



EAB

Reimagining Community College Marketing for 2020 and Beyond

Recruiting for a New Reality
August 6, 2020

We will begin at 3:02 p.m. Eastern Time once everyone has joined!

Today's Presenter



Logan Morris
Analyst

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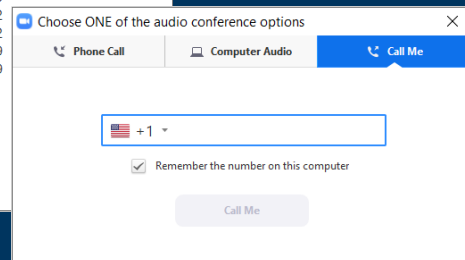
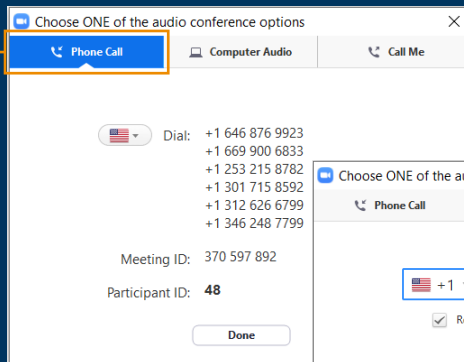
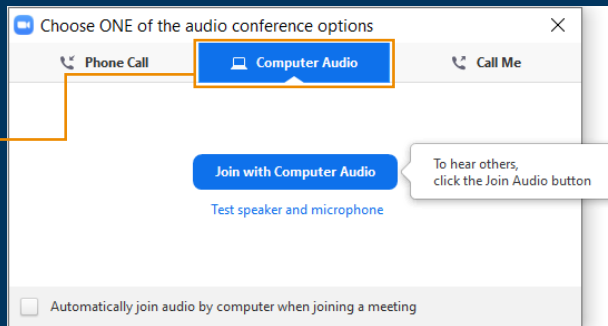
@EAB



@eab_

Audio

- We suggest using your computer's audio and microphone through Zoom
- Or dial in using your phone
- Do not use both—it will cause feedback



Zoom Webinar Features

The screenshot shows a Zoom Webinar interface. At the top, there is a white header with the EAB logo (a blue circle containing a white building icon) and the text "EAB". Below the header is a dark blue background with a pattern of light blue geometric shapes. The main content area displays "EAB Virtual Session" in large white and teal text, with "2020" below it. At the bottom, there is a dark grey toolbar. Three callout boxes with orange borders and lines pointing to specific features are present:

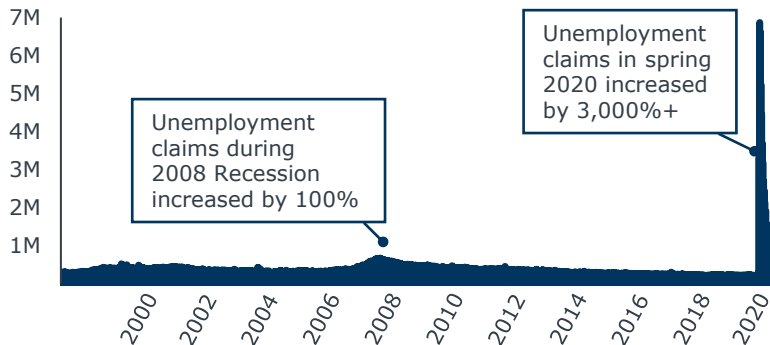
- Chat:** A callout box pointing to the "Chat" icon (a speech bubble) in the toolbar. The text inside the box says: "Use the Chat feature to send messages to anyone in the session".
- Closed Caption:** A callout box pointing to the "Closed Caption" button (labeled "CC" with a dropdown arrow) in the toolbar. The text inside the box says: "Enable Closed Captions and Show Subtitle or View Full Transcript". A dropdown menu is open, showing the following options: "Show Subtitle" (highlighted in blue), "View Full Transcript", and "Subtitle Settings...".
- Q&A:** A callout box pointing to the "Q&A" icon (a speech bubble with a question mark) in the toolbar. The text inside the box says: "Use the Q&A feature to ask questions to (just) the host".

The toolbar also includes an "Audio Settings" button with an upward arrow, a "Leave Meeting" button in red text, and a "Closed Caption" button with the text "Closed Caption" below it.

