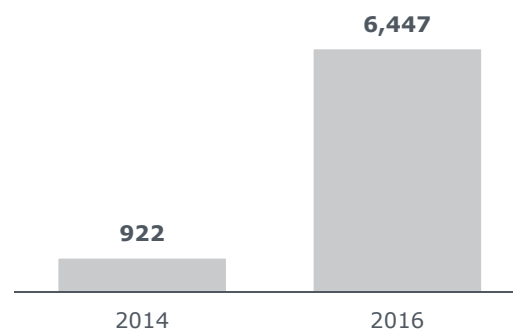
u·aspire

86%

Percentage of high school graduates in separate uAspire study reporting that texts prompted them to complete unfinished college enrollment tasks[1]

When the commission first piloted this program in 2014, over 900 high school seniors opted into it. As of 2016, over 6,400 students—approximately one-third of all high school seniors across West Virginia—are participating in the program.

External research suggests that text messages encourage completion of the enrollment process. In a study of high school graduates who received college planning support from the nonprofit organization uAspire, 86% of participants completed unfinished enrollment tasks in response to text messages.

See Tools 2 and 3 on pages 89–90 for guidance on selecting a text message vendor.

1) N=2,200 recent high school graduates.

Uncovering Barriers to Enrollment

Applicants Hesitate to Seek Help with Removable Hurdles

Beyond reminding applicants to complete enrollment tasks, admissions staff should also ask applicants about any barriers that prevent them from completing these tasks. Often, conversations with applicants reveal removable barriers to enrollment. For example, an applicant might not have applied for financial aid because he encountered unfamiliar terminology on the Free Application for Federal Student Aid (FAFSA). Alternately, he might not have registered for courses because he lacked awareness of evening options that fit into his work schedule.

If staff identify these removable barriers before the semester begins, they can often address them in time for applicants to enroll.

From Telling to Asking

"We were doing a good job at customer service in terms of reminding the student, 'You need to fill out this form, and you need to fill out that form.' But **we weren't finding out why the student wasn't filling out those forms**—what might have changed in their lives since they started applying, and what might be causing delays in taking the next step in the admissions process."

Marketing Director,
Community College (Midwest)

Identifying Leaks in the Pipeline

Common Enrollment Challenges for Applicants

Needs assistance understanding highly technical FAFSA questions

Confused by academic jargon in course catalog and registration portal

Unable to book advisor meetings that fit into work schedule

Unaware of available resources, such as child care and transportation

Source: EAB interviews and analysis.

Non-registrant Phone Survey

Glendale Addresses Barriers to Enrollment Before Classes Start

Before each semester begins, Glendale Community College partners with a call center to proactively contact all non-registering applicants. Call center agents conduct a four-question phone survey based on a script that the college provides. Specifically, the script asks applicants why they have yet to register and whether they would like support from college staff.

Because the survey occurs several weeks before the start of the fall semester, staff have time to contact applicants who request guidance with remaining enrollment steps. In 2015, 600 non-registering applicants completed the survey, and 121 successfully enrolled in the fall semester.

What Prevents Our Applicants from Registering?

Surveys non-registering applicants to uncover why they do not enroll

Hires call center to conduct survey two weeks before classes start for $3,500

Provides call center with 4-question script; last question asks if applicants need assistance from college staff

Converting Lost Applicants

Fall 2015 Survey Outcomes

621 Applicants contacted

121 Applicants enrolled

$111K Estimated tuition revenue generated[1]

Developing an In-House Alternative

- Summer phone bank staffed by 1 supervisor and 5 part-time call agents
- 4-hour training teaches agents to answer FAQs and refer applicants to relevant services
- In-house solution provides applicants with personal touchpoints from college personnel

---

Colleges can also replicate this practice without partnering with a call center. Every July, Germanna Community College employs six temporary staff to contact non-registering applicants. Although it may cost more to hire and train call agents than to outsource surveys, this model ensures that applicants receive personal outreach from college staff.

See Tools 4, 5, and 6 on pages 91–97 for a sample phone survey script and planning worksheets.

---

1) Assumes students enrolled in an average of 20 units per year at in-state tuition rate.

Source: EAB interviews and analysis.

Is College Right for Me?

Concerns About Returning to School Common Among Adult Learners

Although phone surveys allow admissions staff to identify removable barriers to enrollment, they can also reveal additional challenges. Some non-registering applicants may have already enrolled at another institution, while others may no longer plan to enroll in college because of substantial changes in life circumstances (e.g., new job, new child).

Two Types of Non-registering Adult Learners

Not Viable Prospects
- Change in life circumstances
- Enrolled elsewhere

Viable Prospects
- Afraid to enroll

Finances, Academics, and Competing Commitments

Percentage of Adult Learners Reporting Common Anxieties[1]

	Worry a lot	Worry some
Student Debt	48%	19%
Work and Family	39%	28%
Academic Preparation	32%	25%
Motivation	30%	25%
Scheduling	26%	25%
Job Relevance	20%	24%
Failing Courses	17%	13%
Fitting In	9%	13%
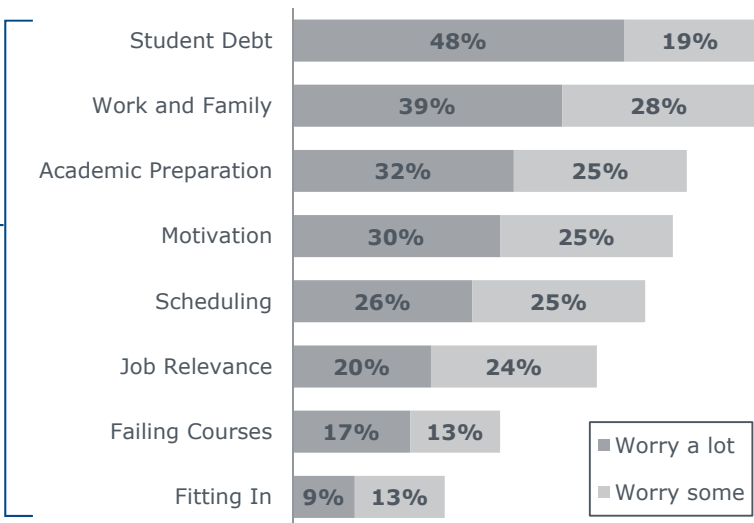
Many of the remaining applicants face psychological barriers to enrollment. Among adult learners, in particular, these barriers commonly include anxiety about financial resources, concerns about balancing school with work and family responsibilities, and the misconception that college is not for students in their age group. To encourage these applicants to enroll in college, administrators must first help them overcome their anxieties about reentering college.

Pre-enrollment Success Course

Hocking Offers Free Student Success Class to Reduce College Anxiety

Many community colleges offer student success courses address the anxieties of current students after they enroll. In contrast, Hocking College offers a free 8-week student success course that targets prospective students who have not yet decided to enroll.

Administrators drew on the college's existing first-year experience course and student services workshops to develop course content. In particular, the course covers the most intimidating steps in the enrollment process (e.g., financial aid, placement exams), as well as the study skills and academic resources students need once classes start. Applicants who complete the course become more likely to enroll because they feel better prepared to enter and succeed in college.

HOCKING COLLEGE

Facilitating and Incentivizing Enrollment

Free 8-week course covers key enrollment steps and student success skills

Guest speakers teach content drawn from existing student success course and workshops

Staff promoted course to prospects age 25+ who applied but did not register for current term

Course completers earn 1 credit, plus scholarship for additional 3-credit course in next semester

Course Components

- ☑ Campus tour
- ☑ Overview of student resources
- ☑ FAFSA workshop
- ☑ Introduction to Accuplacer
- ☑ Math skills tutorial
- ☑ Study skills review
- ☑ Course audit

100% Percentage of free course completers who enrolled in the subsequent term[1]

$12K Tuition revenue generated by free course completers

Each semester, admissions staff market this course to prospective students age 25 and older who have applied but not registered. At the end of the course, students earn 1 credit and receive a scholarship for an additional 3-credit course the following semester. This scholarship incentivizes course participants to enroll. In fact, every student who completed the free course in fall 2015 enrolled in spring 2016, and most of them became full-time students.

See Tool 7 on page 98 for a sample syllabus for a pre-enrollment success course.

---

1) 88% of course completers enrolled full-time;
12% enrolled part-time.

Source: EAB interviews and analysis.

Increasing Applicant Conversion

Key Lessons for Implementation on Your Campus

The enrollment funnel below illustrates the process that prospective students go through from the moment they express interest in the college until they finally enroll. The practices in this section focus on the bottom of the funnel. Specifically, they examine how colleges can increase applicant conversion rates by helping incoming students navigate the enrollment process.

To maximize investments, college administrators should begin to reevaluate their enrollment strategy from the bottom of the funnel. This recommendation reflects that it takes fewer resources to convert an applicant into an enrollment than to convert a new lead into an enrollment.

Finding Our Place on the Enrollment Funnel

Quick Wins

Lead

Inquiry

Applicant
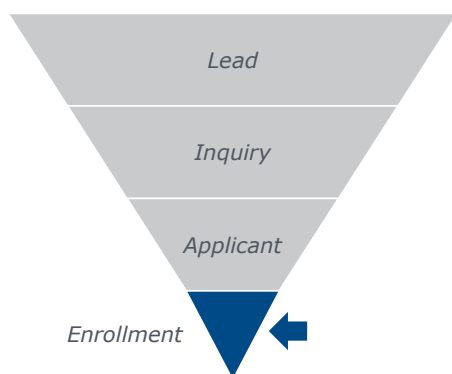
Enrollment

How can we help prospects navigate the admissions process and overcome barriers to enrollment?

① Missing Step Enrollment Prompts
Send brief call-to-action messages via email or text to remind applicants to complete mandatory enrollment steps

② Non-registrant Phone Survey
Ask applicants who have not yet registered for classes to identify their barriers so staff can address them

③ Pre-enrollment Success Course
Develop a free course for applicants that covers key enrollment steps and classroom skills

Long-Term Differentiators

In addition, the graphic above organizes the recommendations from this section along a spectrum from quick wins to long-term differentiators. When approaching a new challenge, college administrators should generally begin with quick wins. Not only do quick wins require less investment, but also they can generate the resources and momentum needed to implement long-term differentiators.

Source: EAB interviews and analysis.

EAB

Competing for Prospect Mindshare

Losing Enrollments to Other Sectors

Lack of Prospect Engagement Strategy Pushes Students to Apply Elsewhere

The preceding section focuses on how community colleges can enroll the first audience segment defined in this study: students who are new to higher education. The following sections examine strategies to recruit the second segment: students with many college options.

The graphic below illustrates the opportunities that college administrators often miss to engage prospective students as they are deciding where to apply. Specifically, it presents the hypothetical story of a high school student who attends a college fair and submits inquiries for 3 institutions, including his local community college.

A Prospect with Many Options

- High school senior intending to earn bachelor's degree
- Filled out inquiry cards for 3 institutions at college fair

What Happens Between Inquiry and Application?

Inquiry

Delayed Responses	**Poorly Targeted Content**	**Infrequent Follow-Up**
Long delay between inquiry and initial communication	Message contains info tailored toward wrong audience segment	Too much time elapses before prospect hears about next steps
"I filled out an inquiry card 2 weeks ago. Did the college not receive it?"	*"This postcard is about career and technical programs, but I want a transfer degree."*	*"In the 3 months since I last heard from this college, one university has emailed me weekly."*

Application

In this example, the messages from the community college fail to engage him in three ways. First, although he expects the college to acknowledge his inquiry immediately, he does not receive a response until two weeks after he inquires. Second, the response does not reflect the interests expressed in his inquiry form. Third, subsequent messages do not occur frequently enough for the college to remain top-of-mind during his decision process.

eab.com

In Need of Pre-application Touchpoints

Competitors Prioritize Early, Frequent, and Personalized Outreach

Today's prospective students expect immediate and consistent communication, partly because for-profit institutions have introduced new standards for prospect management into higher education over the last decade. For example, when prospects submit electronic inquiry forms to for-profit institutions, they often receive automated responses within seconds.

For-Profits Setting Impossibly High Bar

One Prospect's Story

- Visited for-profit university's booth during college fair

- Filled out electronic inquiry form

- Received follow-up email from university before leaving booth

Lagging Behind Public and Private Universities

Number of Written Contacts with Prospects Before Application[1]

Institution Type	Number
Two-Year Public	5
Four-Year Public	11
Four-Year Private	16

Viewbooks delivered to ACT/SAT test-takers

Personalized letters mailed after campus visits

Emails sent in response to online inquiries

Increasingly, not-for-profit universities are also enhancing their prospect management practices. According to a national survey, community colleges have an average of 5 written touchpoints with each prospect before application. In contrast, four-year public universities have an average of 11 touchpoints, and four-year private universities have an average of 16.

Moreover, university staff often personalize their communications to reflect the needs and interests of individual prospects. For example, messages may specifically reference the events they have attended or the fields in which they have expressed interest.

1) N=263 colleges and universities

Preliminary Financial Aid Estimates

SFCC Sends Personalized Award Letters to Prospects Who Submit FAFSA

The sheer volume of university communications can make it challenging for community colleges to capture the attention of prospective students. In response, Spokane Falls Community College sends prospects personalized financial aid letters that distinguish the college based on its affordability. All prospects who list the college on FAFSA receive a letter that estimates their net cost of attendance, based on their Pell grant eligibility. Financial aid staff send about 10,000 of these letters each year.

Early Outreach to a Targeted Prospect Pool

Sends financial aid award estimates to all prospects who list SFCC on FAFSA

Calculates net cost of attendance for each prospect based on Pell eligibility

Mails letters out within one week of receiving prospect's FAFSA record

10K+
Number of financial aid estimates sent out per year

Letters Highlight Low Cost of Attendance

Financial Aid Estimate Letter (Simplified)

Tuition and Fees	$5,389
Estimated Pell Award	− $5,645
Net Cost	$**0.00**

Possible Additional Funding Sources
- State grants
- Institutional grants
- Work-study earnings
- Student loans

The graphic above includes a simplified version of the letter template. The template includes the college's annual tuition and fees, the prospect's estimated Pell award, and the net cost of attendance. Importantly, many prospects have no net cost because full-time enrollment at the college costs less than the value of a full Pell grant.

The template also includes a list of state and institutional aid sources for which the prospect qualifies, including grants, loans, and work-study programs. Even prospects who qualify for full Pell grants may rely on these sources to cover the indirect costs of their education.

Source: EAB interviews and analysis.

Making a Competitive First Offer

Early Financial Aid Estimates Promote Application and Matriculation

Financial aid staff at Spokane Falls Community College typically mail estimate letters within one week of receiving a prospective student's Institutional Student Information Record (ISIR).[1] As a result, prospects receive these letters as early as January. This reminds them of the affordability of community college before they receive financial aid offers—or in many cases admissions offers—from the universities to which they applied.

