



EAB

# Web and Mobile Presence Audit

Prepared for EAB Community College

# How To Use This Resource

---

**This is a sample of CCEF's Web and Mobile Presence audit.**

**After reading this report, please contact your institution's Strategic Leader if you're interested in launching your own web and mobile presence audit.**

**Your Strategic Leader will provide you with a short administration form that will help our research team understand the current state of your website and your goals for the audit. You will also be able to choose two program landing pages that our research team will audit, in addition to your institution's homepage.**

# Community College Executive Forum

**Logan Morris**  
*Analyst*

## LEGAL CAVEAT

EAB Global, Inc. ("EAB") has made efforts to verify the accuracy of the information it provides to members. This report relies on data obtained from many sources, however, and EAB cannot guarantee the accuracy of the information provided or any analysis based thereon. In addition, neither EAB nor any of its affiliates (each, an "EAB Organization") is in the business of giving legal, accounting, or other professional advice, and its reports should not be construed as professional advice. In particular, members should not rely on any legal commentary in this report as a basis for action, or assume that any tactics described herein would be permitted by applicable law or appropriate for a given member's situation. Members are advised to consult with appropriate professionals concerning legal, tax, or accounting issues, before implementing any of these tactics. No EAB Organization or any of its respective officers, directors, employees, or agents shall be liable for any claims, liabilities, or expenses relating to (a) any errors or omissions in this report, whether caused by any EAB organization, or any of their respective employees or agents, or sources or other third parties, (b) any recommendation by any EAB Organization, or (c) failure of member and its employees and agents to abide by the terms set forth herein.

EAB is a registered trademark of EAB Global, Inc. in the United States and other countries. Members are not permitted to use these trademarks, or any other trademark, product name, service name, trade name, and logo of any EAB Organization without prior written consent of EAB. Other trademarks, product names, service names, trade names, and logos used within these pages are the property of their respective holders. Use of other company trademarks, product names, service names, trade names, and logos or images of the same does not necessarily constitute (a) an endorsement by such company of an EAB Organization and its products and services, or (b) an endorsement of the company or its products or services by an EAB Organization. No EAB Organization is affiliated with any such company.

## IMPORTANT: Please read the following.

EAB has prepared this report for the exclusive use of its members. Each member acknowledges and agrees that this report and the information contained herein (collectively, the "Report") are confidential and proprietary to EAB. By accepting delivery of this Report, each member agrees to abide by the terms as stated herein, including the following:

1. All right, title, and interest in and to this Report is owned by an EAB Organization. Except as stated herein, no right, license, permission, or interest of any kind in this Report is intended to be given, transferred to, or acquired by a member. Each member is authorized to use this Report only to the extent expressly authorized herein.
2. Each member shall not sell, license, republish, distribute, or post online or otherwise this Report, in part or in whole. Each member shall not disseminate or permit the use of, and shall take reasonable precautions to prevent such dissemination or use of, this Report by (a) any of its employees and agents (except as stated below), or (b) any third party.
3. Each member may make this Report available solely to those of its employees and agents who (a) are registered for the workshop or membership program of which this Report is a part, (b) require access to this Report in order to learn from the information described herein, and (c) agree not to disclose this Report to other employees or agents or any third party. Each member shall use, and shall ensure that its employees and agents use, this Report for its internal use only. Each member may make a limited number of copies, solely as adequate for use by its employees and agents in accordance with the terms herein.
4. Each member shall not remove from this Report any confidential markings, copyright notices, and/or other similar indicia herein.
5. Each member is responsible for any breach of its obligations as stated herein by any of its employees or agents.
6. If a member is unwilling to abide by any of the foregoing obligations, then such member shall promptly return this Report and all copies thereof to EAB.

# Table of Contents

---

<b>1) Executive Overview .....</b>	<b>5</b>
Key Observations .....	5
Recommended Resources .....	5
<b>2) Web Presence Analysis .....</b>	<b>8</b>
EAB Community College Homepage .....	8
A.A. Business Landing Page .....	9
Nursing Program Landing Page.....	10
Calls to Action .....	10
Testimonials .....	11
<b>3) Mobile Presence Analysis.....</b>	<b>11</b>
Mobile Page .....	11
<b>4) Audit Methodology.....</b>	<b>12</b>
Project Challenge .....	12
Research Parameters .....	12
Project Sources .....	12
<b>Appendix .....</b>	<b>13</b>
Audit Conclusions .....	13
EAB Website Access .....	13