Why the 2008 Playbook No Longer Applies

5

Confronting the “Light Speed” Recession



46M+ Estimated employment claims since March

28%

Share of newly unemployed with a bachelor's degree vs. 21% during 2008 recession

-3%

Predicted 2020 global economic contraction (vs. -0.1% during Great Recession)

73%

Average likelihood of a second wave of infection predicted by 18 disease modeling experts

A Categorically Different Downturn



Sudden-onset, external economic trigger



Simultaneous downturns in supply and demand



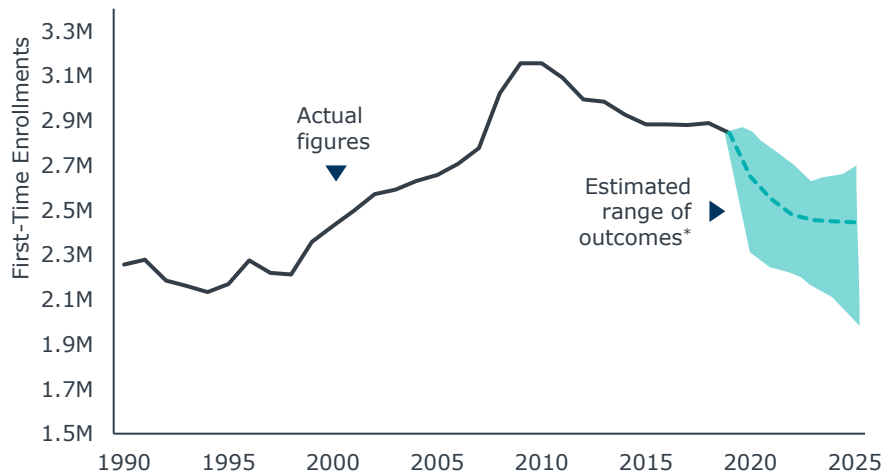
Unprecedented global supply chain disruption

The Demographic Cliff Is Already Here

6

Anticipating the Impact of Increased High School Dropouts and Delayed College Plans

Number of first-time enrollments at 2-year and 4-year institutions, 1990-2025¹



Estimated range of inputs informing outcome:

- High school dropouts: 1.2M-2M
- Students delaying matriculation due to financial stress, preference for in-person instruction: 5-40%
- Long-term decline in attendance due to decreased consumer confidence: 1-3x 2008 recession impact

*Range of possibilities is not a confidence interval.

Institutions at Most Risk

- Access-oriented institutions
- Small student populations
- Limited remote instruction capability

Institutions at Least Risk

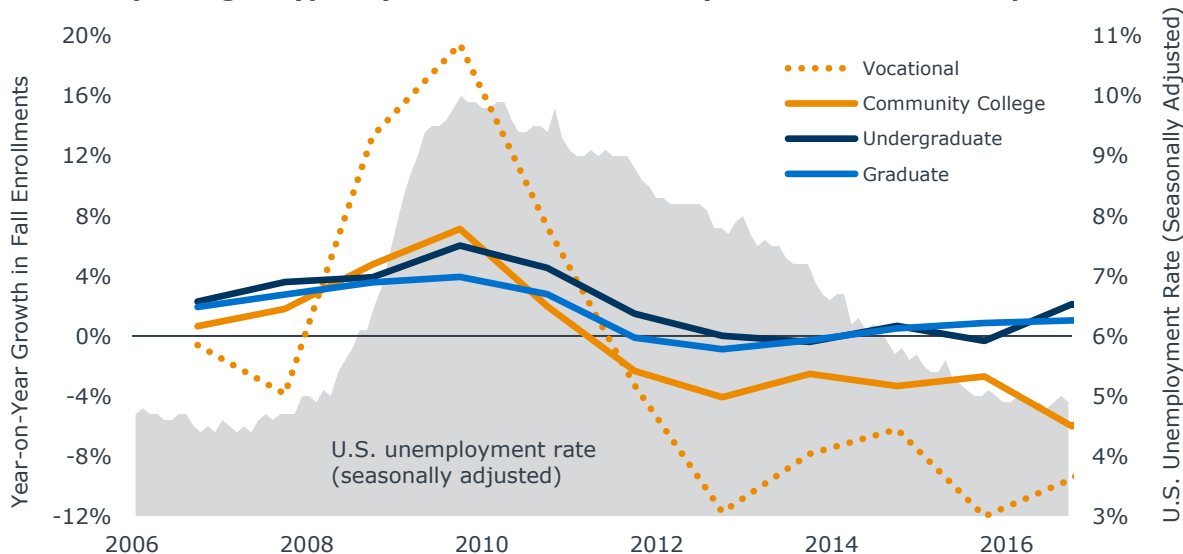
- Larger student populations
- Ability to admit “down the waitlist”
- Robust remote instruction capability

1) EAB projections included for years 2020 onward.