> ### Putting University Costs in Perspective
>
> "When students start hearing from the four-year universities they applied to, they see that the cost of attendance is $20,000 once they include the dorms and all the other things they might have to pay for if they leave town. **We get our preliminary letter to them first.** Hopefully their parents are looking at our letter. Then, as those other award letters come in, they have a little more perspective."
>
> *Marjorie Davis, Director of Financial Aid*
> *Spokane Falls Community College*

Driving Enrollment Growth

FTE at Spokane Falls Community College

Fall 2013	Fall 2014
4,101	4,342

6%

First class that received financial aid estimates
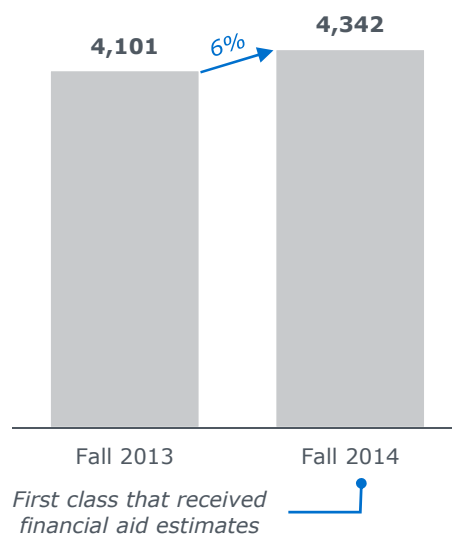
The college first implemented this practice with applicants for the fall 2014 semester. In that semester, the college experienced a 6% increase in full-time enrollment (FTE) from the previous fall. Although the letters were one of several concurrent recruitment initiatives, administrators believe that they contributed to this substantial enrollment increase.

See Tool 8 on page 99 for a complete template for a financial aid estimate letter.

---

1) Colleges receive an ISIR for each student who lists the college on FAFSA.

Don't Let Warm Leads Go Cold

Inability to Track Prospects Hampers Engagement Strategy

In addition to FAFSA, colleges have access to many other sources of leads. The graphic below lists several examples, including recruitment event registration lists, online inquiry form submissions, and high school attendance rosters. Administrators can access nearly all of the listed sources (except for ACT/SAT test-takers) for free, sometimes through partnerships with local school districts.

However, although college administrators have access to many leads, they often lack systems and processes to store this information. As a result, admissions staff cannot use this information to conduct and enhance prospect communications.

A Wealth of Prospect Information…

- ☑ Recruitment events
- ☑ Online inquiry form
- ☑ Call center inquiries
- ☑ High school seniors
- ☑ Dual enrollment students
- ☑ ACT/SAT test-takers
- ☑ GED completers
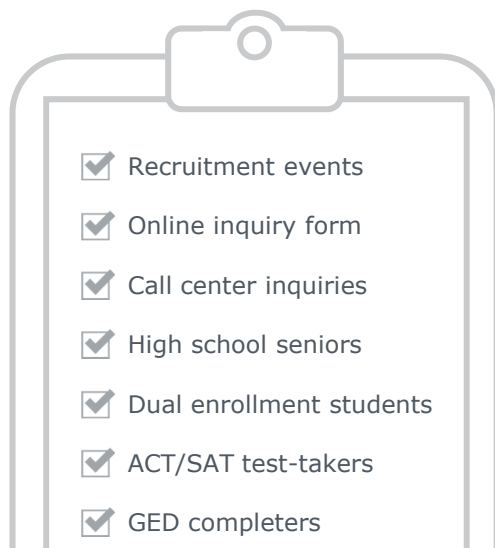
…But No Place to Store It

" During our College Preview Day, we bring over 1,000 students to campus. We used to have them each fill out a little sheet of paper with their interests.

Then, we'd put those papers in a box and store the box away. **We actually never followed up with those prospects.** We had no idea if they applied, let alone enrolled."

Vice President of Instruction, Community College (West Coast)

eab.com

A Sizable Gap in Infrastructure

Prospect Management Solutions Less Mainstream at Community Colleges

Many universities have invested in customer relationship management (CRM) solutions to store information on prospective students. These solutions allow universities to monitor individual prospects, personalize and automate messages, and evaluate their communication strategy.

According to a national survey, 72% of four-year private universities and 71% of four-year public universities have CRM solutions. In contrast, only 35% of community colleges have them.

Universities Investing More in CRM

Percentage of Institutions with Customer Relationship Management (CRM) Solutions[1]

72%	**71%**	
		35%
Four-Year Private	Four-Year Public	Two-Year Public
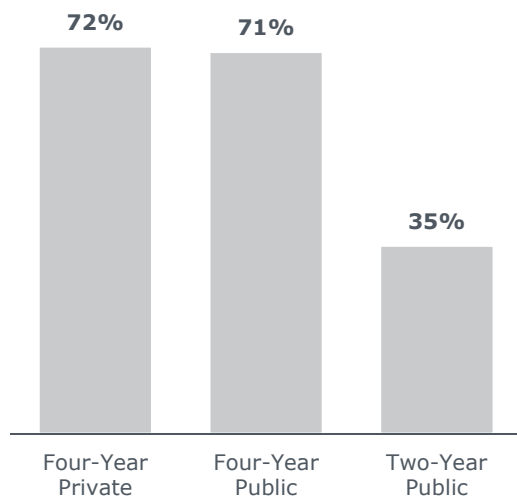
Common Functionalities of CRMs

- Stores information on individual prospects
- Enables personalization of communications
- Automates messages via multiple channels
- Monitors outcomes of each touchpoint

Not a Light Investment

"Implementing a CRM is overwhelming! Not only is the technology expensive, but you need the people and processes behind it. We're aiming to get there, but it won't happen tomorrow."

*Director of Marketing,
Community College (Midwest)*

CRM implementation require a substantial investment not only in technology but also in staff time. However, over the past five years, many universities that had previously hesitated to adopt CRM solutions have since made the investment. To keep pace with competition, community colleges may increasingly need to implement CRM solutions in the coming years.

For more information on CRM implementation, see the COE Forum's *Lead and Inquiry Management Software Toolkit*, available at eab.com.

Homegrown Prospect Database

Coastline's Infrastructure Enables Segmented Communications

Colleges that do not immediately plan to invest in CRM solutions can create homegrown prospect databases to manage their recruitment activities. For example, Coastline Community College maintains a database created in Adobe ColdFusion, a web application development platform. Student workers update the database regularly with information from inquiry cards and inbound phone calls.

As of spring 2016, the database includes information on approximately 4,000 prospective students. In addition to each prospect's name and contact information, it includes several key details such as their intended program of study, ethnicity, and high school graduation year.

An In-House Prospect Management Solution

- Built by webmaster in Adobe ColdFusion
- Stores leads from recruitment events and inbound calls to welcome center
- Updated routinely by student workers in outreach department

Elements of a Prospect Record

- ☑ Name
- ☑ Address, email, and phone number
- ☑ Intended program of study
- ☑ Ethnicity
- ☑ High school and year of graduation

Opportunities for Targeted Messaging to Subpopulations

- Promote field-specific recruitment events (e.g., psychology open house)
- Advertise leadership programs serving special populations (e.g., Latino students)
- Recruit for transfer programs designed for recent high school graduates
- Develop early outreach for students graduating from high school in 2+ years

4K Approximate number of prospects stored in database

A prospect database allows admissions staff to target messaging toward the interests of specific audience segments. For example, staff can promote specialized programming (including open houses and other recruitment events) for prospects interested in particular majors. In addition, they can develop separate communication plans for students in different high school class years.

Source: EAB interviews and analysis.

eab.com

Standardized Communications Plan

HACC's Message Sequence Nudges Prospects Toward Application

College administrators who seek long-term prospect management solutions should consider CRM solutions. These systems allow institutions such as Harrisburg Area Community College (HACC) to engage prospects through standardized communications plans. For example, every prospective student who inquires at HACC receives 11 automated messages through email and direct mail. These communications span a three-month period and follow a pre-determined timeline.

A Multi-channel Drip Campaign

HACC
Central Pennsylvania's Community College

Eleven messages sent to prospects across 3 months via email and direct mail

Step

1 **Day 1** Welcome email

4 **Day 22** Viewbook mailing

5 **Day 32** Email promoting social media accounts

6 **Day 52** Financial literacy brochure

9 **Day 92** Email offering help with next steps
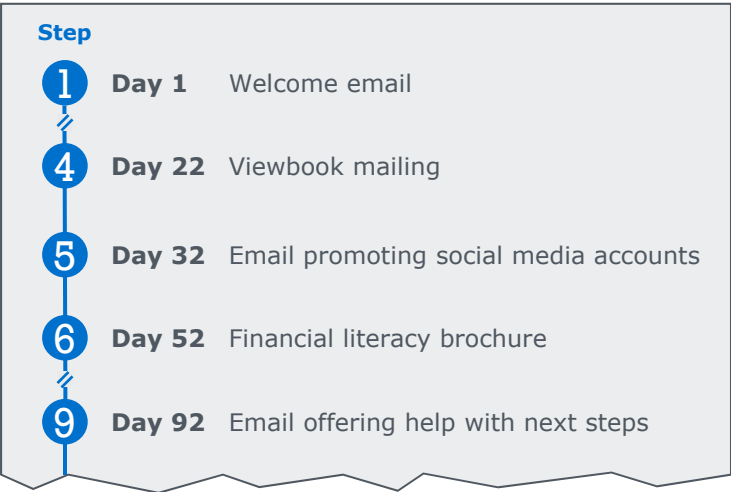
More Likely to Apply

HACC's Prospect-to-Applicant Conversion Rates

41% Fall 2013

50% Fall 2015
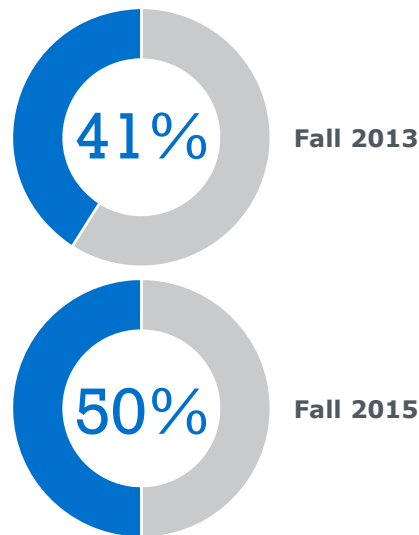
The first message, a welcome email, goes out the same day the prospect inquires. The remaining messages guide them through key decisions prior to application. For example, they receive a viewbook so they can browse available programs, and they receive a financial literacy brochure so they can consider options to pay for college. Ultimately, the sequence of messages encourages prospects to apply. After HACC implemented their CRM and communications plan, their prospect-to-applicant conversion rates rose to 50%, compared to just 41% two years earlier.

See Tool 9 on page 100 for a sample calendar for a drip marketing campaign.

Source: EAB interviews and analysis.

Moving Beyond Ad Hoc Messaging

Pre-planned Communications Designed Around Prospects' Preferences

Unlike *ad hoc* messages, a standardized communications plan allows colleges to optimize each touchpoint in advance. Before administrators at HACC developed their communications plan, they conducted focus groups with current and prospective students to determine the ideal timing, modality, and content for their messages. The graphic below summarizes their key findings.

First, the initial message should occur on the same day a prospect inquires, and subsequent messages should span several weeks or months. Second, staff should send important messages through multiple channels to reflect prospects' diverse communication preferences.

Key Takeaways on Prospect Engagement

Lessons from the Implementation of HACC's Communications Plan

Timing	Modality	Content
☑ Deliver first message on same day of inquiry	☑ Use various channels (e.g., direct mail, email, automated voicemail) to accommodate prospects' diverse preferences	☑ Address pre-application priorities, including program selection and financial aid
☑ Space messages out across several weeks to stay top-of-mind without overwhelming prospects	☑ Send important content through more than one channel to ensure delivery	☑ Focus on promoting the college—post-application messages will explain enrollment logistics

Finally, prospect communications should emphasize the college's value proposition. Unlike the largely logistical messages that go out to applicants, messages to prospective students who have not yet applied should focus on promoting the college as a destination of choice.

An Untapped Source of Warm Leads

Prospects with Incomplete Applications Slipping Through the Cracks

The preceding tactics prompt prospective students to start applications, yet not every application started is eventually completed. Administrators at one member college estimate that only half of those who begin their multi-page online application go on to submit it.

A wide range of barriers may prevent prospects from finishing applications. For example, some prospects may stop partway through an application after they reach a question they cannot readily answer. Others may stop at the end of the form because they cannot afford to pay the application fee.

Large Share of Applications Stalled

50%

◄ Estimated percentage of applications never completed at a Mid-Atlantic community college

Ignoring High-Quality Leads

"We had so many prospects who were starting applications but weren't finishing. We realized that this was a huge pool of high-quality warm leads that we were ignoring."

Director of Marketing, Public Institution

Why Do Prospects Leave Applications Unfinished?

Got stuck on a question (e.g., intended major, financial plans)

Couldn't pay application fee to submit form

Didn't realize there were multiple pages

Simply forgot to return after navigating away

Even the strongest recruitment processes often neglect prospects with pending applications. These prospects represent an overlooked but highly valuable pool of warm leads. They have already signaled their interest in the college by starting to apply, and many of them have stopped applying for reasons the college can address.

Source: EAB interviews and analysis.

Stalled Application Reminders

Promoting Completion of Applications Through Multi-channel Outreach

At colleges with online applications, admissions staff may be able to extract information from incomplete forms. As long as prospective students have already entered their name and contact information (as they typically do at the start of the form), staff can prompt them to finish their applications.

Outreach to prospects with stalled applications can occur through multiple channels. Staff can use email to provide application instructions, send text messages to announce upcoming enrollment deadlines, or use phone calls to address barriers to application.

Prerequisites Features of Online Applications

☑ Consists of multiple pages

☑ Requests applicant contact info on early pages

☑ Allows applicants to save work in progress

No Shortage of Communication Options

Email
- Provide link to complete application
- Invite prospects to recruitment events

Text Message
- Acknowledge started applications
- Remind prospects of upcoming deadlines

Phone Call
- Address barriers to completing application
- Answer complex questions

Source: EAB interviews and analysis.
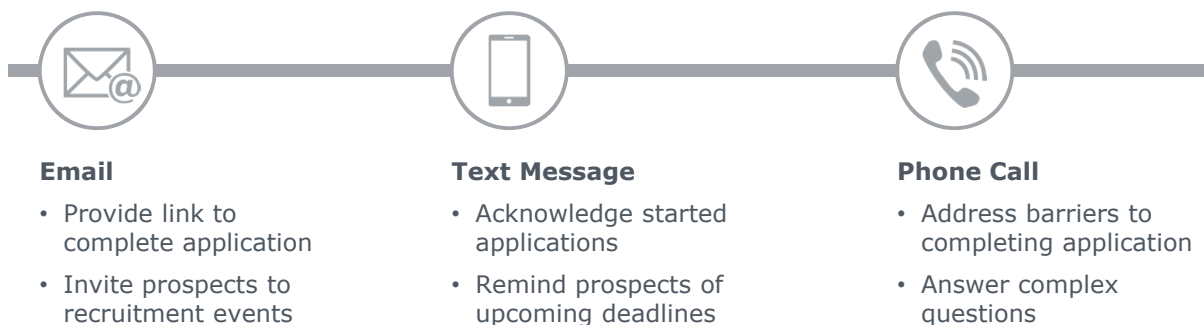
Competing for Prospect Mindshare

Key Lessons for Implementation on Your Campus

The practices in this section examine how colleges can use early, frequent, and personalized outreach to encourage prospective students to apply.

The graphic below organizes EAB's recommendations according to the level of investment. Although the quick wins require no specific technology, the long-term differentiators require investment in CRM solutions that facilitate prospect management.