# 1) Executive Overview

---

## Key Observations

### Web Presence Strengths

- **Prominently featured calls-to-action on the homepage prompt user engagement.** Links instructing prospective students to apply, request further information, and register for classes encourage visitors to take action and provide critical leads to the college.
- **Many student testimonials are available throughout the website.** Testimonials from alumni or current students about the experience at EAB CC allow prospective students to imagine themselves at the college. Prospective students often prefer to hear about the college experience from current and past students rather than professional staff.
- **The EAB Community College website is optimized for mobile devices.** Pages respond to phone orientation, menus open and collapse, and text is easy to read.

### Web Presence Opportunities for Enhancement

- **The college homepage is not structured in a manner that engages prospective students.** Visitors to a college website often look to get a glimpse at the student/college experience on the homepage. While the rotating banner contains potentially useful information, there are no pictures or videos that might provide a visitor a “first look.” Further, the bottom half of the page is dominated by lists (e.g., “Headlines,” “Events Calendar”) which, while containing some important information, is not structured in a way that engages prospective students and visitors.
- **Prospective students may become discouraged while searching for program information due to lack of centralized information and the number of clicks required to locate content.** High click counts can frustrate prospective students and increase bounce rates (i.e., navigation away from the page). The current website architecture does not support efficient navigation to program information.
- **Program pages lack some of the basic information needed to make cross-institutional comparisons.** Students frequently seek information on tuition, course modality, student success, internships, industry certifications (when applicable), and faculty profiles when comparing colleges. While some of this information can be found in other locations on the EAB CC website, students are much more likely to consider programs that include this information on their landing page.
- **Include faculty background and program success information to distinguish EAB CC programs.** Prospective students shop around for proof that programs are of high quality and lead to results such as employment in a chosen field or transfer to a four-year institution. Colleges can’t assume they’ll have an opportunity to relay such information in person or over the phone.

## Recommended Resources

The following recommended resources are selected from the Forum’s Web Presence Optimization Toolkit and Mobile Presence Optimization Toolkit (please see Audit Methodology for more information). Tool descriptions appear below; each report section indicates relevant tools.

### [Tool #1: Competitor Website Audit Workbook](#)

This two-part tool presents a repeatable, manageable process for completing a gap analysis of a peer group's websites:

- Part I: Identifying Competitor Institutions and Programs
- Part II: Conducting the Gap Analysis

### [Tool #5: Homepage Census and Design Worksheets](#)

As with a desktop site, the homepage should be the centerpiece of a mobile site: it is the door through which the majority of visitors enter. This tool outlines the results of a mobile page census and provides guidance for the optimal homepage design.

### [Tool #10: Flexible Content Contribution Tiers](#)

This tool offers a rigorous method of encouraging stakeholders to produce marketing-friendly content as well as easy-to-implement monitoring strategies to identify and reuse content created for non-marketing purposes.

### [Tool #11: Content Solicitation Templates and Nomination Criteria](#)

High quality content and marketing are inextricably linked in the eyes of experts, but good content often requires input from stakeholders outside of the marketing team and even across the university. This tool includes templates to help marketing staff gather content from the best possible contributors.

### [Tool #13: Testimonial Builder](#)

In this guide, we will outline guidelines for crafting and producing testimonials and for ensuring a useful, engaging prospect experience. Additionally, we will outline four testimonial contributor categories, along with talking points and model testimonials for each contributor category: students, alumni, instructors, and employers.

### [Tool #14: Video Testimonial Prep Guide](#)

This tool offers guidelines for producing engaging video interviews and provides materials for you to distribute to the subjects of a video interview. See Tool #13 for ideas about what topics instructors, employers, students, and alumni might speak to during the video.

### [Tool #18: Sample Motivation-Based Content Organizer](#)

We think most of our members have the right content somewhere on their website for all motivational segments, but students have a hard time finding the content that answers their motivation-driven questions. This tool provides a model for bringing question-answering content to the surface on the home page: hyper-organized FAQs. Though not novel, FAQs present content in a way that is easy for prospects to pick out the information most relevant to their motivation for returning to school.

### [Tool #20: Calls to Action Primer](#)

A discipline more familiar to industries outside higher education, call-to-action strategy is a lead management technique to prompt passive visitors to engage with content and provide information needed at the next stage in the enrollment process. This tool will walk provide a taxonomy of calls to action as well as a primer on developing a call-to-action strategy.