How Countercyclical Are Enrollments?

7

Community Colleges Typically Benefit from Countercyclical Enrollment Bump



Percentage point growth in enrollment during high unemployment:

Graduate

+2.3%

Undergraduate

+3.6%

Community College¹

+6.9%

Vocational²

+20.2%

1) Includes all public 2-year institutions.

2) Includes all less-than-2-year institutions and all private nonprofit and for-profit 2-year institutions.

Countercyclical Growth Not a Given

8

New Barriers to Undergrad Enrollment at 2-Years and 4-Years



Declining FAFSA Filing

First-time [FAFSA completions down 4%](#), likely due to lack of counseling, vs. steady increases 2008-10



High School Dropouts Expected

K-12 schools across the U.S. reporting low participation in remote coursework



Repeat of '09 Pell Boost Unlikely

Current federal strategy does not include 2009-like increases to maximum Pell grants, borrower limits



More BAs Among Unemployed

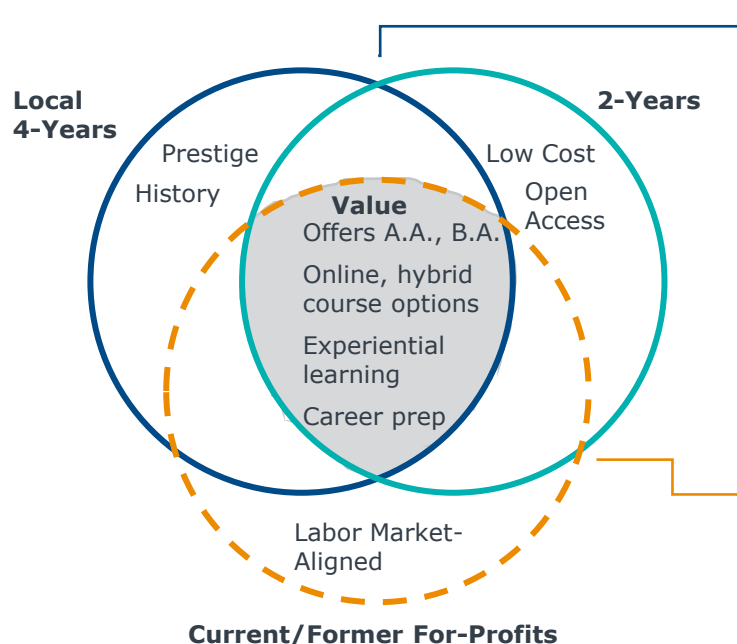
28% of workers who filed new unemployment claims hold a BA or higher, vs. 21% in 2008 recession

Not a Time to Rest on Our Laurels

Pre-COVID Market Convergence Only Expected to Accelerate

Heightened Competition Due To Messaging...