Finding Our Place on the Enrollment Funnel

Lead

Inquiry

Applicant

Enrollment

How can we engage prospective students early in the decision process to increase their likelihood to apply?

Quick Wins

4 Preliminary Financial Aid Estimates
Send all prospects who submit their FAFSA record a personalized letter with their net cost based on Pell eligibility

5 Homegrown Prospect Database
Build the infrastructure to store information from inquiry cards and use it to segment prospect communications

6 Standardized Communications Plan
Respond to every inquiry with a CRM-enabled drip marketing campaign that guide prospects toward application

7 Stalled Applicant Reminders
Use contact information pulled from incomplete applications to remind prospects to submit their forms

Long-Term Differentiators

Source: EAB interviews and analysis.

eab.com

Capturing the Stealth Prospect

SECTION

3

The Disappearing Inquiry

Wealth of Online Info Enables Prospects to Evaluate Colleges Independently

The preceding section explores strategies to engage prospective students after they inquire. However, a growing share of prospects no longer inquire at all.

Historically, prospects requested information from colleges early in the decision process. Today, prospects can easily bypass this step because they can find so much college information online. Rather than inquiring with admissions staff, prospects can simply browse the college website, its social media accounts, and even third-party reviews. Then, they can independently decide whether to apply to the college.

How Prospects Behaved Five Years Ago

Requests information   Speaks to recruiter   Attends info session   Submits application

How Prospects Behave Today

Browses college website   Views college's social media pages   Researches college on third-party sites   Submits application?

STOP
Unable to find preferred program

STOP
Anxious about balancing school and life

STOP
Concerned about financing degree

eab.com
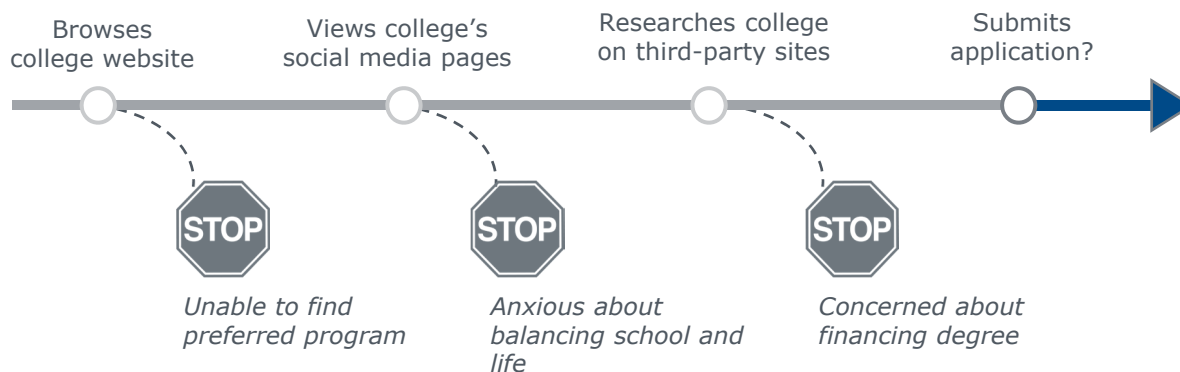
Introducing the Stealth Prospect

Colleges Struggle to Engage Prospects Before They Identify Themselves

Prospective students who independently evaluate their college options are commonly described as "stealth prospects" because they do not identify themselves to the college. Stealth prospects have become much more common over the past decade. In 2008, a national survey estimated that 25% of community college applicants had no known contact with the college before they applied. Today, college administrators estimate that at least half of applicants fall into this category.

Are Applications the New Inquiry Form?

Percentage of Two-Year Students Who Make First Contact Through Application[1]

2008	2010	2015
25%	37%	>50%
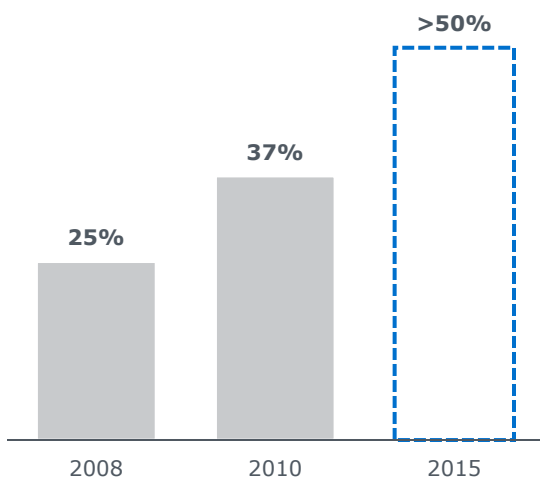
" Missed Opportunity to Make an Impression

"By the time a prospective student shows up on our radar, they're a lot further along in their decision process than they've been in the past. They've probably already made their choice. **What worries me is how many people decided to sign up somewhere else before I had a chance to talk to them.** If we want to talk to prospective students, we're going to have to find ways to get involved earlier in their decision-making process."

Dean of Marketing
Public Institution

Stealth prospects present a recruitment challenge because admissions staff have few opportunities to interact with them before they decide whether to apply. To recruit this audience, college administrators must find new ways to engage them early in their decision process.

Asking Our Allies to Identify Prospects

Missed Opportunity to Collect Information Through Guidance Counselors

First, college administrators can encourage high school guidance counselors to identify stealth prospects for them. As guidance counselors help students make post-graduation plans, they often uncover information valuable to college admissions staff. This information may include which high school students are considering community college, what programs of study appeal to them, and what enrollment steps they have questions or concerns about. However, few colleges currently maintain the systems and processes necessary to collect this information from partner high schools.

Guidance Counselors Well-Versed in Prospects' Needs

"I have 25 students interested in community college."

"Mary wants an allied health certificate."

"One of my seniors is unsure how to apply for aid."

"John wants to know about online learning options."
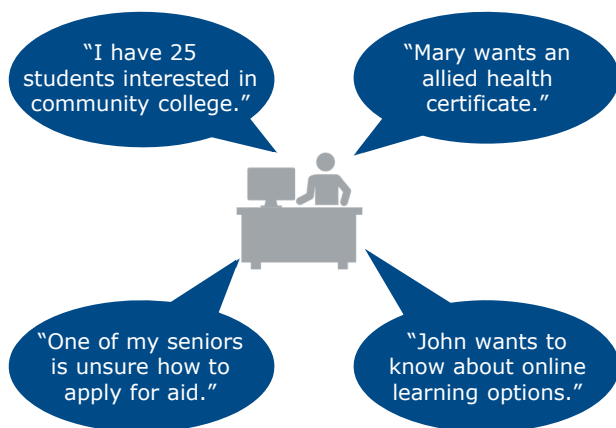
Student Information Not Passed to Colleges

"Our high school guidance counselors were very busy meeting with hundreds and hundreds of students. They would try to keep track of which students they wanted me to meet with when I visited their school, but sometimes they'd interrupted or forget to write it down. **We felt that students were falling through the cracks**."

Ashley Armstrong
High School Career Coach
Lakeshore Technical College

Guidance Counselor Referral Form

LTC Enables High School Staff to Connect Prospects with College Staff

In fall 2015, Lakeshore Technical College launched an electronic referral form that allows high school staff to share the names and interests of college-bound students. High school guidance counselors and instructors can access this form on the college's website. Because it was created in Google Forms, the college's career coaches (who oversee outreach to partner high schools) can view all responses in a shared Google Sheet. In fall 2015, the college received 190 student referrals, which accounts for a substantial share of the 2,300 high school seniors in its service area each year.

A Convenient Way to Pass Leads

Referral form allows high school staff to share interests and needs of college-bound students

High school guidance counselors and faculty can access referral form on LTC's website

Google Forms automatically saves and shares information submitted through form with college staff

190 Referrals received in fall 2015 (out of 2,300 high school students per class across district)

Collecting the Right Information

Essential Fields for Referral Form

☑ Prospect's name

☑ High school and grade level

☑ Academic program of interest

☑ Student service needs (e.g., financial aid, placement testing)

☑ Available class hours for face-to-face meetings

☑ Referring staff member

Because the college's career coaches spend much of their time at local high schools, they use the submitted information to prepare for face-to-face meetings with referred students. In fact, the referral form includes a field for referrers to indicate which class hours students are available to meet with career coaches about their academic and professional goals.

See Tool 10 on page 101 for an overview of essential components for a referral form.

What's Wrong With Our Website?

Many Websites Provide Information Without Generating Inquiries

In addition to high school guidance counselors, prospective students increasingly consult online resources as they explore college options. In fact, 25% of today's prospects do not consult any sources outside the web for college information. At many colleges, admissions staff are missing an opportunity to collect information about these prospects as they visit the college website.

Prospects Increasingly Shop for Colleges Online[1]

72%
Percent of prospects who visit the college website at least two weeks before taking action

25%
Percent of prospects who never look to sources outside the web for information on colleges

80%
Percent of education search queries that end without conversion

Inquiry Forms Misaligned with Prospects' Needs

No Inquiry Form
Prospects must ask specific departments for information

Too Many Fields
Form takes too long for prospects to complete

Hard-to-Find Location
Small "contact us" link obscurely placed on webpage

In fact, relatively few college websites provide convenient ways for prospects to inquire. On some websites, prospective students must locate the phone number or email address for an individual department, such as admissions or financial aid. Other websites have centralized inquiry forms but do not provide prominent links to them. In addition, these forms often contain too many fields, which commonly deters prospects from completing them.

Without an efficient way to request information, many prospects will choose not to engage with admissions staff. As a result, college websites that do not include an effective inquiry form tend to generate few leads.

1) N=680 prospective postsecondary students.

eab.com

Prospect-Centered Inquiry Form

Fox Valley Tech Places Four-Step Form on Academic Program Pages

Fox Valley Technical College's website includes an inquiry form designed to reflect prospective students' preferences. This inquiry form appears prominently on every academic program page, together with information on admissions requirements and career opportunities. Prospects can easily complete this mobile-responsive form from any device. Most importantly, the form consists of four short pages instead of one long page. As prospects begin to fill out the form, a progress bar motivates them to continue to the next page.

After the college introduced this inquiry form in 2014, it generated a 900% increase in leads. In fact, the colleges received over 4,600 unduplicated inquiries in 2015.

Inquiry Form Optimized to Drive Inquiries

TELL ME MORE

To better assist you, please tell us which of the following best describes you.

(Select one) **Required**

○ High school student
○ Transfer/college student
○ International student
● Adult learner
○ Current FVTC student

33%

< Previous   Next >

Form placed prominently on every academic program page

Mobile-responsive design allows submission from any device

Questions divided into four short pages with progress bar to promote completion

More Appealing To Prospects

Fox Valley
TECHNICAL COLLEGE®
Knowledge That Works

900%

Increase in leads since 2014 website redesign

4,611

Unduplicated inquiries received in 2015

Fox Valley Technical College introduced this inquiry form as part of a broader website redesign. However, if a college cannot invest in a full website redesign, marketing or web services staff can nonetheless create an inquiry form to place on the homepage.

See Tool 11 on page 102 for a list of essential components for a concise inquiry form.

Source: EAB interviews and analysis.

Customized Electronic Brochure

Tri-C Offers Personalized Content in Exchange for Inquiry Submission

The most effective college websites not only facilitate inquiry submission but also encourage it. Cuyahoga Community College's website offers prospective students a personalized electronic brochure in exchange for completed inquiry forms. Prospects simply need to provide their contact information and indicate which academic programs and student services that interest them. Within minutes after they submit the form, they receive an automatically generated PDF that contains information on the selected programs and services. Not only does this practice reduce the effort required to find relevant information, but also it entices prospects to identify themselves and their interests.

Contact Information		Academic Information

Prospect Submits Inquiry Form

- Accessibly located on website's academic program page and footer
- Requests academic interests and student services needs
- Includes simple checkboxes and text fields for quick submission

Cuyahoga Community College®

College Creates E-Brochure

- Auto-generated as PDF and immediately sent via email
- Customized to cover programs and services specified by prospect
- Provides fast facts and admissions contact details

Calculating a Strong ROI

$$\$10K \div 1{,}459 = \$6.06$$

Amount paid to vendor	Brochures requested in 2015[1]	Estimated cost per lead[2]

The college paid a marketing vendor approximately $10,000 to develop and maintain this service in its first year. However, it generates nearly 1,500 requests for brochures each year at a cost of only $6 per inquiry.

Administrators at other colleges should consider reallocating print marketing funds toward similar services. Not only does the shift toward electronic brochures reduce printing and mailing costs, but also it provides an opportunity to collect information on stealth prospects.

1) As of mid-November.
2) Based on prorated estimate of 1,650 brochures requested in 2015.

Source: EAB interviews and analysis.

Instead of Waiting for the Phone to Ring

Progressive Colleges Adopting Live Chat to Field Inquiries Instantly

Inquiry forms provide a convenient way to request general information, but prospective students with time-sensitive questions may seek a more immediate response. Historically, many colleges have maintained helplines or call centers to field these questions by phone. However, phone communication is declining in popularity among today's prospects. According to a national survey, the percentage of prospects who want their first contact with a college to occur by phone fell from 22% in 2011 to only 13% in 2015.

Lower Demand for Phone Support

Percentage of Prospects Who Prefer Phone as Initial Mode of Contact[1]
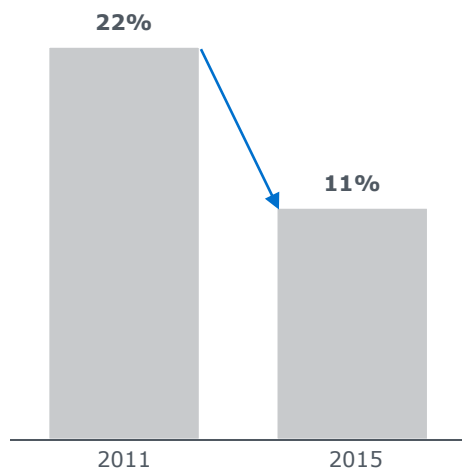
Introducing the Benefits of Live Chat

Instantaneous Communication
Prospects can receive reliable, on-demand information

Convenient Location
Live chat appears on the college's website to limit channel switching

Low-Pressure Format
Prospects feel more comfortable asking quick questions via chat

Immediate Analysis
Most software automatically collects usage trends and statistics

In response, progressive colleges have started to use a new prospect communications channel: live chat. Live chat allows visitors to the college website to type in their questions and receive instant responses from chat agents. The conversation occurs within the website in an embedded chat box or pop-up window, which maximizes convenience for prospects who prefer to collect information online.

---

1) N=1,600 high school students age 15–17.

Proactive Live Chat

Ivy Tech Prompts Passive Website Browsers to Ask Questions

While a growing number of college websites offer live chat, Ivy Tech Community College's website includes a particularly innovative feature: proactive chat. After website visitors have been inactive for two minutes on the college's homepage, a pop-up window appears and proposes a chat. Visitors who agree to the chat are connected with an agent as soon as they fill out a brief inquiry form.