## 2) Web Presence Analysis

### EAB Community College Homepage

#### Organize College's Homepage to Further Demonstrate EAB CC's Unique Value Proposition

Prospective students seek a college where they will fit in and receive a high-quality education. The [EAB Community College homepage](#) provides visitors with a wealth of information about the academic, social, and workforce opportunities available at the college.

However, there are several areas for improvement that would add to the appeal for prospective students.

The menu bar above the scrolling banner (that begins with "Student Information") is easy to read, contains mutually exclusive labels, and remains consistent when clicking through different pages, which is helpful for visitors trying to navigate the website. However, the menu items do not all cater to common prospective student needs. For example, there is no menu heading inviting students to Apply (and linking directly to the application) or Request More Information. While this information is present on the homepage, once students have clicked through various pages, it would be helpful to have an application and inquiry form link consistently available.

Further, the dropdown menus vary widely in terms of how many links they contain (from 4 under Programs to 29 under "Student Information"). Drop-down menus should be reserved for most frequently visited pages, and should be organized by prospective audience/content/etc. While there is no "magic number" of items that should be contained within a drop-down menu, it's important especially for the menu labeled "Easy Links" that navigation is intuitive and not overwhelming for visitors.

Beyond institutional information, prospective students often visit college homepages to get a sense of the student experience and decide whether it's a good fit for them. At present, the bottom half of the EAB CC homepage is dominated by news stories and press releases (e.g., "Headlines," "Featured News," and "Events Calendar"), which at first glance, don't provide very much insight into the student experience. One way to improve this would be to elevate one of the stories from the "Featured News" section (many of which include a profile of a current or former EAB CC student) to the scrolling banner. Retitling the "Featured News" section, to make more direct reference to the student profiles and stories contained within would also help to better convey the EAB experience to new and prospective students.

A final way that the EAB homepage could be better tailored to engage perspective students is to include alternative forms of media (e.g., photos, videos) throughout the page. At present, there are no unposed photographs of students or campus activities present on the homepage. By adding these to the scrolling banner or including images from the college's Instagram page directly on the homepage, visitors are able to instantly get a feel for the campus environment and student experience.



#### Recommended Tools

[Tool #1: Competitor Website Audit Workbook](#)

[Tool #18: Sample Motivation-Based Content Organizer](#)



## A.A. Business Landing Page

### Address Common Student Concerns on A.A. Business Landing Page

The current design of the [A.A. Business program landing page](#) is clearly geared toward prospective students. The page serves all students interested in business degrees or certificates and lists transfer options, course modality (i.e., in person or online), learning outcomes, business-related jobs and salaries, and provides calls-to-action.

#### Recommended Tools

[Tool #1: Competitor Website Audit Workbook](#)

[Tool #18: Sample Motivation-Based Content Organizer](#)

Although the Business program landing page demonstrates various strengths and is clearly focused on prospective students, there are a number of opportunities for enhancement. Under the "Contact Us" section, this program landing page provides a detailed biography on certain faculty members, which has the potential to greatly strengthen the program's value proposition. While clickable names of faculty under "Contact Us" currently provide extensive information on faculty achievements, these could be highlighted on the main program page and leveraged to promote the program's value. By demonstrating that faculty members are well-versed in their program of expertise and have unique research and/or teaching experience, EAB CC's unique strengths become apparent to prospective students. One option to enact this change is to re-orient the "Contact Us" section. Consider having faculty email address embedded underneath "Contact Us," while adding a separate section that specifically highlights exceptional faculty members with links to their bios (like that of [Dr. Jane Doe](#)).

High click counts can encourage prospective students to leave the page. At present, it takes a prospective student three clicks to find the program landing page. We recommend two clicks or fewer for efficient navigation to program information. In addition, the links listed for all degrees (required courses by semester, list of degree requirements, and business course description) provide valuable and necessary information for students; however, the same links for each degree do not contain comparable information. For example, the [link for required courses](#) by semester in the A.A.S. in Business contains a description of that program, while the [A.A. Business link](#) contains no such description. We recommend including a program description on each page to differentiate each degree/certificate's value proposition.

Program landing pages can also efficiently respond to prospective student questions with a Frequently Asked Questions (FAQ) section, which is lacking from EAB CC program pages. A highly-effective FAQ section provides more than just answers to the most common questions; it reaffirms the value proposition of the program. For example, a FAQ section can specify average earnings of entry-level positions in the next five years. In addition, it can assuage prospective student concerns over admissions requirements and guide current students to needed resources.