Marketing Messages of Higher Ed Competitors



...And Service Overlap

System-Wide Consolidations



4-Years Offering Associates



For-Profits Become Non-Profits

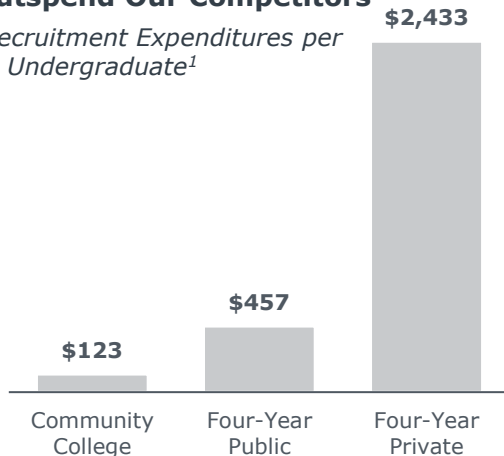


Gap in Marketing Investments Widening

To Compete for Enrollments, Colleges Must Identify and Engage Prospects

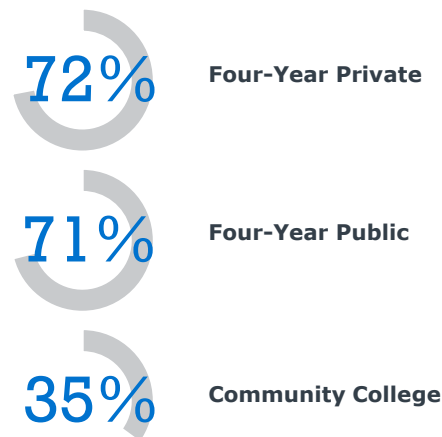
Can't Outspend Our Competitors

Median Recruitment Expenditures per Incoming Undergraduate¹



...and Investing in Tech Solutions

Percentage of Institutions with CRM²



“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)

1) N=221 colleges and universities

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

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Source: Noel-Levitz, "Cost of Recruiting an Undergraduate Student," 2013; Noel-Levitz, "2013 Marketing and Student Recruitment Practices Benchmark Report," 2013; SimpsonScarborough, "Higher Ed Marketing Comes of Age," 2014; EAB interviews and analysis.

Capitalize with These Opportunity Markets

11

Craft Compelling Messaging to Meet Specific Needs of Opportunity Groups



Displaced Workers

Actively market to show that you can meet the needs of those displaced by COVID



High School Students with COVID-Derailed Plans

Rebuild the access pipeline through proactive engagement for students who think college is out of reach



Four-Year-Intending Students

Create a new value narrative through targeting college-bound Gen Z students with signals of quality



Displaced Workers

COVID Student Opportunity Segment



1

Who Are These Prospective Students?

Economically Precarious Position

Expired Benefits

The Federal Pandemic Unemployment Compensation program expired at the end of July

Double-Digit Unemployment

11.1%

Higher than any period since WWII

Loss of health insurance

5.4 Million

Workers lost health insurance between February and May

Higher Ed Not a Clearly Desired Path

Worried About Losing Job

More than half of Americans are worried about losing their job as a result of the COVID-19 pandemic

Only Half See Clear Value

52%

Of adults without a postsecondary degree or credential [believe it would be worth the cost](#)

Federal Support not Materializing

Federal education and training support (e.g., Pell, WIOA Grants) not prioritized

A New Recruitment Strategy: Hypertargeting

Digital Ads Enable Segmentation by Demographics, Location, and Behavior



Demographics

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

Example:

- Advertise Licensed Practical Nursing (LPN) program to Certified Nursing Assistants (CNAs)



Location

Place ads in designated regions, neighborhoods, or individual buildings

Example:

- Promote welding program for 40-mile radius of closed plant in industrial district



Behavior

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

Example:

- Insert automotive technology certificate ads on Facebook newsfeeds of those who list local automotive conventions as an interest