IVY TECH COMMUNITY COLLEGE

Converting Casual Leads to Concrete Inquiries

Chat Window Pops Up
Live chat window automatically appears after two minutes of inactivity

①   **②**   **③**   **④**

Conversation Begins
Prospect provides brief reason for chat before conversation starts

Prospects Identified
Chat agent (a) collects prospect's information during conversation or (b) links them to an inquiry form

Inquiry Collected
Prospect's contact information stored for follow up in CRM

Calculating a Strong ROI

40%
Increase in live chats after adding proactive feature

2,400
Live chats received in just the first week of spring 2016

40%
Percentage of live chats that come from prospects

Based on the nature of a visitor's questions, a live chat agent can typically identify when the visitor is prospective student (as opposed to a current student, staff member, or other website visitor). In these cases, the agent will enter the visitor's name and contact information into the college's CRM so that admissions staff can follow up with them.

Since the introduction of the proactive chat feature in 2015, Ivy Tech's live chat volume has increased by 40%. In the first week of spring 2016 alone, the college received 2,400 chats. Although any website visitor may use live chat, administrators estimate that 40% of chats come from prospects.

eab.com

Seeking a Solution for Your Campus

Many Options to Introduce Live Chat Without Breaking the Bank

Because of the scale of Ivy Tech's live chat operation, the college outsources the service to Blackboard as part of a broader call center contract. Blackboard provides chat agents trained to the college's specifications, and the number of agents varies according to chat volume.

A small but growing number of community colleges provide live chat services in-house. The graphic below offers six ideas to reduce implementation costs. For example, administrators could limit chat services to peak enrollment months or cross-train current staff (e.g., call center agents, frontline student services workers) to serve as chat agents.

Ivy Tech's Live Chat Staffing Model

- Blackboard provides live chat agents as part of call center contract

- Up to twice as many agents monitor live chat during peak enrollment

- Agents are trained according to Ivy Tech's specifications

Six Strategies to Minimize Implementation Costs

Strategic Hours
Only offer live chat during peak website visiting hours

Limited Calendar
Only offer live chat during peak registration months

Selective Pop-Up
Embed live chat feature on select web pages

Logistics

Personnel

Double Agents
Reassign or cross-train call center workers for live chat

Student Workers
Hire and train students to operate the live chat

Simultaneous Windows
Train chat staff to respond multiple live chats at once

See Tools 12 and 13 on pages 103–107 for guidance on selecting a live chat vendor.

Source: EAB interviews and analysis.

eab.com

Capturing the Stealth Prospect

Key Lessons for Implementation on Your Campus

As more college information becomes available online, prospective students are increasingly evaluating their college options independently. The practices in this section examine how colleges can engage stealth prospects, especially through website features such as inquiry forms and live chat. The graphic below summarizes these practices in increasing order of resource intensity.

Finding Our Place on the Enrollment Funnel

Lead

Inquiry

Applicant

Enrollment
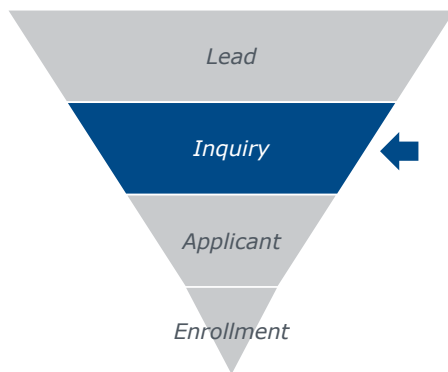
How can we identify and serve prospective students evaluating their college options independently?

Quick Wins

8 **Guidance Counselor Referral Form**
Provide standardized forms for high school staff to share information on college-bound students

9 **Prospect-Centered Inquiry Form**
Place brief, mobile-responsive inquiry forms on high-traffic pages of the college website

10 **Customized Electronic Brochure**
Encourage prospects to submit inquiry forms by offering information specific to the needs they express

11 **Proactive Live Chat**
Initiate conversations to uncover the needs and interests of prospects silently browsing the college website

Long-Term Differentiators

Source: EAB interviews and analysis.

EAB

Generating Digital Leads

Meeting Prospects Where They Are

Students Increasingly Seeking College Information on Digital Channels

Historically, community college recruitment strategies have emphasized face-to-face events, such as high school visits. However, changes in prospective student behavior have prompted forward-thinking college administrators to reevaluate their investment in these resource-intensive activities.

Today's prospects prefer to learn about colleges online, and they do not limit their online searches to college websites. According to a national survey, two-thirds of high school seniors have researched colleges through Facebook. In addition, many students also engage with paid advertisements for colleges on social media platforms, search engines, and other websites.

Moving Beyond the High School Visit

"I recently attended a statewide admission directors' meeting to discuss the allocation of resources. A lot of the colleges were saying that they're seriously considering stopping high school visits. **The younger generation does not want to talk to you face-to-face anymore.** Perhaps something completely digital would be a good alternative."

Marlene Barlow
Director of Admissions, Bucks County Community College

A Diverse Range of Online Resources

62% Percentage of high school seniors who prefer to read about colleges online vs. in print materials[1]

67% Percentage of high school seniors who have researched colleges through Facebook[2]

43% Percentage of high school juniors who have clicked on a paid interactive ad from a college[1]

The Rapid Rise of Digital Marketing

Across Industries, Online Advertising Eclipses Traditional Media

The growth of online advertising extends far beyond higher education. The data below reveals that organizations across all industries are rapidly shifting their marketing investments toward digital channels. While online advertisements accounted for only 8% of advertising expenditures in 2017, they are projected to account for 34% by 2017. Today, organizations across the United States already spend more on online advertisements than on newspaper, magazine, radio, and outdoor advertisements.

Expect More Pop-Ups

Online Ad Spend as Share of Total U.S. Ad Spend

8%
in 2007

34%
in 2017

Newspapers and Billboards No Longer Dominate

Percentage of U.S. Advertising Spend by Channel in 2014

Internet	Newspaper	Magazine	Radio	Outdoor
25%	12%	10%	10%	5%
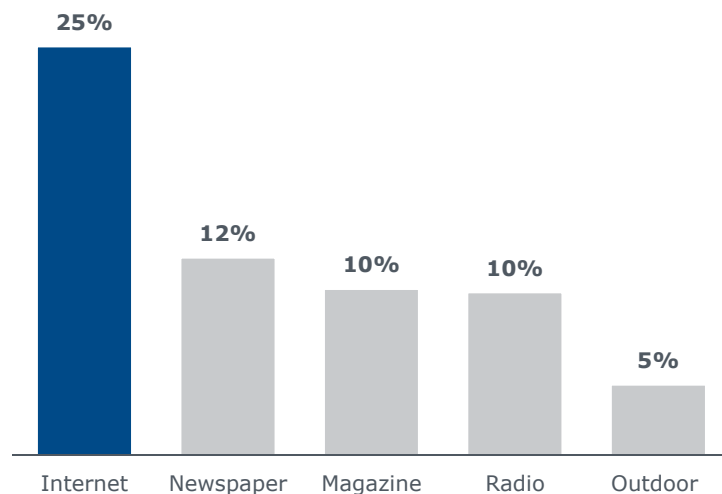
Entering an Era of Hypertargeting

Digital Ads Enable Segmentation by Demographics, Location, and Behavior

Not only does online advertising align with the communication preferences of today's consumers, but also it allows organizations to better target their marketing investments. Many online advertising platforms allow organizations to deliver ads to specific audiences defined by their demographics, location, or behavior.

Demographics

Adjust target audience based on age, gender, education, or income

Example:

Advertise automotive technology certificate to adult males age 17–25

Location

Place ads in designated regions, neighborhoods, or individual buildings

Example:

Promote branch campus programs to individuals within 50-mile radius

Behavior

Present ads to particular groups of individuals based on past browsing activity

Example:

Insert jazz studies ads on Facebook newsfeeds of those who list "jazz" as an interest

These increasingly sophisticated targeting capabilities allow community colleges to focus their limited advertising budgets on high-yield audiences. For example, on many popular advertising platforms, colleges can deliver program-specific ads to audiences within the same age group and geographic range as current students. Moreover, on platforms such as Facebook, ads may even target audiences with demonstrated interest in a specific field based on the pages they "like" and "follow."

Source: EAB interviews and analysis.

eab.com

Mobile Geofencing Ads

NCC Promotes Training to Job Seekers Located Near Sponsoring Employer

As online marketing expands, the sophistication of ad targeting continues to grow. Recently, a small but growing number of colleges have adopted geofencing, an emerging capability that allows them to serve ads to devices within defined locations. The graphic below shows how Northwest Iowa Community College used geofencing to promote a Certified Nurse Aide training program.
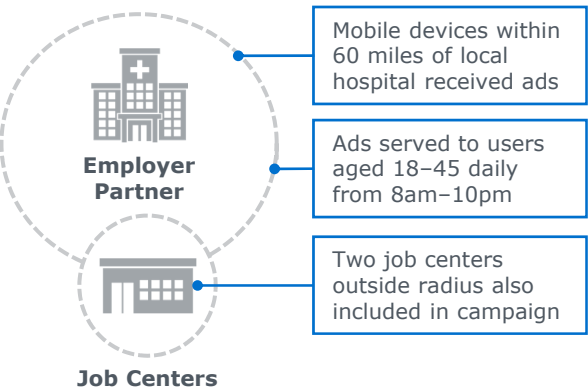
A New Way to Deliver Ads

NORTHWEST
IOWA COMMUNITY COLLEGE
Your success is our story.

> **Geofencing**: Creating a virtual barrier around a location to serve ads to devices within it

- Promoted Certified Nurse Aide program through 4-week geofencing campaign
- Partnered with advertising vendor UpSnap to serve ads on 50+ popular mobile apps and websites

Precise Targeting Yields More Leads

Employer Partner

Job Centers

Mobile devices within 60 miles of local hospital received ads

Ads served to users aged 18–45 daily from 8am–10pm

Two job centers outside radius also included in campaign

High Return on a Low Investment

Outcomes from $1,200 Ad Campaign

1,700	31	15	$8,925
Click-throughs generated	Prospects at info session	Students enrolled in training	Tuition revenue earned

In 2015, the college partnered with an advertising agency called UpSnap to place mobile ads on over 50 popular websites and applications. The ad targeted users within a 60-mile radius of the employer sponsoring the training program, as well as users within two job centers that provided training and employment services. This approach allowed the college to promote the training specifically to job seekers within a reasonable commuting distance of the partnering employer.

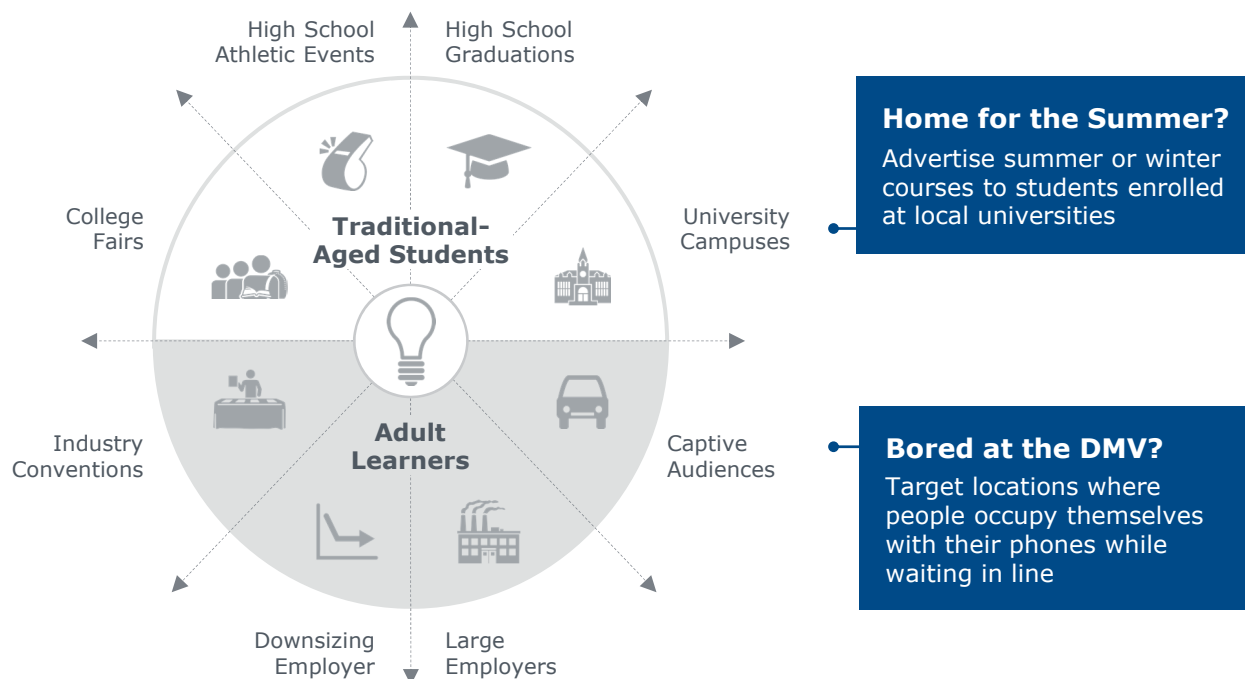The four-week advertising campaign generated over 1,700 click-throughs to the program landing page at a click-through rate that exceeded the industry average by 78%. As a result, 31 prospective students attended the program info session, and nearly half of them enrolled in the training. Ultimately, the $1,200 advertising investment yielded nearly $9,000 in tuition revenue.

Source: EAB interviews and analysis.

An Endlessly Versatile Solution

Brainstorming Creative Uses for Geofencing in College Marketing

The graphic below lists eight additional suggestions for geofencing sites. For example, college marketing staff can reach large groups of traditional-aged prospective students at high school athletic events and graduation ceremonies. They may also promote summer courses to students on university campuses because this audience commonly enrolls in community college during academic breaks.

High School
Athletic Events

High School
Graduations

College
Fairs

**Traditional-
Aged Students**

University
Campuses

Industry
Conventions

**Adult
Learners**

Captive
Audiences

Downsizing
Employer

Large
Employers

Home for the Summer?
Advertise summer or winter courses to students enrolled at local universities

Bored at the DMV?
Target locations where people occupy themselves with their phones while waiting in line

Although adult learners disperse more than traditional-aged students, geofencing can nonetheless help marketing staff reach them. In particular, staff can use this capability to deliver program-specific ads at employer sites and during industry conventions.

See Tool 14 on page 108 for recommendations on selecting geofencing sites in your service area.

Social Media Too Big to Ignore

Prospects Rapidly Turning to Online Networks for College Research

In addition to online ads, prospective students increasingly turn to social media for college information. The graphic below illustrates the rapid adoption of social media. Within five years of its launch, Facebook had 150 million users. For comparison, it took 38 years for television and 89 years for the telephone to reach the same milestone.