## Nursing Program Landing Page

### Illustrate Competitive Advantage of EAB CC Nursing Program

The [Nursing program landing page](#), like the Business program landing page, is focused on prospective students. The layout is similar in that both pages answer the same prospective student questions. This allows prospective students to easily compare programs and degrees at EAB CC. For each degree and certificate program, the page provides links for courses by semester, course descriptions, and other general requirements. In addition, this page includes a list of related programs.

#### Recommended Tools

[Tool #1: Competitor Website Audit Workbook](#)

[Tool #18: Sample Motivation-Based Content Organizer](#)

A few key areas remain to further improve the Nursing program landing page. Like the Business program landing page, the content of the Nursing program page can be updated to have a more extensive student focus. This includes interviews with faculty and profiles of innovative courses or cutting-edge technology available within the program. In addition, as recommended for the business landing page, reorient the "Contact Us" section to more easily display contact information and highlight faculty achievement.

As with the A.A. Business page, we recommend two clicks or fewer for efficient navigation to all program landing pages. Whereas the business page states in bold and italicized print "Offered online," the nursing program only states on later pages that "there may be times to complete courses online." This phrasing lacks clarity. Students will find specific information about course modality useful, especially for planning class schedules. A FAQ section can answer these and related questions.

## Calls to Action

### Update Calls-to-Action Locations

The homepage and program landing pages consistently show "Apply Now" and "Request Information" calls-to-action. When present, these calls-to-action are usually placed near the top of the page in red or an on-brand accent color and contain active, imperative language that clearly indicates the action that the user will take. The links have enough space around them and are not cluttered by other webpage content; however, in other locations, calls-to-action appear underused or unavailable. For example, "Visit Us" is used on the program landing pages, but is not listed on the home page. EAB CC may want to consider including "Visit Us" as an additional call-to-action on the main page that links to information about scheduled campus tours or visit days. Another option would be to make these calls-to-action "ever-present" as small tabs on the side of the page, so that the viewer can still see them no matter how far down they scroll on the webpage.

#### Recommended Tools

[Tool #20: Calls to Action Primer](#)

The program pages provide email addresses and phone numbers for program faculty, which allows prospective students the opportunity to directly learn more about their programs of interest. Though the "Request Info" call-to-action provides a prospective student the opportunity to ask a question, many may also look for a contact number or email whereby they can quickly get answers to generic questions. We recommend

that EAB CC consider providing a standard number and email for students to ask questions on the home page and program pages.


## Testimonials

### Use Testimonials Across Website to Show College's Value

The aesthetic, layout, and array of photos on the homepage and program-specific landing pages help to draw in potential students. The audit identified testimonial content as an area of strength for EAB CC, with numerous student testimonials available on the site. To improve current testimonials, however, place them more prominently on the homepage. There is also the opportunity to incorporate faculty testimonials, which are not currently present on the site.

Effective testimonials should include different types of media (e.g., short videos, long videos, unposed photography, quotes) on a variety of pages (e.g., homepage, admissions, program pages). When creating testimonials, consider secondary audiences, such as current students, prospective employers, local business leaders, and political leaders. The most impactful testimonials integrate perspectives of multiple stakeholders and speak to more than one element of the student experience.

The recommended tools listed above include strategies and templates to draft and implement testimonials on the EAB CC website.

**Recommended Tools**  
[Tool #10: Flexible Content Contribution Tiers](#)  
[Tool #11: Content Solicitation Templates and Nomination Criteria](#)  
[Tool #13: Testimony Builder](#)  
[Tool #14: Video Testimonial Prep Guide](#)


## 3) Mobile Presence Analysis

### Mobile Page

#### Build on Mobile Website Architecture Strengths

The mobile page for the college fits within most current smartphone screens. It allows prospective students to view and navigate to the home page without excessive zooming or scrolling.

Some small improvements can be made to the interactivity of the mobile site. Phone numbers, such as the 800 number for EAB CC listed on the homepage, should be "clickable," causing the phone to open the app used to make a phone call. Further, mobile inquiry forms should be streamlined to minimize the typing prospective students must do on phone keyboards. That said, email addresses are optimized for mobile viewing and are "clickable," causing email to open.