Mobile Geofencing Ads

NCC Promotes Training to Job Seekers Located Near Sponsoring Employer

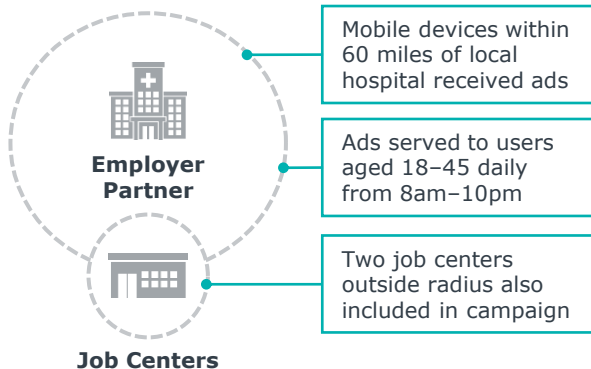
A New Way to Deliver Ads



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



High Return on a Low Investment

Outcomes from \$1,200 Ad Campaign

1,700

Click-throughs generated

31

Prospects at info session

15

Students enrolled in training

\$8,925

Tuition revenue earned



Not Easy to Request More Info

Online Inquiry Forms Often Too Long and Hard to Find

Common Design Flaws Frustrate Prospects



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

Redesigning Websites to Generate Inquiries

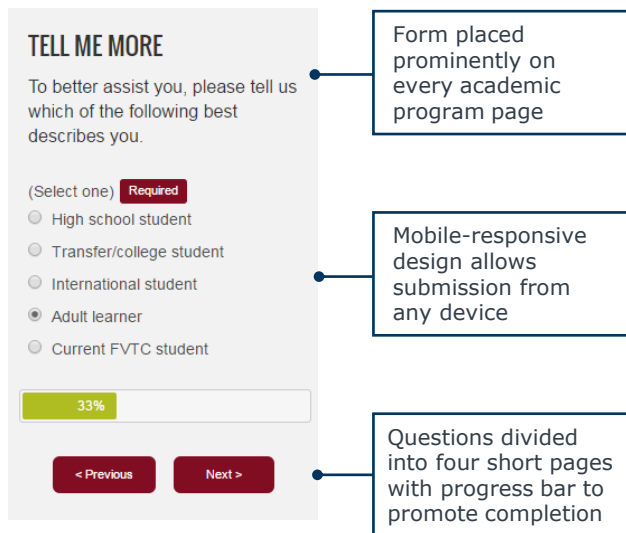
“In all fairness, our previous website was bad so that there was a lot of low-hanging fruit. We had a website where you had to hunt for someone’s contact information. There was no call to action. **The messaging wasn’t about generating business—it was about providing information.**”

*Barb Dreger,
Director of College Marketing
Fox Valley Technical College*

Prospect-Centered Inquiry Form

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

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

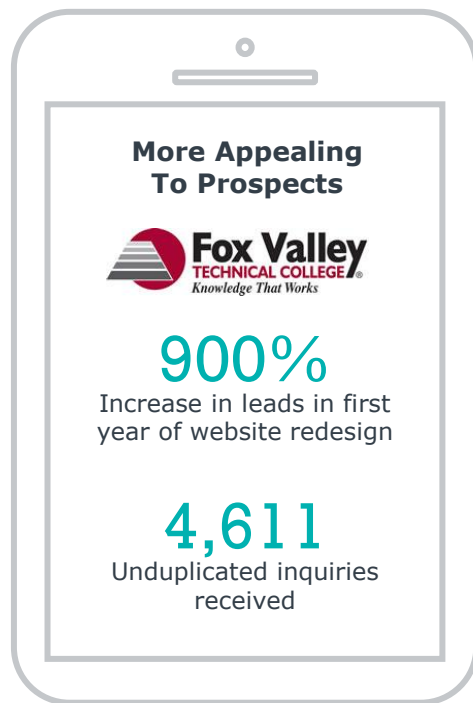
33%

< 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



Implementing the Practice at Home

More Resources on Inquiry Form Design Available in EAB Library

Optimizing How We Gather Information

Screenshot of Inquiry Form Builder Tool

Most Essential Information
The sample form below includes the essential questions that will serve as the entirety of a short inquiry form or as the first half of a long form (see below for secondary information that make up the latter half of a long form). This form is designed as a general inquiry form accessed from the CDE unit main website.

Request for Information Form: Example University
Please complete the questions below, and we will send more information to the e-mail address you provided.

1. Please enter your name.*

(First Name) (Last Name)

2. Please enter your e-mail address.*

(address@example.com)

3. Please indicate your military status if applicable:
☐ Active duty
☐ Veteran
☐ National Guard reserve
☐ Military family member
☐ DOD civilian

4. Please select the area of study you are most interested in pursuing. If you're having a difficult time selecting just one interest, please check the "undecided" box and a recruitment advisor will be in touch.*
☒ Allied Health ☐ Teacher Preparation ☐ Business
☐ Criminal Justice ☐ Undecided

If you know the name of the specific program to which you will apply, please select the program name from the drop down menu below in addition to checking one of the boxes above (e.g., check "Allied Health" above and select "PhD in Nursing Science" from the menu above):

*Required

5. What is your current state of residence?

*Required

Make Clear Required Fields
If required fields are clearly marked, the form appears more manageable. Prospects who want personalized outreach can still complete easy-to-find optional fields.

An Implicit Welcome Message
Adding about military status is a subtle way to show the community that the university works to accommodate military members and their families.

Discipline versus Program-Specific Data?
Broad disciplines allow for email customization without limiting prospects to commit to a specific credential. Consider collecting part 2 of questions 4 over the phone or in a subsequent form.

Implementation Note
Gathering information about home state helps staff prepare to meet state authorization requirements.