A Sudden Surge in Popularity

Time Taken to Reach to 150 Million Users

Facebook
5 years

Internet
8 years

Television
38 years

Telephone
89 years

Users

Time
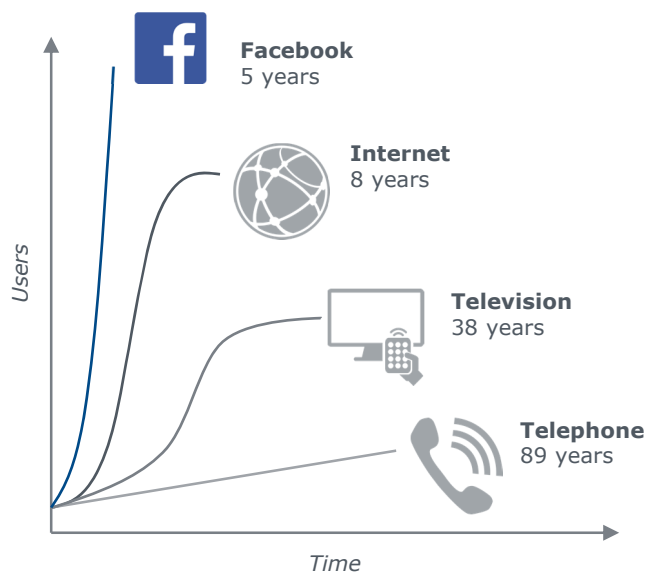
More Than Just Selfies

Percentage of High School Seniors Using Social Media to Research Colleges[1]

Platform	Percentage
Facebook	**67%**
YouTube	**62%**
Instagram	**48%**
Twitter	**46%**
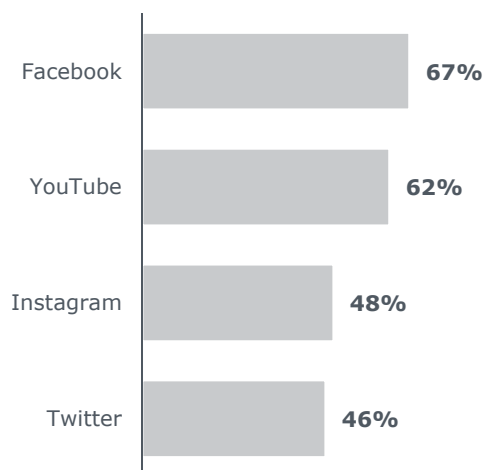
Although social media is often considered a leisure activity, many prospects use it to research colleges. According to a national survey, 67% of today's high school seniors have researched colleges on Facebook, and nearly half or more have used platforms such as YouTube, Instagram, and Twitter for the same purpose.

1) N=1,611 high school seniors.

The Evolving Social Media Playbook

Pairing Existing Recommendations with New Member Challenges

College administrators often measure the success of their social media activities through vanity metrics, such as the number of users who follow the college's accounts or like individual posts. However, to integrate social media into the college's recruitment strategy, administrators must monitor its impact on broader institutional metrics, such as the number of applications submitted or enrollments generated.

Our Perennial Advice

Achieving Impact with Resources at Hand

Deemphasize "vanity metrics" (i.e., sheer number of likes, fans, and followers)

Connect social media efforts to measurable business objectives

Generate engagement without adding staff resources

The Challenge Today

Rules of the Game Changing

Organic reach declining
49% decrease in reach of unpaid Facebook content, Oct. 2013–Feb. 2014

Proliferation of channels

More work for less return?

As social media evolves, it becomes increasingly challenging to use for recruitment. Several years ago, marketing staff could engage prospective students through regular updates to the college's Facebook page. Today, because of changes to Facebook's newsfeed algorithms, organic posts (as opposed to paid ads) now reach only a small percentage of a college's followers.

In addition, as new social media platforms continuously emerge, prospects now divide their time and attention across countless channels. As a result, marketing staff often invest more time and money to reach smaller audiences.

Crowdsourced Prospect Engagement Campaign

Clark Compiles Student and Alumni Stories Shared on Social Media

To conduct cost-effective social media campaigns, Clark College crowdsources content generation to students and alumni. In spring 2015, the college launched a social media campaign called "Penguins Fly." This campaign was named after the college mascot, and it celebrated student and alumni success stories. Campaign participants shared their stories on Facebook, Twitter, and Instagram under the hashtag #penguinsfly.

A Multi-platform Social Media Campaign

- Current students and alumni posted about their Clark experience on Facebook, Instagram, and Twitter

- Campaign landing page used Storify, a social media aggregation tool, to display a live feed of posts from all platforms

- "Apply Now" and "Request Information" buttons on landing page encouraged prospects to take steps toward enrollment

The Campaign's Central Hub

Screenshot of Penguins Fly Landing Page

CLARK COLLEGE.
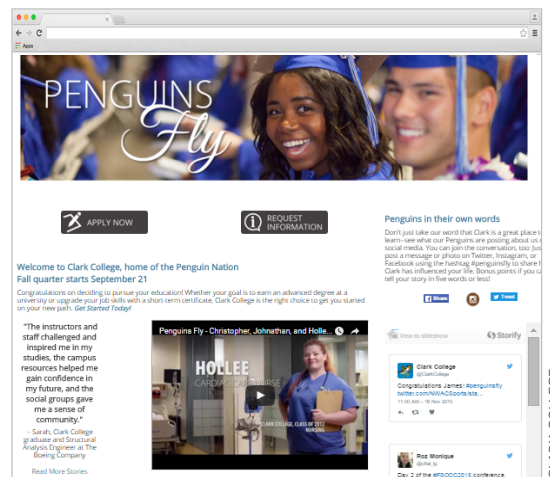
Marketing staff used Storify, a social media aggregation tool, to create a live feed of posts from across these platforms. This live feed appeared on the campaign landing page shown above. In addition, this landing page included two calls to action for prospective students: "Apply Now" and "Request Information." Both calls to action appeared in shaded boxes near the top of the page to ensure that visitors would notice them.

Harnessing Word-of-Mouth Marketing

Alumni Success Stories Leveraged to Generate Inquiries and Applications

Clark College's marketing staff limited the campaign to less than four weeks to generate urgency. In addition, they designated one date as "Penguins Fly Day" so that participants felt they were participating in a special event. In advance, staff distributed lapel stickers to students and alumni to wear in the photos they posted. The graphic below depicts one of the college's most prominent alumni—the city mayor—wearing his lapel sticker on Penguins Fly Day.

Ultimately, the campaign generated over 1,900 click-throughs, and 60 prospective students submitted inquiries or applications through the landing page.

Driving Alumni Participation

☑ Limit campaign to four weeks or less

☑ Generate urgency with official campaign day

☑ Cross-promote campaign with online ads

☑ Mail campaign lapel stickers to alumni

Clark College
@ClarkCollege

Look who's sporting a #penguinsfly button: Clark grad @MayorTimLeavitt!

Campaign Highlights

1,933
Click-throughs to landing page

60
Applications & inquiries completed

58
Enrollment increase since prior year

See Tool 15 on page 109 for a checklist of planning steps for a crowdsourced social media campaign.

Seeking a Peer's Perspective

Current Students Best Suited to Field Inquiries on College Experience

Colleges have many outlets for official marketing messages, including their websites and brochures. When prospective students visit a college's social media pages, they expect a different perspective. In particular, they want an unfiltered look at the student experience.

Many prospects value the perspective of current students on topics such as coursework, co-curricular activities, and campus amenities. In fact, they may trust their peers to discuss these topics on social media more candidly than administrators do in marketing materials.

What Do Students Know Best?

Classroom Experience

Prospective students want to hear about challenging courses and interesting instructors

Co-curricular Activities

Prospective students are often curious about clubs, athletics, and study abroad programs

Student Amenities

Residential students may ask about on-campus housing availability or dining options

External Commitments

Many incoming students want to know how to balance work and family responsibilities

> "**Students want to hear from people their own age**—people who can relate to them as prospective or current students. They don't want to hear from the old, bald guy who doesn't always know what he's doing with this social media stuff."
>
> *Admissions Director, Community College (Northwest)*

Source: EAB interviews and analysis.

Student Social Media Ambassadors

Southwest Tech Students Offer Authentic Voice and Personal Touch

At Southwest Wisconsin Technical College, six student social media ambassadors provide prospective students with a peer's perspective on the college. Each ambassador maintains his or her own Twitter account, and prospects can follow these accounts to better understand students' daily experiences. These ambassadors earn part-time wages and receive basic training in social media practices.

Ambassadors Provide Trusted Answers

Southwest **Tech**
Here. Now.

- 6 part-time ambassadors each post "day in the life" updates on their own Twitter account

- Ambassadors earn student worker wages and receive up to 4 hours of training

- Prospects can ask ambassadors questions that do not require staff expertise

Personalized Video Responses

Ambassadors reply to some inquiries with 15- to 30-second videos recorded on their cell phones. In Fall 2015, 150 video clips were sent to individual prospects.

Twitter Enables Quick Dialogue

Prospect101 @Ambassador2
July 16

Do all new students need to go to #Orientation?

Ambassador2 @Prospect101
July 16

No, but #Orientation is really fun and you get to meet your classmates!

Ambassador2 @Prospect101
July 16

Here's the link to sign up!
http://eab.edu/orientation

These social media ambassadors also help admissions staff field prospects' questions related to the student experience. Each week, ambassadors respond to a few inquiries through 15- to 30-second videos addressed directly to the prospect who submitted them. These videos require minimal time to produce because ambassadors record each one on their cell phone in just one or two takes. Moreover, they make a far more lasting impression on prospects than email responses.
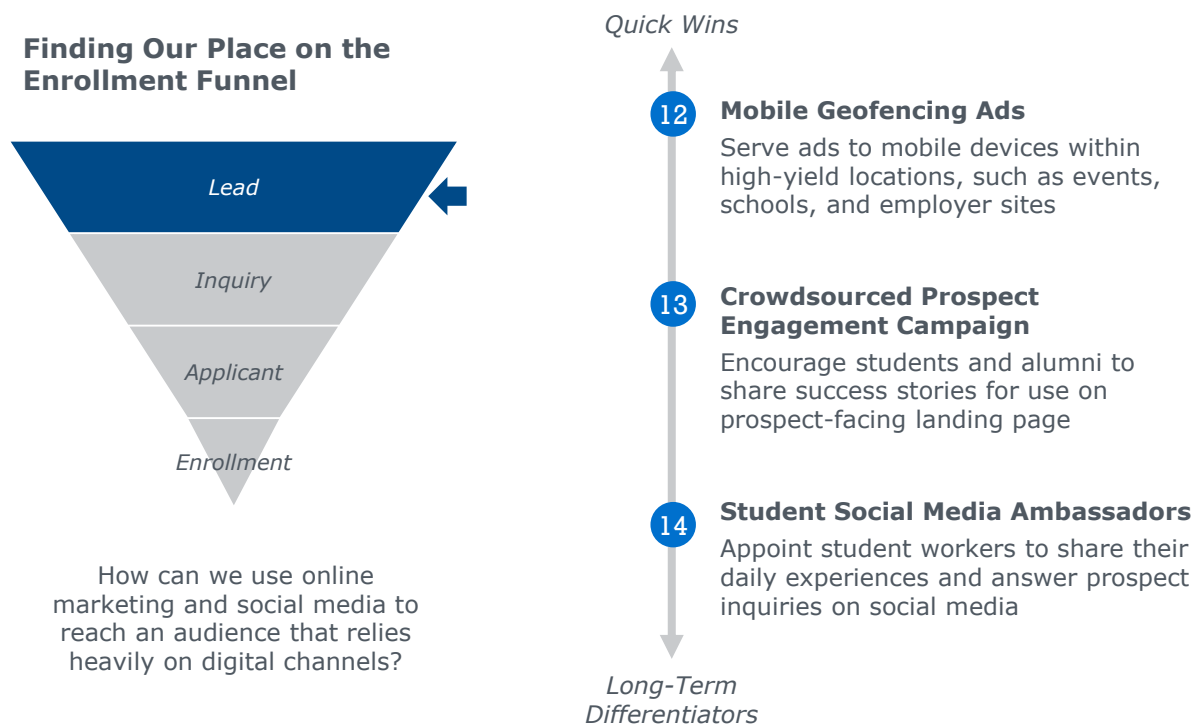
See Tool 16 on page 110 for a sample job description and application for social media ambassadors.

Source: EAB interviews and analysis.

Generating Digital Leads

Key Lessons for Implementation on Your Campus

This section examines how colleges can use digital marketing channels to engage prospective students, who increasingly prefer to research their college options through online resources. Social media and online advertising allow college administrators to reach this audience while targeting their marketing investments toward high-yield segments.

Finding Our Place on the Enrollment Funnel

Lead

Inquiry

Applicant

Enrollment

How can we use online marketing and social media to reach an audience that relies heavily on digital channels?

Quick Wins

12 **Mobile Geofencing Ads**

Serve ads to mobile devices within high-yield locations, such as events, schools, and employer sites

13 **Crowdsourced Prospect Engagement Campaign**

Encourage students and alumni to share success stories for use on prospect-facing landing page

14 **Student Social Media Ambassadors**

Appoint student workers to share their daily experiences and answer prospect inquiries on social media
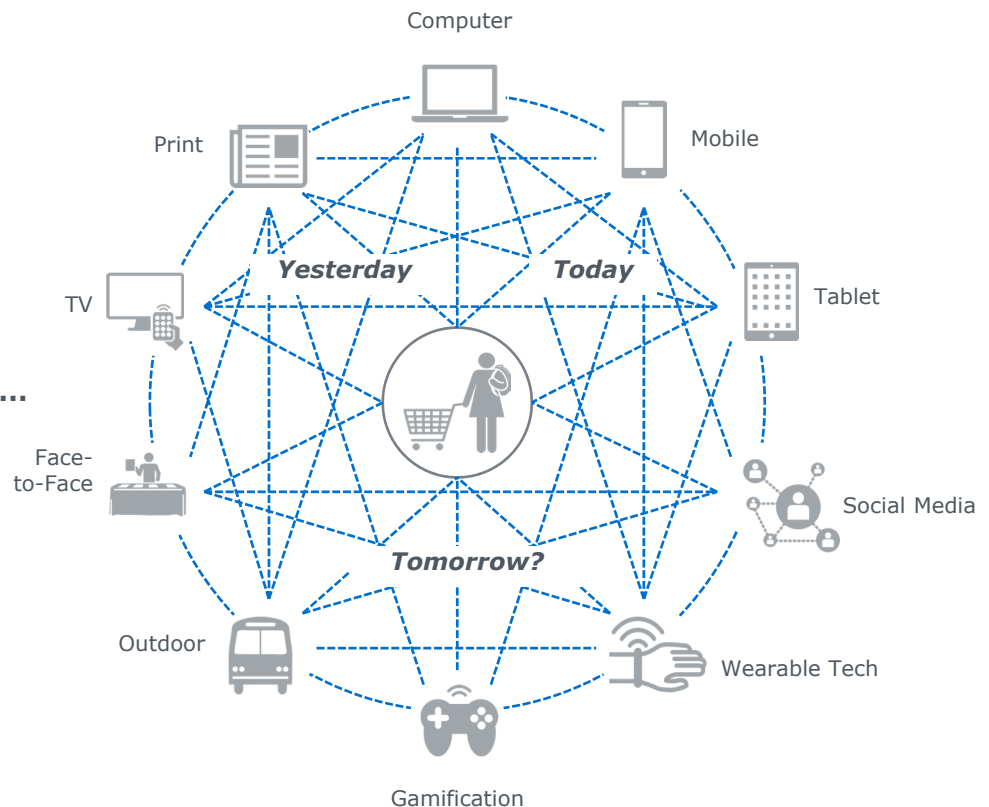
Long-Term Differentiators

Source: EAB interviews and analysis.

What's Next in Digital Marketing?

Rapid Technological Advances Open New Doors for Student Recruitment

Digital marketing remains challenging for community colleges because it evolves so rapidly. New channels are continuously emerging, while new capabilities (such as geofencing) are developing on existing channels. The following pages explore three emerging ideas in digital marketing. Although these ideas are not yet mainstream, they provide a preview of future trends that college administrators should anticipate as digital marketing matures.