**Recommended Tools**  
[Tool #5: Homepage Census and Design Worksheets](#)

## 4) Audit Methodology

---

### Project Challenge

In response to our member institutions' growing interest in optimizing their online presence, the CCEF Forum has developed Web and Mobile Presence Audits that evaluate members' unit websites and program landing pages. Audits review members' desktop web presence and/or mobile sites. Audits evaluate:

- **CCEF Unit Homepage Usability:** This portion evaluates the visual appeal and design of the website. Students simultaneously search a half dozen (or more) websites at any given time. Students invest considerable time and independent energy in an education search as long as they are reasonably confident that they can easily find the information they seek.
- **CCEF Unit Homepage Content:** This section evaluates the findability and completeness of information provided on the CCEF unit's homepage. For students who are just beginning their education search or students looking for specific information, it is important that they can easily locate certain pieces of content. For a student looking more critically at a program, they will be more concerned about the completeness of the content provided.
- **Program Landing Page Content:** Landing page reviews evaluate the findability and completeness of information provided on a specific program landing page. Landing page viewers must easily find complete information on the program and how the program addresses the student shopper's needs.
- **Calls to Action:** Website calls to action include calls that address general concerns (e.g., request for information) or specific concerns (e.g., avenues to ask personal questions), and tools that enable students to commit to a program (e.g., application or enrollment option).
- **Testimonials:** Audits evaluate the presence and quality of testimonials on the CCEF unit homepage and program page. Absent a friend or colleague who has attended a continuing education program, prospective students rely on testimonials for approval from "a person like them." Students perceive testimonial as similar to trusted "word-of-mouth" recommendations.
- **Mobile Optimization:** Finally, audits consider how the CCEF unit homepage translates to mobile formats.

### Research Parameters

The member selected three website pages for consideration:

- EAB Community College homepage
- A.A. Business Program Landing Page
- Nursing Program Landing Page

### Project Sources

The Forum consulted EAB's internal and online research libraries for the audit. Two primary sources comprise:

- [Web Presence Optimization Toolkit](#): This resource collection helps design an appealing, engaging website that is ultimately effective at capturing market share in a competitive market. Drawing upon industry best practices from across the public and private sectors, the suite of tools focuses on actionable strategies for members to use in assessing the current performance of their site, recognizing gaps in functionality, creating appealing content, and identifying opportunities for target investments.
- [Mobile Site Optimization Toolkit](#): The resource collection assists with the prioritization of mobile site efforts. The toolkit facilitates content prioritization, mobile strategy development, and vendor selection.

# Appendix

## Audit Conclusions

### Web and Mobile Matrix Conclusion

Audit Section	Overall Performance	Suggested Toolkit
<b>EAB CC Homepage</b>	Opportunity for Improvement	Tool #4: Mobile Call to Action Tips
<b>A.A. Business Program Landing Page</b>	Opportunity for Improvement	Tool #1: Competitor Website Audit  Tool #18: Sample Motivation-Based Content Organizer
<b>Nursing Program Landing Page</b>	Opportunity for Improvement	Tool #1: Competitor Website Audit  Tool #18: Sample Motivation-Based Content Organizer
<b>Calls to Action</b>	Fair	Tool #20: Calls to Action Primer
<b>Testimonials</b>	Fair	Tool #10: Flexible Content Contribution Tiers  Tool #13: Testimonial Builder  Tool #14: Video Testimonial Prep Guide
<b>Mobile Optimization</b>	Fair	Tool #5: Homepage Census and Design Worksheets

## EAB Website Access

As a service to our members, we house a wealth of information online at the Education Advisory Board website located at [www.eab.com](http://www.eab.com). The site is protected for members-only access; please see the log-on instructions below so that you can create your own unique password. All college or university employees are authorized to create a personal site password free of charge.

The site features our completed national best practices studies, including the toolkits described in this report, as well as descriptions of our in-progress best practice initiatives. You will also be able to access agendas and registration options for any upcoming meetings or webconferences within your membership.

To obtain a username and password, please follow the instructions below:

1. Go to the website, at [www.eab.com](http://www.eab.com).
2. On the top right of the homepage, select "Log in now." Click "I'm a new user."
3. Clicking the link takes you to the registration page through which you will be prompted to provide your location, institution name, and your personal information. You will also create a unique password.

4. Click "submit" and you will receive an email in your university inbox containing a confirmation code and a link to login to the website. Please check your spam folder if the email containing the link does not arrive in your inbox after several minutes.