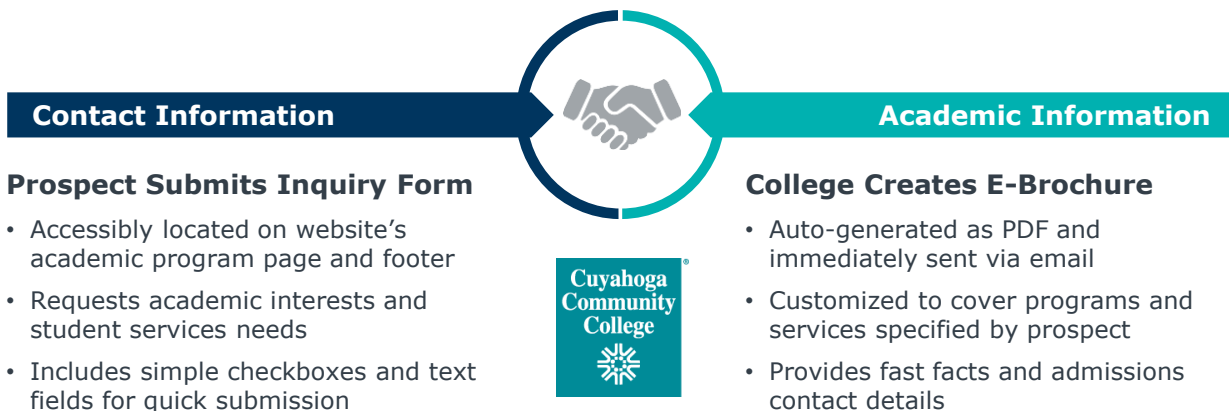
Included in PAE Forum's [Lead and Inquiry Management Software Toolkit](#)

Design Principles of Inquiry Forms

- 1 Indicate Required Fields:**
Form appears more manageable and differentiates prospect interest
- 2 Ask for Broad Program Interest:**
College receives useful follow-up information without forcing prospects to commit to a specific credential
- 3 Build Drop-Down Menus:**
Careful design choices help save space and encourage form completion
- 4 Meet Current Needs:** Content that discusses job-ready programs will drive form completion and provide clear follow-up opportunities

Customized Electronic Brochure

Tri-C Offers Personalized Content in Exchange for Inquiry Submission



Calculating a Strong ROI

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

Amount paid
to vendor

Brochures requested
in first year¹

Estimated
cost per lead²

1) As of mid-November

2) Based on prorated estimate of 1,650 brochures requested



High School Students with COVID-Derailed Plans

COVID Student Opportunity Segment



2

Who Are These Prospective Students?

COVID Making College Seem Unattainable

Financial Disaster for Most Vulnerable

40%

Of low-income households [have experienced a job loss](#) since the onset of the pandemic

Learning Loss

3-4

Expected months of learning lost with average remote instruction

7-11

Months of loss with below average instruction

Lost College Counseling

Loss of in-person college counseling leaves many without assistance navigating applications and financial aid

Data Shows They're not Going

Decline in Deposits

10+%

[Substantial drop in deposits](#) among Pell-eligible and all income brackets up to a \$40K Expected Family Contribution, some higher than 10%

Decline in FAFSA Submissions

4%

Overall decline in first-time filings, [alarming outsized increase in minority non-filers](#)

Uncovering Barriers to Enrollment

Applicants Hesitate to Seek Help with Removable Hurdles



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 face-to-face meetings



Basic needs resources in jeopardy because of pandemic

Non-Registrant Phone Survey

Glendale Addresses Barriers to Enrollment Before Classes Start



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



621

Applicants contacted



121

Applicants enrolled

\$111K

Estimated tuition revenue generated¹

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



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

Survey Components

Sample Survey Questions

- 1 Would you like a step-by-step walk through of the FAFSA and all the funding opportunities we provide at XCC?
- 2 Would you like to explore career opportunities available through our programs?
 - a) Do you know what you would like to study? Do you want to hear about all of the opportunities we have in ____ career?
- 3 Would you like to talk to an academic advisor about picking out your classes and making sure they fit your schedule?
- 4 Would you like to talk to a student to understand what ____ (e.g., paying for college, using tutoring services) is like as a student?