New Channel Options Multiply as…

Computer

Print

Mobile

TV

Yesterday   *Today*

Tablet

Face-to-Face

Social Media

Tomorrow?

Outdoor

Wearable Tech

Gamification

…Capabilities on Existing Channels Deepen

Hello San Francisco!

Earn a Certificate in Leadership Management at EAB College

Source: EAB interviews and analysis.

A Crystal Ball into Your Future

Turkish University Launches Facebook App to Simulate Student Experience

Ozyegin University, an institution in Turkey founded in 2007, maintains a Facebook application for prospective students called "The Game of Your Life." This application asks participants to answer a series of questions about their academic and extracurricular interests. Then, it generates a vision of each participant's Facebook timeline for the next five years.

Each imagined timeline draws on a database of over 1,300 potential events in the life of a student. For example, participants may see photographs of their residence hall or study abroad experience. To add authenticity, timelines even include imaginary comments from participants' real Facebook friends.

A Fictional Day-in-the-Life Account

1 Facebook app asks questions about academic, social, and co-curricular interests

2 Generates vision of prospect's life 5 years into the future, using their Facebook profile

3 Over 1,300 potential outcomes from 5,000 photos (i.e., study abroad, residence halls)

4 Fictional comments from prospect's real Facebook friends bring to life imaginary future

Virtual Reality Leads to Real Applicants

250K
Total number of visitors to the Facebook app's landing page

34K
Number of prospects who used the app

1.8K
Number of app users who went on to enter scholarship contest

Over 250,000 people have visited the landing page for this application, and about 34,000 participants have used it. To separate genuine prospects from those only using the application for fun, the university launched a scholarship contest that required participants to deliver a one-minute speech about their fictional timeline. Nearly 1,800 participants entered this contest, thus demonstrating serious interest in enrollment.

A New Source of Prospect Information

Capture's Platform Analyzes Browsing Activity to Determine Interests

As web analytics grow in sophistication, colleges and universities are also using their websites to gather information on prospects. In 2015, the marketing firm Capture Higher Ed launched a platform called Capture Behavioral Engagement. This platform uses proprietary tracking software to monitor visitor activity on the websites of partnering universities. Then, it serves selected visitors dynamic content relevant to their interests. For example, if a visitor views both the financial aid page and the honors program page, they might receive a pop-up notification about available scholarships.

Introducing Capture Behavioral Engagement

capture

- Monitors the activity of individual visitors to college website with proprietary tracking technology

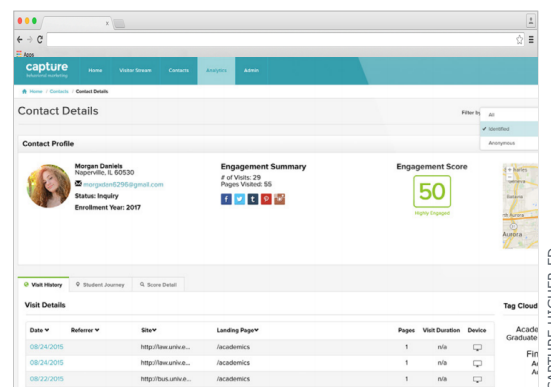- Serves selected visitors dynamic content (e.g., targeted messaging) based on perceived interests

- Assigns each visitor an engagement score based on recent interactions with the college

- Connects past anonymous browsing history when visitor submits inquiry form

What Can We Learn from Clicks?

Screenshot of College-Facing Dashboard

CAPTURE HIGHER ED.

- Visitor's name
- Pages browsed
- Likely interests
- Enrollment status
- Engagement score
- Devices used

Partnering universities receive access to a dashboard that summarizes the activity of website visitors. If a visitor submits an inquiry form, her name and contact information will be linked to her browsing activity. In addition, each visitor receives an engagement score based on her interactions with the university, which allows university staff to focus their engagement efforts on those prospects most likely to enroll.
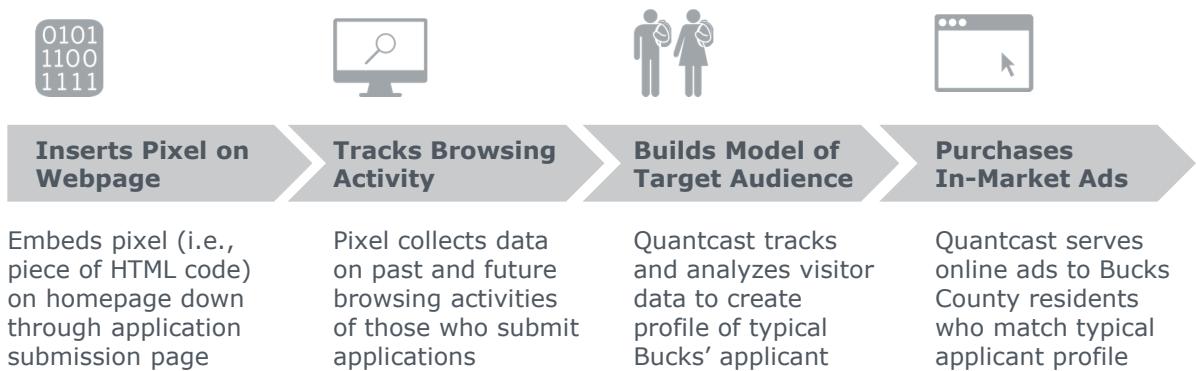
eab.com

Seeking Smarter Ways to Advertise

Tracking Pixels Allow Vendors to Understand and Reach Target Audience

Data on prospective students' browsing activities can also inform online advertising. During peak enrollment season, Bucks County Community College partners with the marketing firm Quantcast to target online ad placement. Quantcast embeds pixels (i.e., transparent images that gather data on website visitors) on several pages across the college website, including the application submission page. These pixels collect information on visitors' past and future browsing activities. Quantcast analyzes this data to build a synthetic demographic profile of the college's applicants, and then it delivers online ads for the college specifically to local audiences that match this profile.

quantcast

Optimizing Online Ad Placement During Peak Enrollment

Inserts Pixel on Webpage	Tracks Browsing Activity	Builds Model of Target Audience	Purchases In-Market Ads
Embeds pixel (i.e., piece of HTML code) on homepage down through application submission page	Pixel collects data on past and future browsing activities of those who submit applications	Quantcast tracks and analyzes visitor data to create profile of typical Bucks' applicant	Quantcast serves online ads to Bucks County residents who match typical applicant profile

Although technologies that track prospect behavior remain rare in higher education, they are already common in the private sector. As digital marketing continues to evolve in the coming years, more colleges and universities will likely turn to web analytics to optimize their marketing and prospect management strategies.

Source: EAB interviews and analysis.

The Shifting Enrollment Landscape

A Summary of Best Practices Profiled in This Publication

Today's community colleges face unprecedented enrollment challenges due to demographic changes, the economic recovery, and growing competition from universities. This publication examines scalable marketing and recruiting practices that college administrators can implement to reverse enrollment declines. The graphic below organizes the profiled practices according to the stage of the enrollment funnel they address.

Expanding the Enrollment Funnel at Every Stage

Lead

- Mobile Geofencing Ads (pg. 69)
- Crowdsourced Prospect Engagement Campaign (pg. 73)
- Student Social Media Ambassadors (pg. 76)

Inquiry

- Guidance Counselor Referral Form (pg. 57)
- Prospect-Centered Inquiry Form (pg. 59)
- Customized Electronic Brochure (pg. 60)
- Proactive Live Chat (pg. 62)

Applicant

- Preliminary Financial Aid Estimates (pg. 42)
- Homegrown Prospect Database (pg. 46)
- Standardized Communications Plan (pg. 47)
- Stalled Application Reminders (pg. 50)

Enrollment

- Missing Step Enrollment Prompts (pg. 30)
- Non-registrant Phone Survey (pg. 35)
- Pre-enrollment Success Course (pg. 37)

Implementation Toolkit

Table of Contents

The Shifting Enrollment Landscape Toolkit

Missing Step Email Templates

Purpose of the Tool

Missing step emails provide applicants with instructions to complete a specific outstanding task in the enrollment process. The table below describes five tasks that emails may remind applicants about, and it recommends a send date based on how much time applicants need to complete the specified action. The list beneath it summarizes six essential components of a well-designed email. Finally, adapt the five sample templates, informed in part by Lake-Sumter State College's (LSSC) missing step emails, to address specific enrollment steps on your campus.

List of Recommended Missing Step Emails

Email Name	Description	Suggested Send Date
Orientation Invitation	Prompts applicants to register for mandatory orientation	Two weeks before event
FAFSA Reminder	Reminds applicants to submit the FAFSA to be eligible for financial aid	Two weeks before deadline
College Welcome Tour Announcement	Invites applicants to attend an on-campus event where prospective students can tour the college and meet faculty and their peers	One week before event
Housing Deadline	Informs applicants to submit necessary paperwork to be considered for on-campus housing	One month before deadline
Registration Reminder	Reminds applicants to register for classes before the deadline	Three days before deadline

Six Essential Email Components, with Examples

1 Start the email with applicant's name to capture their attention

▶ *Hi Jane,*

2 Include admissions director's signature to project authority

▶ *John Smith,*
Director of Admissions

3 Use informal language to improve readability

▶ *Welcome to EAB College!*

4 Create urgency with deadlines, real or artificial, to spur action

▶ *Turn in your forms by June 1*

5 https: Embed links into the text to facilitate quick action

▶ *Click here to register*

6 Limit email body to four or fewer sentences for quick reading

▶ *All students must submit transcripts by August 1st. Contact student records for more information.*

eab.com

Missing Step Email Templates (cont.)

Sample Email Templates

Orientation Invitation

Hi Jane,

EAB Community College students are required to attend orientation. You can register by clicking here. Be sure to complete the form by August 5th. Please disregard this message if you have already registered. We will see you soon!

Let me know if you have any questions.

John

John Doe
Director of Admissions
EAB Community College
1234 Street Address
City, ST 12345
Office: (123) 456-7890
emailaddress@college.edu

🏛 EAB

1 Remind students of required attendance

2 Acknowledge applicants who already completed enrollment step

FAFSA Reminder

Hi Jane,

Welcome and congratulations! I see that you have been admitted to EAB college for spring term (classes begin in January), but you haven't applied yet for financial aid. Please remember that you must complete the FAFSA by the end of October to be guaranteed financial aid consideration in the spring.

Please click here to complete the FAFSA as soon as possible!

We know this can be tricky, so if you need help, please call us at 123-456-7890, or email financialaid@college.edu.

Susan

Susan Smith
Director of Financial Aid
EAB Community College
1234 Street Address
City, ST 12345
Office: (123) 456-7890
emailaddress@college.edu

🏛 EAB

3 Distinguish between fall and spring financial aid deadlines

4 Communicate urgency with multiple links

5 Include office contact info for more technical questions

6 Send emails from financial aid director or staff member

Source: EAB interviews and analysis.

Missing Step Email Templates (cont.)

College Welcome Tour Announcement

1 Include all available dates and times

2 Briefly explain the preview day's purpose

3 Waive college application fee to incentivize attendance

> Hi Jane,
>
> Since you recently asked for information about EAB Community College, I wanted to let you know about two exciting events on campus:
>
> Washington Campus Welcome Tour–
> Monday, February 16, 2017 – 10:00 AM – 1:00 PM
>
> Baltimore Campus Welcome Tour–
> Saturday, February 21, 2017 – 10:00 AM – 1:00 PM
>
> During our Welcome Tours you will be able to explore the campus and sit in on a mock college class. You will also learn more about financial aid, and, if you apply on the day of the event, **we will waive your application fee!**
>
> Please click here to register online!
>
> Let me know if you have questions. Hope to see you there!
>
> John
>
> John Doe
> Director of Admissions
> EAB Community College
> 1234 Street Address
> City, ST 12345
> Office: (123) 456-7890
> emailaddress@college.edu

Housing Deadline

4 Give prospects enough time to gather necessary paperwork

5 Include link for applicants to preview housing

> Hi Jane,
>
> All EAB Community College students have the opportunity to live in on-campus housing, which are just a few minutes' walk from class. Check them out here! They are filling up fast so remember to submit your paperwork to the residential life office by August 1st.
>
> Click here to download the housing forms!
>
> Let me know if you have any questions.
>
> John
>
> John Doe
> Director of Admissions
> EAB Community College
> 1234 Street Address
> City, ST 12345
> Office: (123) 456-7890
> emailaddress@college.edu

Source: EAB interviews and analysis.

Missing Step Email Templates (cont.)

Registration Reminder

1 Explain the importance of early course registration

Hi Jane,

Fall classes at EAB Community College (EAB CC) are starting soon! You must complete online course registration to become a EAB CC student. Classes are filling up fast so register now to ensure the best schedule.

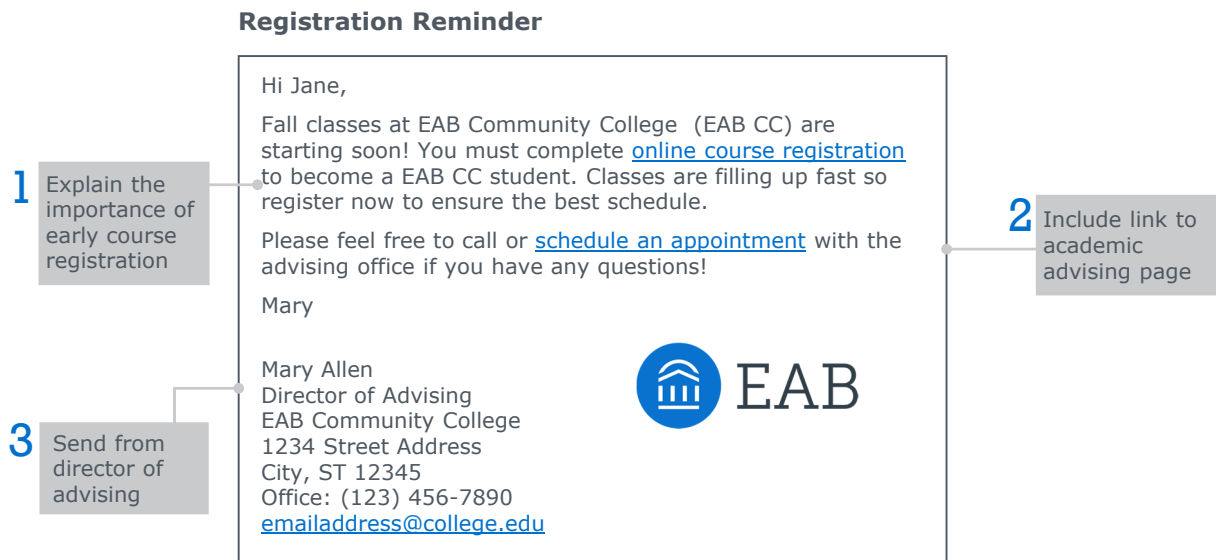Please feel free to call or schedule an appointment with the advising office if you have any questions!

Mary

Mary Allen
Director of Advising
EAB Community College
1234 Street Address
City, ST 12345
Office: (123) 456-7890
emailaddress@college.edu

2 Include link to academic advising page

3 Send from director of advising

EAB

Source: EAB interviews and analysis.

Text Message Vendor Primer

Purpose of the Tool

A growing number of community colleges have adopted text messaging to communicate directly with prospective students. In particular, admissions staff use text messages to encourage prospective students to complete enrollment actions, including application submission and course registration.

Numerous text message vendors have emerged to provide community colleges with personalized, two-way texting capabilities. Most vendors offer the same core services, so this vendor primer and its accompanying selection scorecard (Tool 4) help college administrators differentiate among text message platforms and decide which service best suits their campus needs.

List of Text Message Vendors

SignalVine

Profile:	Provides admissions staff with a personalized, web-based inbox to read and send texts
Price:	Approximately $1.50 monthly cost per student; exact price varies according to enrollment
Selected Customers:	West Virginia Higher Education Policy Commission, Brigham Young University
Website:	https://www.signalvine.com/

mongoose

Profile:	Allows admissions staff to conduct two-way texting on any device with prospective students
Price:	Texting platform starts at $16,000
Selected Customers:	Carroll University, St. Mary's University
Website:	https://mongooseresearch.com/

Mobile Commons by upland

Profile:	Offers a web-based, two-way texting platform that integrates with most CRM software
Price:	Monthly license fee based on enrollment figures and $1,000 setup fee
Selected Customers:	Auburn University, University of Maryland Extension, NYC Department of Education
Website:	https://www.mobilecommons.com/

InTheChat

Profile:	Gives students a unique "CampusConnect" text number to promote direct communication
Price:	A single license fee for unlimited campus-wide texting (cost not publically available)
Selected Customers:	Not specified
Website:	http://inthechat.com/products/campusconnect-text-messaging-schools/

Text Message Vendor Scorecard

Purpose of the Tool

These ten diagnostic questions help college administrators compare various text message platforms. In particular, it allows administrators to evaluate each platform according to its functionalities, ease of use, and cost. For illustrative purposes, the second column provides sample answers for the hypothetical platform EAB Texting System, and it includes the reasoning behind each answer in italics.

	Criteria	Vendor 1: EAB Texting System	Vendor 2	Vendor 3
Functionality	1. Does the platform allow two-way text message conversations?	**Yes** *Students may send and receive personalized texts*		
	2. Does the platform offer pre-programmed or automated texting?	**Yes** *Administrators may plan text blasts around key enrollment deadlines*		
	3. Does the platform include texting data analysis and report generation?	**No** *The platform provides aggregated response statistics but lacks analysis*		
Usability	4. Does the platform provide an "inbox" feature to read and respond to texts on a computer?	**Yes** *The platform displays texts like an email inbox, which enables quick responses*		
	5. Can admissions staff access the platform on both computer and mobile devices?	**Yes** *Administrators may access the platform on any device with a certified log-in*		
	6. Does the platform allow multiple staff licenses?	**Yes** *Up to five administrators may log-on to the platform*		
	7. Does the platform integrate with existing CRM and email software?	**No** *The platform uses its own proprietary back-end system*		
Cost	8. Does the platform waive a set-up fee for higher education institutions?	**No** *All institutions must pay a one-time set up cost*		
	9. Does the price include unlimited text messages for staff and students?	**Yes** *A monthly license fee enables unlimited texting*		
	10. Does the platform require minimal maintenance costs?	**No** *Institutions must pay a yearly consultation fee*		
	Final Score (Number of "Yes" Responses)	**6** out of 10		

Source: EAB interviews and analysis.

Phone Survey Preparation Worksheet

Purpose of the Tool

College administrators may choose to conduct a phone survey by contracting an outside phone vendor, hiring temporary survey workers, or using college staff. The first page of this tool helps administrators decide which survey method best suits their budgetary and staff constraints. The second page guides administrators if they opt to hire temporary survey workers, while the third page helps administrators plan for a phone survey conducted by college staff. This tool works in conjunction with the Non-Registrant Phone Survey Script (Tool 6).

Selecting a Phone Survey Method

1 How much of our **recruitment budget** can we allocate to a non-registrant phone survey?

2 What is the approximate cost of a **phone survey vendor**?

3 What is the approximate cost of hiring **temporary survey workers**?

4 What is the approximate cost of using **college staff** to conduct the survey?

5 What **method** of phone survey best suits our budgetary constraints?

☐ Outside phone vendor

☐ Temporary survey workers (continue to next page)

☐ In-house college staff (skip to page 10)

Source: EAB interviews and analysis.

Phone Survey Preparation Worksheet (cont.)

Hiring Temporary Survey Workers

1   What **agencies** could we use to source temporary survey workers ?

---

2   **How many** temporary survey workers would we need to hire?

---

3   **How many weeks** would we need to employ the temporary survey workers?

---

4   What **supervision** would temporary survey workers require?

---

5   What **training and resources** do we need to provide the temporary survey workers?

---

6   What **room(s), computers, and phones** do we need to reserve to conduct the survey?

Source: EAB interviews and analysis.

Phone Survey Preparation Worksheet (cont.)

Using College Staff

1 How many **hours per day** could enrollment staff dedicate to a phone survey?

2 What **other departments** would allow us to borrow staff time to conduct the survey?

3 **How many weeks** would we need to use college staff to conduct the survey?

4 What **supervision** would college staff require?

5 What **training and resources** do we need to provide college staff?

6 What **room(s), computers, and phones** do we need to reserve to conduct the survey?

Source: EAB interviews and analysis.

Non-registrant Phone Survey Script

Purpose of the Tool

Non-registrant phone surveys help administrators uncover and resolve enrollment barriers for applicants. This tool provides survey workers a script to follow during conversations with applicants. Its questions are informed in part by Glendale Community College's non-registrant phone survey. Use this script in conjunction with the Non-Registrant Phone Survey Preparation Worksheet (Tool 5) to diagnose what prevents applicants from registering.

Non-registrant Phone Survey Script

Introduction

"Hi, my name is _____. I'm an admissions counselor at EAB Community College and I would like to take a few minutes to understand why you did not complete enrollment for (term and year) and whether I could be of any assistance."

Question 1

After applying to EAB Community College, why did you decide not to register for classes?

_____
_____
_____

Question 2

What can EAB community college do to make registration easier for you?

_____
_____
_____

Question 3

What do you look for most when considering a community college?

_____
_____
_____

Question 4

Would you like someone from EAB Community College to contact you about the educational opportunities that we offer?

❑ No   ❑ Yes _____

Question 5

Is there anything else I can help you with?

_____
_____
_____

Closing

"Thank you so much for taking the time to speak with me about enrolling at EAB Community College! Our website, eabcc.edu has tons of useful information about the college and how to enroll. Also please feel free to call us at 123-456-7890 if you have any questions!

Take care and have a good day."

Source: EAB interviews and analysis.

Applicant FAQ Brainstorming Guide

Purpose of the Tool

In preparation for a non-registrant phone survey, enrollment administrators should brainstorm answers to likely applicant questions. This practice enables phone survey staff to provide detailed responses and introduce applicants to useful campus resources. This worksheet groups applicants' potential questions into nine categories. For illustrative purposes, each table provides a sample question, response, and additional resources to provide to applicants. Enrollment administrators should use this worksheet in conjunction with the Non-Registrant Phone Survey Script (Tool 6).

Financial Aid

Question	Answer	Additional Resources
How do I complete the FAFSA?	*The financial aid department helps students complete the FAFSA*	• *FAFSA and scholarship digital brochures*

Advising

Question	Answer	Additional Resources
Who can I speak with about possible majors?	*Our college provides free walk-in appointments with academic advisors*	• *Academic advisor's phone number and email address*

Placement Testing

Question	Answer	Additional Resources
How do I know what courses I place into?	*All incoming students must take the Accuplacer exam*	• *Placement testing center's schedule and hours of operation*

Source: EAB interviews and analysis.

Tool 6

Applicant FAQ Brainstorming Guide (cont.)

Transfer

Question	Answer	Additional Resources
Can I earn a bachelor's degree?	*Our college has transfer agreements with three universities*	• *Transfer advisor's email and phone number*

Registration

Question	Answer	Additional Resources
I want to enroll, but where do I sign up for classes?	*Applicants can register for classes once they meet an academic advisor*	• *Academic advisor's phone number and email address*

Student Services

Question	Answer	Additional Resources
Does the college provide childcare to students?	*Our college provides childcare vouchers to parents*	• *Student accommodations digital brochure*

Source: EAB interviews and analysis.

eab.com

Applicant FAQ Brainstorming Guide (cont.)

Extracurricular Activities

Question	Answer	Possible Resources
What clubs are available to students?	*Our college hosts an activities fair with over 100 student organizations*	• *URL to student activities landing page*

Athletics

Question	Answer	Possible Resources
Does the college have any D1 athletics	*Our college has 12 NJCAA D1 sports teams*	• *URL to college's athletics landing page*

Housing

Question	Answer	Possible Resources
What housing options does the college offer?	*Students can rent on-campus dormitories or local apartments*	• *On-campus housing policies and rental form*

Source: EAB interviews and analysis.

Pre-enrollment Success Course Syllabus

Purpose of the Tool

A pre-enrollment success course reduces adult learner anxieties about returning to the classroom. Typically a free, 8-week course, it targets adult learners who complete an application but do not register for classes. The director of enrollment should facilitate the course, while instructors and student services staff provide weekly lessons in key topics related to the enrollment process and student success.

This syllabus outline is inspired by Hocking College's JumpStart course. It provides a weekly summary of a pre-enrollment success course's main components. It also includes a list of recommended resources for each topic so college administrators can quickly synthesize a similar course from existing materials and content.

Topic	Week	Description	Session Leader	Recommended Materials
Introduction	1-2	Admissions office student volunteers provide a tour of the campus. Students visit academic departments and meet with faculty. Students explore the academic success center, disability and student services building, and the library.	• Student Tour Guides • Enrollment Director	• College Welcome Day Tour • College Welcome Day Information Session
Financial Aid	3	Financial aid staff guide students through the process of paying for college. Students learn how to complete the FAFSA and create a FSA ID. Financial aid staff explain the scholarship portal and available work-study opportunities.	• Financial Aid Staff	• FAFSA Primer • Computer lab
Placement Exams	4	Placement testing staff introduce students to the ACCUPLACER exams. Students receive an overview of the exams, their components, testing procedures, and expected scores. Students also receive a math tutorial and study materials from a developmental math instructor.	• Placement Testing Director • Developmental Math Instructor	• Accuplacer Primer and Study Guide • College Math 101 Study Guide
Academic Skills	5-7	A student success instructor teaches students study and test taking skills. Skills include highlighting, learning keywords, preparing for class, taking notes, and asking for help. A guest instructor delivers a 10-minute lecture on an unfamiliar topic to help students practice the skills. Students observe an actual class in a field of their choice.	• First-Year Experience Course Instructor • Guest Professor	• Guest lecturer PowerPoint • Notebooks • Pens • Highlighters • First-Year Experience Course Guidebook
Review and Express Registration	8	The pre-enrollment course facilitator reviews content presented throughout the course. Students conclude the course by attending a quick registration event. They register for next semester's classes and meet with an academic advisor in their field of interest.	• Pre-Enrollment Success Course Facilitator	• Course Registration Computer Lab

Source: EAB interviews and analysis.

Preliminary Financial Aid Estimate Template

Purpose of the Tool

Preliminary financial aid estimates demonstrate the affordability of community college to prospective students. College administrators can send these estimates to any prospects who request that the institution receive their FAFSA information. Financial aid staff can use this information to estimate each prospect's net cost of attendance based on his or her Pell eligibility. Use the template, informed by Spokane Falls Community College's preliminary financial aid letter, to show prospective students the affordability of your college's tuition and fees when supplemented with financial aid.

Sample Financial Aid Letter

Dear Student,

Congratulations and welcome to EAB Community College! EAB CC's Financial Aid Department is here to help you access financial resources to meet your education expenses.

> Welcome students and explain the role of financial aid office

Based on a **preliminary** review of your 2017-18 FAFSA information, we are pleased to provide award **estimates** that show how financial aid could cover your full-time tuition and fee expenses.

> Indicate that estimates are preliminary and subject to change

EAB CC's Financial Aid Department communicates electronically. Please check your email regularly for important information from our office and be sure to update your email with us if it changes.

You should check the status of your financial aid application and award via EAB CC's Financial Aid page at http://eabcc.edu/financial_aid. Please respond to requests for additional documents and complete any steps required so we can process your award. **YOU MUST SUBMIT ALL PAPERWORK BY THE PRIORITY DEADLINE TO ENSURE YOUR AWARD IS AVAILABLE BY THE TUITION DUE DATE.**

> Remind prospects to stay in touch with financial aid staff

> Include a link to the college financial aid page

Financial aid is one of the most important aspects to college success! Remember to complete the financial aid application process early. Welcome again to EAB CC!

> Instruct prospects to submit all paperwork to receive the award

Estimated Annual Award

Tuition & Fees	$5,400.00
Estimated Federal Pell Grant Award*	$5,645.00
Net Cost (Out of pocket expense paid by student)	**$0.00**

This is an estimate only and contingent upon eligibility and availability of funds

> Include estimated tuition cost after subtracting Pell Grant

> Reiterate the preliminary nature of the estimate

Possible Additional Funding Sources

	Award Eligibility
• State Need Grant (resident students)	Up to $3,696.00
• Other Federal/State/Institutional Grants	Up to $1,050.00
• Federal/State Work Study (paid to you as you earn it)	Up to $4,992.00
• Federal Direct Subsidized & Unsubsidized Student Loans	Up to $10,500.00

> Provide alternative funding sources for students who do not qualify for Pell or need additional funds to cover non-tuition expenses

Source: EAB interviews and analysis.

Sample Drip Marketing Calendar

Purpose of the Tool

A drip marketing campaign allows college administrators to send automatic, pre-planned communications to prospective students. Prospects receive a steady stream of emails, letters, postcards, or other communications from the college until they complete the desired action (e.g., submit an application, register for courses).

The calendar below describes a drip marketing campaign inspired by Harrisburg Area Community College. It illustrates the various touchpoints prospects receive after they submit an inquiry but before they apply.

HACC's Prospect Communication Campaign

Timing	Correspondence	Description	Modality
Within 24 hours of initial inquiry	Welcome Email	Thanks prospects for their interest in the college	Email
3 days after Welcome Email	Welcome Postcard	Provides important upcoming enrollment information and deadlines	Direct Mail
10 days after Welcome Email	Enrollment Dean's Letter	Thanks prospects again for their interest in the college and articulates the value proposition of enrolling	Direct Mail
22 days after Welcome Email	Viewbook Mailing	Provides prospects with information and pictures related to academic and student life	Direct Mail
32 days after Welcome Email	Social Media Invitation	Asks prospects to follow and participate in the college's social media pages	Email
52 days after Welcome Email	Financial Aid Brochure	Provides prospects with an overview of FAFSA and scholarship information	Direct Mail
62 days after Welcome Email	Greetings from the President	Reaffirms value proposition of enrolling at the college	Email
72 days after Welcome Email	Take the Next Step	Reminds prospects to submit an application	Email
92 days after Welcome Email	Need Additional Assistance?	Includes contact information of admissions, financial aid, and student services staff	Email
112 days after Welcome Email	Success Stories	Includes profiles of students who have graduated, transferred, and found employment	Email

Drip Campaign Implementation Details

Customer relationship management (CRM) software automates outreach

CRM enables multiple, concurrent drip campaigns with prospects

All communications include directions or a link to the online application

Multi-modal outreach reflects prospects' diverse communication preferences

Source: EAB interviews and analysis.