Sample Resources

- Sign up for group FAFSA completion event
- Provide FAFSA completion checklist with required document list, schedule one-on-one advising appointment
- Sign up for virtual construction trades career event
- Register for virtual student services event

Crowdsourced Prospect Engagement Campaign

Use Student and Alumni Stories to Guide Prospect Engagement



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

Update Campaigns with COVID-Relevant Information and Testimonials

Options for Portraying Your Value Proposition

- Highlight graduates who are making a difference in the pandemic (e.g., nurses, contact tracers)
- Include quotes of students who still attained their degree amidst the pandemic
- Showcase students who attended despite financial hardship
- Promote examples of faculty supporting students in remote learning

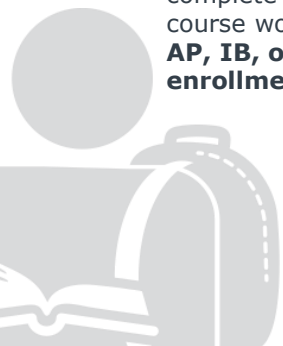
Dual Enrollment Protocol Perpetuates Status Quo

Perceived Equalizer Furthers Divide Between College-Going and Not

**While Advanced Coursework Benefits
Extend Beyond High School...**

8 in 11

First-year students felt confident in their ability to complete that term's course work **due to prior AP, IB, or dual enrollment coursework**



...Too Often Dual Enrollment Is Limited

Dual Enrollment Screening Criteria

- High GPA
- "College Readiness"
- Academically Rigorous Schedule
- Teacher Recommendation
- Minimum Attendance



...Furthering a Culture of "College for Some"

Profile of a Typical Dual Enrollment Student

- White
- Female
- Middle/Upper Class
- Academically Top Quartile
- Few Absences

Expand Access Through Default Dual Enrollment

Teach College-Level Communication to All High Schoolers

Available Dual Enrollment Courses



Interpersonal
Communication
(3 Credits)

Intercultural
Communication
(3 Credits)

Criteria for Dual Enrollment Programming

Relevant for Future: Dual enrollment teaches skills needed regardless of student destination.

Relevant for All Students: Students find learning goals applicable to daily life.

Appropriate for All: Courses have no high school equivalent, so courses are a new experience for all students.

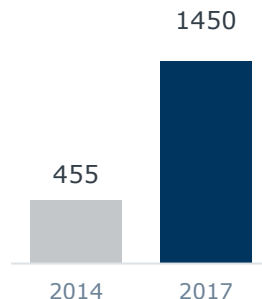
Faculty Adoption Tip



Use a small core group of adjuncts who cascade work to high school instructors. Hybrid nature of course means that adjuncts are only on campus 3 times per semester.

Dual Enrollment Spikes After First HS Adopts Courses

Dual Enrollment Students at Merritt College



38%

Student persistence rate after taking dual enrollment course

Profiled Institution:

Merritt College
Oakland, CA



Feeder high schools: average **82%** socioeconomically disadvantaged students¹

Median Household Income: **\$43K**

Source: Merritt College Concurrent and Dual Enrollment Trends, Merritt College; Leadership Public Schools; California School Dashboard, California Board of Education; EAB interviews and analysis.

¹ Students where both parents have not received a high school diploma, or students eligible for free or reduced lunch, or students who are migrant, homeless, or foster care.
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Four-Year-Intending Students

COVID Student Opportunity Segment



3

Who Are These Prospective Students?

A New Community College Market in the Higher Ed Convergence



Facing High Price for a Different Product

California State University system online for its 23 campuses, but no decrease in tuition



Looking Local

"Anything that required a flight was suddenly off my list"

—Lizzie Quinlivan,
High School Senior



Precarious Financial Position

A [study](#) by Art & Science, a Higher Ed consulting firm, found in April that 52 percent of prospective four-year students had at least one parent who lost a job during the pandemic.



Delaying Matriculation

Estimates for students delaying matriculation [range from 5-40%](#) due to financial stress, preference for in-person instruction

Source: Binkley, Collin. "Amid Virus, US Students Look to Colleges Closer to Home." ABC News. ABC News Network, June 6, 2020. <https://abcnews.go.com/US/wireStory/amid-virus-us-students-colleges-closer-home-71107084>; Burke, Lilah. "Rebates and Reversals." Inside Higher Ed, July 24, 2020. <https://www.insidehighered.com/news/2020/07/24/some-colleges-discount-tuition-prices-online-fall>, EAB interviews and analysis.

Seeking a Peer's Perspective



Current Students Best Suited to Field Inquiries on College Experience

What Do Students Know Best?