Guidance Counselor Referral Form Builder

Purpose of the Tool

A guidance counselor referral form enables high school staff to submit information about college-bound students in a central online location. College staff can then use this information to provide prospective students with information specific to their needs and interests. This tool illustrates eight essential components of a referral form. Each box explains the exact element to include for each component and provides examples from Lakeshore Technical College's online referral form.

Essential Referral Form Components

1 *Prospect Name*

Include fields for prospect's first and last name

Student's Last Name *

Student's First Name *

2 *Current Grade Level*

Insert radio buttons or drop-down box to select prospect's grade

Current Grade Level *
- Freshman
- Sophomore
- Junior
- Senior
- Other:

3 *Referred By*

Provide space for high school counselors to include their name

Referred By: *

4 *High School*

Include a drop-down box to select from high schools in service area

High School *

5 *Available Class Period*

Include space to note when prospect is free to meet

Class Period(s) student would prefer to meet:

6 *Program of Interest*

Include space to note prospect's program preferences

LTC Program(s) of interest:

7 *Student Services Questions*

Provide a list of the most common student services

Student Requests more information about:
- Financial Aid
- Placement Testing
- Program Identification
- Transportation
- Admissions Process
- Other:

8 *Other Comments*

Provide space to record other information about the prospect

Other Comments:

Concise Inquiry Form Builder

Purpose of the Tool

Inquiry forms capture prospective students' contact details and academic interests in exchange for more information about the college. Many community college websites already include an inquiry form, such as a "contact us" page. However, in some cases prospective students bypass these inquiry forms because they contain too many fields. In other cases, these forms contain too few fields, such as a single, generic question box.

This tool shows enrollment administrators and their web designers how to construct a concise inquiry form that facilitates submission. The graphic below features an inquiry form created by Fox Valley Technical College (FVTC) as an illustrative example.[1]

Six Essential Components to Inquiry Forms

Sample Questions from FVTC

1 **Program Drop Box**

Provide at least one drop box for academic program selection

Select up to three program(s) of interest

Digital Media (C)

Accounting (AAS)

Mechanical CAD Drafting (TD)

2 **Prospect Name**

Include three separate fields for the prospect's first, middle, and last name

3 **Email Address**

Provide one field for a prospect's email address

*First Name

Middle initial

*Last Name

*Email

4 **Phone Number**

Provide one field for a prospect's mobile or home phone number

*Phone/mobile (Including area code)

5 **Student Category**

Provide radio buttons or a drop-down box for prospects to indicate their current status

(Select one)
- High school student
- Transfer/college student
- International student
- Adult learner
- Current FVTC student

6 **Entry Term**

Provide a drop-down box for students to indicate their expected enrollment term

* Term/semester interested in attending FVTC

2016 Fall

1) FVTC places their inquiry form on every individual academic program page.

Live Chat Vendor Primer

Purpose of the Tool

Live chat enables community colleges to directly communicate with prospects on the college website. It encourages anonymous web visitors to interact with admissions representatives and share useful recruitment information (e.g., name, email address, academic program interest). Colleges usually employ admissions office staff or trained, third-party chat agents to answer questions, collect contact information, and direct students to other enrollment resources as appropriate.

Live chat vendors offer a wide variety of options and services, including proactive chat windows, dynamic staffing, and data analysis. This selection guide helps administrators investigate the available options and decide which vendor is right for their campus. Administrators should use this selection guide in conjunction with the Live Chat Vendor Scorecard (Tool 14).

List of Live Chat Vendors

jetspring®

Profile:	Founded in 2008 and specifically designed for colleges and universities
Price:	Cost not publically available
Selected Customers:	Curry College, Southern New Hampshire University, University of Massachusetts at Dartmouth
Selected Features:	• Click-to-chat • Collaborative chat agent training • U.S.-based chat agents • Customizable interface
Website:	http://www.jetspring.com/

Live2Support
Chat software by ProProfs

Profile:	Founded in 2003 and specifically designed for colleges and universities
Price:	Cost not publically available
Selected Customers:	Most basic service costs $10 per month for one license
Selected Features:	• Click-to-chat • Mobile chat • Real-time chat analysis • Prospect profiles
Website:	https://www.live2support.com/

LiveChat

Profile:	Founded in 2002 and works with over 14,000 companies
Price:	Most basic service cost $16 per month per license
Selected Customers:	Grove City College, Colorado's 49th School District, Texas A&M University
Selected Features:	• Daily chat summaries • Mobile chat • Smart chat routing • Automated follow-ups
Website:	https://www.livechatinc.com/

Live Chat Vendor Primer (cont.)

List of Live Chat Vendors (cont.)

LIVEPERSON

Profile:	Founded in 1995 and works with over 18,000 businesses
Price:	Most basic service costs $49 per month for one license
Selected Customers:	Virgin Atlantic, Citibank, ExtraSpace Storage
Selected Features:	• Quick set-up procedure • Mobile chat • Real-time chat analysis • Intuitive chat management dashboard
Website:	https://www.liveperson.com/liveengage/engagement/chat

Live HelpNow!

Profile:	Founded in 2003 and works with multiple industries, including higher education
Price:	Most basic service cost $21 per month per license
Selected Customers:	Southern Adventist University, California State University Fresno, United States Navy
Selected Features:	• Segmented prospect lists • Mobile chat • Real-time chat analysis • Offline messaging
Website:	http://www.livehelpnow.net/

ORACLE

Profile:	Founded in 1977 as a database firm; now offers a cloud based chat service
Price:	Most basic service costs $40 per month for one license
Selected Customers:	University of South Florida, University of Houston, Minnesota State Colleges and Universities
Selected Features:	• Proactive chat • Mobile chat • Real-time chat analysis • Customizable interface
Website:	http://www.oracle.com/us/products/applications/rightnow/overview/index.html

velaro

Profile:	Founded in 2000 and works with over 10,000 websites
Price:	Most basic service costs $30 per month per license
Selected Customers:	University of Pennsylvania, Comcast, Pfizer
Selected Features:	• Click-to-chat • Geotargeting • Comprehensive survey reporting • Customizable interface
Website:	http://www.velaro.com/

Live Chat Vendor Primer (cont.)

List of Live Chat Vendors (cont.)

Profile:	Founded in 2004 and works with more than 11,000 websites in over 120 countries
Price:	Most basic service costs $50 per month for 2 licenses
Selected Customers:	Stanford University, University of New Mexico Athletics
Selected Features:	• Customizable interface • Proactive chat • Real-time chat analysis • Surveys and proactive reporting
Website:	https://www.websitealive.com/alivechat/

Live Chat Vendor Scorecard

Purpose of the Tool

This scorecard helps college administrators evaluate the wide variety of different platforms presented in the Live Chat Vendor Selection Guide (Tool 13). The twenty diagnostic questions below allow administrators to systematically compare multiple platforms with similar features. For illustrative purposes, the scorecard includes a completed "Vendor 1" column to show how an administrator might use this tool to evaluate the hypothetical platform EAB Live Chat. This column also provides reasoning in italics for each answer.

	Criteria	Vendor 1: EAB Live Chat	Vendor 2	Vendor 3
User Experience	1. Does the platform function on both web-browsers and mobile devices?	**Yes** *Prospects may access the chat on either a computer or mobile device*		
	2. Does the platform provide "proactive" or pop-up chats?	**Yes** *The platform provides multiple pop-up triggers at no extra cost*		
	3. Does the platform allow for offline messaging with chat agents?	**No** *The platform limits chat to agents' online availability*		
	4. Does the platform allow customizable branding or appearance?	**No** *The platform requires colleges to use its proprietary branding*		
Prospect Management	5. Does the platform include real-time chat analysis?	**No** *The platform only provides weekly aggregated response statistics*		
	6. Does the platform include real-time chat monitoring?	**Yes** *Administrators may observe live chat streams*		
	7. Does the platform provide daily chat summaries or reports?	**No** *The platform only provides weekly summaries*		
	8. Does the platform enable segmented prospect lists?	**Yes** *Administrators may organize prospects into distinct groups*		
	9. Does the platform track prospects through geolocation services?	**Yes** *The platform collects IP locations to illustrate geographical trends*		
	10. Does the platform provide automated client follow-up?	**Yes** *Prospects who provide an email address automatically receive a thank you email*		

Source: EAB interviews and analysis.

Live Chat Vendor Scorecard (cont.)

Vendor Comparison Scorecard (cont.)

	Criteria	Vendor 1: EAB Live Chat	Vendor 2	Vendor 3
Staffing	11. Does the platform allow for college staff to act as chat agents?	**Yes** *Institutions can save 25% by employing their own staff to operate the platform*		
	12. Does the vendor collaborate with the college to provide agent training?	**Yes** *The vendor communicates with enrollment staff to build an in-depth knowledge base for its agents*		
	13. Does the platform provide U.S.-based chat agents?	**No** *The vendor sources chat agents from international labor markets*		
	14. Does the platform automatically route chats to idle agents?	**Yes** *The platform's algorithm intelligently assigns chats to available agents*		
	15. Does the platform provide administrators with an agent management dashboard?	**Yes** *Administrators may assign agents based on chat volume or question type*		
Installation and Cost	16. Does the platform allow multiple agent licenses at no extra cost?	**No** *The vendor includes only one license per annual fee*		
	17. Does the platform provide a discount for educational institutions?	**Yes** *Educational institutions receive a 10% discount*		
	18. Does the platform provide free and expedited installation?	**Yes** *The vendor waives set-up costs for educational institutions*		
	19. Does the platform include a free trial?	**No** *Institutions must agree a structured contract upfront*		
	20. Does the platform integrate prospect info with existing systems or databases?	**Yes** *The platform's API syncs chat information with most software, like Salesforce or Constant Contact*		
	Final Score (Number of "Yes" Responses)	**13** out of 20		

Source: EAB interviews and analysis.

eab.com

Geofencing Site Selection Worksheet

Purpose of the Tool

Geofencing allows community college marketing teams to serve advertisements to mobile devices within a specified geographical region. This tool helps marketing teams brainstorm potential high-yield recruitment locations within their service area. The column on the left provides marketing teams with eight examples of geofencing locations for both traditional-aged and adult learners. The column on the right provides space for marketing teams to brainstorm exact locations within their service area.

Sample Geofencing Locations:
Traditional-Age Students

Suitable Locations in Service Area

1 *College Fairs*

Examples: on-campus events and district wide college nights

2 *High School Athletic Events*

Examples: rivalry games, homecoming games, and state championships

3 *High School Graduations*

Examples: auditoriums, stadiums, and conference centers

4 *University Campuses*

Examples: local universities before summer and winter term

Sample Geofencing Locations:
Adult Learners

Suitable Locations in Service Area

1 *Industry Conventions*

Examples: trade shows and business meetings in conference centers

2 *Downsizing Employers*

Examples: firms with an employee base looking to reskill

3 *Large Employers*

Examples: firms with a temporary and entry-level workforce

4 *Captive Audiences*

Examples: DMV, airports, bus and train stations

Source: EAB interviews and analysis.

Crowdsourced Social Media Campaign Checklist

Purpose of the Tool

A crowdsourced social media campaign encourages community college students and alumni to share success stories to bolster the college's recruiting presence online. The left column of the tool below provides enrollment administrators with a checklist of the most essential components of a campaign. The right column uses Clark College 's "Penguins Fly" social media campaign to show how to apply the checklist in practice.

Social Media Campaign Planning Checklist	Clark College Examples
Timing	
☐ Check college calendar for conflicting events	☑ Launched in May to avoid other fundraising events
☐ Decide campaign start and end date	☑ Conducted the campaign during the first two weeks of May
☐ Pick date for culminating campaign day	☑ Campaign culminated in "Penguins Fly Day" on the last day
Materials	
☐ Generate a list of necessary materials	☑ Decided to distribute campaign lapel stickers to all participants
☐ Order materials at least one month in advance	☑ Designed the stickers and ordered in advance
☐ Write social media posts and messages in advance	☑ Pre-scripted messages for Facebook, Twitter, and Instagram
Cross Promotion	
☐ Create Facebook event for the campaign	☑ Created a "Penguins Fly" Facebook event to promote awareness
☐ Create hashtags for the campaign	☑ Created a "#PenguinsFly" hashtag for both Twitter and Instagram
☐ Purchase TV and online ads	☑ Purchased local TV spots and Google Adwords to promote the campaign
Outreach	
☐ Brainstorm list of notable alumni	☑ Reached out to local business leaders and politicians
☐ Request participation via email	☑ Sent emails to all alumni two weeks before campaign launch
☐ Distribute branded campaign items	☑ Handed out lapel stickers at grocery stores and other community locations
Online Presence	
☐ Contact web designer to create landing page	☑ Created landing page with "apply now" and "request info" buttons
☐ Ask campaign participants to post success stories	☑ Emailed participants with posting guidelines and suggestions
☐ Respond to all prospective student posts	☑ Personally commented on all prospective students' posts

Source: EAB interviews and analysis.

Social Media Ambassadors Application

Purpose of the Tool

Social media ambassadors help recruit prospective students by generating and posting social media content on behalf of a community college. Prospective students value interactions with social media ambassadors because they offer an authentic and unfiltered prospective into the student experience. Because social media ambassadors represent the college's brand online, admissions staff should carefully select students with a large and polished online presence.

The following sample application, informed in part by Babson College's Social Media Ambassador Application, illustrates how to attract high performing social media ambassadors. It outlines the role's requirements and responsibilities, and it explains the role's primary benefits to entice participation in the program.

EAB Community College

EAB

Social Media Ambassador Application

Do you check Facebook everyday? Do you like to share your thoughts on Twitter? Do you enjoy posting pictures on Instagram? Do you love EAB Community College? If you answered yes to these questions, then you would be an ideal social media ambassador!

EAB Community College is looking for highly motivated, independent, and creative individuals who have a passion for social media and making personal connections online. The social media ambassador is a paid position that will help EAB Community College communicate and interact with prospective students across social media.

Capture applicants' attention and explain the primary purpose of the position in the introductory section

Requirements:

• Must have at least two active social media accounts (e.g., Facebook, Twitter, Instagram, Snapchat, Tumblr, Pinterest)

• Must have strong understanding of privacy settings

• Must be willing to work independently and publish written posts free of grammatical and spelling errors

• Must attend two social media ambassador meetings per semester

Set expectations for the position and outline the responsibilities to ensure consistent job performance from the outset

Benefits:

• Cultivate your personal brand and network online

• Acquire social media marketing and communication skills

• Gain leadership and professional experience for your resume

• Receive $12.50/hour, bi-weekly pay

List the main advantages of the role to attract high-quality applicants

Application Submission Details:

• Send an email with the following information to jsmith@eabcc.edu:

  o In the email, write why you want to be a social media ambassador in 140 characters or less

  o Also provide your email, phone number, graduation year, and any social media usernames in the body of your email

  o Attach a sample blog post (500 words or less) to your email

Provide application submission instructions in the final section

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The best
practices are
the ones that
work for **you.**^{SM}