Classroom Experience

Prospective students want to hear about challenging courses and interesting instructors

Co-Curricular Activities

Prospective students will be curious how college activities continue amidst the pandemic



Student Support

Four-year intending students will ask how support services like tutoring and advising compare to four-year counterparts

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)

Student Social Media Ambassadors

Southwest Tech Students Offer Authentic Voice and Personal Touch

Ambassadors Provide Trusted Answers



- 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 the first semester, 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>



CC's Value Proposition Enhanced by Transfer

Capitalize on Student Goals

Articulation Agreements Offer Successful Transfer

Community Colleges Guarantee and Assist with Transfer



Northern Virginia Community College AA and AS graduates are **guaranteed transfer to more than 40 colleges and universities, including University of Virginia**

New articulation agreement between University of California and California Community Colleges **guarantees transfer to all eligible students** as of 2019

The University of Toledo [sends transfer specialists](#) to Owens Community College where they ensure advisees' classes will apply to their intended degree at The University of Toledo.

80%

Of students attend community college with the [intention of transferring to a four-year university](#)



Market Opportunities and Differentiators



Make the Most of This Year

"Thinking of a gap year? Take it here."

--Northeastern Community College



New Opportunities

"Stay Local, Go Far"

--Southeastern Community College

Highlight articulation agreements and successful transfer students

Showcase students who have gone on to unique schools, exciting programs, or study abroad

Make online experience clearly visible on the homepage

Advertise uniqueness of the student body, the students' many diverse backgrounds



Online Education Done Right

"Twelve years of online experience, #1 in the state for online courses"

--Midwestern Community College



Be Part of a Diverse Class

"EAB Community College is for everyone!"

Capitalize with These Opportunity Markets



In Need of a New Recruitment Strategy



Displaced Workers

Proactively seek out this market and **show how your institution meets their needs**



High School Students with COVID-Derailed Plans

Fill the college knowledge and access gap by **actively solving enrollment issues**



Four-Year-Intending Students

Market as alternative to four-years and the gap year to **Break the "university or nothing" mindset**

EAB Is Here to Help

35



Marketing and Enrollment Resources

- Virtual Enrollment Self-Audit
- [Prospect Communications Roadmap](#)
- [Strategic Enrollment Management Plan Roadmap](#)



Upcoming Resources

- Onboarding and First-Year Experience Roadmap
- Prospective Student Marketing Strategy Review
- Virtual Onboarding Working Groups

Four-Year Intending Persona Example

Name: Madison



Madison is part of the first wave of Gen Z students, born between 1997 and 2014, moving through the enrollment funnel. She is a digital native and her information gathering, communication preferences, and influencers reflect this.

Determine the what: personal and professional goals

Madison is preparing for a successful career as an environmental engineer and is hoping to graduate with little debt.

Determine the why: personal motivations

Madison is driven by the possibility of someday working at a climate change non-profit.

Key influencers: who drives college selection decision

Parents play a significant role in guiding her

decisions. Madison's digitalized way of life makes her

highly aware of and interested in her peers' road to

College.

Preferred Communication Channels

☒ Email

☒ Social media

☐ Phone conversation

☒ Text messages

☒ Letters

Demographics

Age: 18

Gender: F

Race: White

Background

Location: Dallas, TX

Family income: \$70k

High School: West Dallas High

Academic Profile

GPA: 3.4

SAT: 1,150

Barriers to achieving goals

- Concerned that SAT scores aren't high enough to gain admission into top engineering programs
- Perceives community colleges as low-quality and lacks of awareness of transfer opportunities
- Feels like the institution doesn't genuinely know her

Messages that help overcome barriers

- High quality of college engineering program and experiential opportunities
- ROI of transfer degrees
- Personalized communications from admissions staff

Student Voice

- "Will this help improve my chances of getting into UT?"
- "I'm afraid of being lost in the crowd. I really want to stand out."

Contact your Strategic Leader for help navigating resources and connecting with EAB research experts



Kibibi Bonner
kbonner@eab.com
(202) 568-7842



Carter Carney
ccarney@eab.com
(202) 266-5908

Final Thoughts

Please take a moment to answer this final poll question to provide your overall experience on today's session.

We have also shared a link to a short online evaluation in the **Chat** and we would appreciate if you could take 2-3 minutes to give us additional feedback on your experience today.



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