

RNL Regional Workshop

Graduate and Online Enrollment

WELCOME
to St. Louis



Housekeeping items

Introductions

- Name
- Title
- Institution

Agenda Review

Round Table Lunch Topics

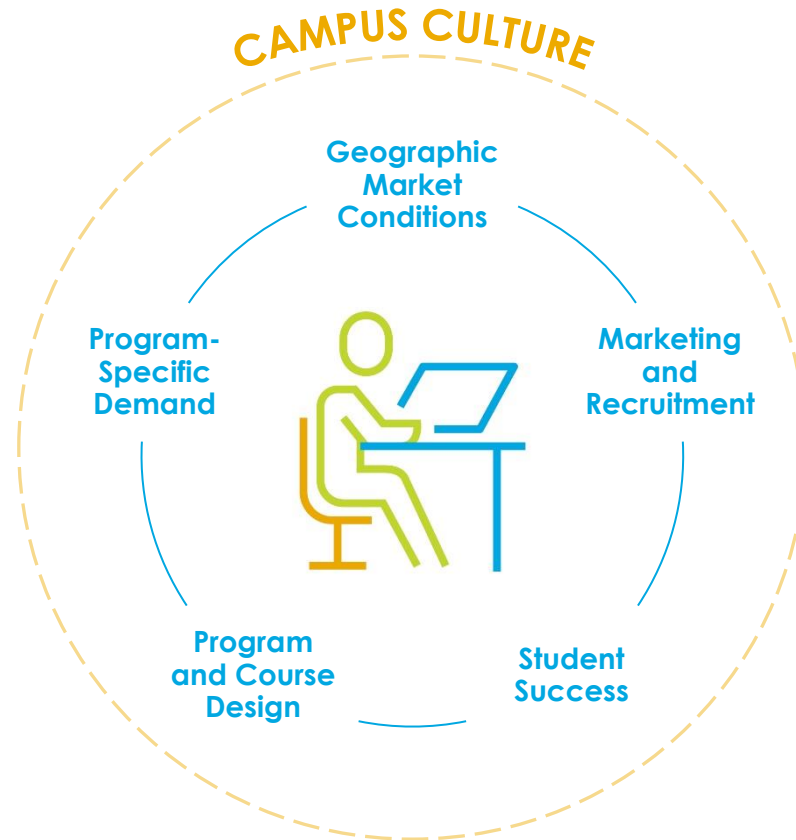
- Student Success and Retention
- Modern Lead Generation
- OPM 101

Wi-Fi Network Info on Tables

Goals for today

- 1 Connect with other university leaders
- 2 We want you to leave today armed with additional context and research focused on:
 - Growth factors
 - Regional geographic and program specific data
 - Behaviors and expectations in the non-traditional student market
 - Key characteristics of a high-quality marketing and recruitment plan
 - Patterns of success we have observed in this market
- 3 We want you to leave today energized with at least one actionable idea you take back to campus

Factors Influencing Enrollment



1

Regional Data and Market Conditions





**What do you think are
the top online
undergraduate
programs?**

25 Largest Online Bachelor's*

| PROGRAM | ALL FORMATS | | | ONLINE AVAILABLE | | | OCCUPATIONS | |
|---|--------------------|-----------------|-----------------|----------------------|-----------------|-----------------|------------------------------------|----------------------------------|
| | TOTAL DEGREES 2020 | 5-YEAR GROWTH # | 5-YEAR GROWTH % | TOTAL ONLINE DEGREES | 5-YEAR GROWTH # | 5-YEAR GROWTH % | ESTIMATED ANNUAL MASTER'S OPENINGS | PROJECTED % GROWTH (2020 – 2030) |
| Registered Nursing | 2,392 | (292) | (11%) | 1,878 | (143) | (7%) | 2,200 | 2% |
| Business/Commerce, General | 1,914 | 210 | 12% | 1,851 | 1,213 | 190% | 6,250 | 3% |
| Business Administration and Management | 1,644 | (934) | (36%) | 1,177 | 21 | 2% | 16,114 | 2% |
| Psychology, General | 1,947 | (848) | (30%) | 856 | 524 | 158% | 877 | 8% |
| General Studies | 813 | (86) | (10%) | 683 | (73) | (10%) | 21,738 | 0% |
| Criminal Justice/Law Enforcement Administration | 549 | (269) | (33%) | 499 | 119 | 31% | 1,086 | (3%) |
| Health Services/Allied Health/Health Sciences | 675 | 82 | 14% | 478 | 6 | 1% | 414 | 6% |
| Accounting | 1,767 | (110) | (6%) | 454 | 153 | 51% | 3,675 | 0% |
| Health Care Administration/Management | 527 | 35 | 7% | 343 | 37 | 12% | 2,379 | 2% |
| Liberal Arts and Sciences/Liberal Studies | 435 | (190) | (30%) | 335 | 82 | 32% | 19,363 | (0%) |
| Registered Nursing, Administration, Research and... | 714 | 280 | 65% | 304 | (130) | (30%) | 2,030 | 3% |
| Criminal Justice/Safety Studies | 608 | (5) | (1%) | 300 | 135 | 82% | 1,023 | (3%) |
| Speech Communication and Rhetoric | 611 | (56) | (8%) | 297 | 297 | Insf. Data | 607 | 2% |
| Human Services, General | 219 | (53) | (19%) | 191 | (59) | (24%) | 2,977 | 4% |
| Criminology | 188 | (94) | (33%) | 188 | 188 | Insf. Data | 279 | (2%) |
| Human Resources Management/Personnel Admin. | 290 | (94) | (24%) | 180 | (104) | (37%) | 1,356 | 2% |
| Multi-/Interdisciplinary Studies, Other | 216 | (141) | (39%) | 180 | (17) | (9%) | 18,008 | (0%) |
| Liberal Arts and Sciences, General Studies | 170 | (72) | (30%) | 170 | (69) | (29%) | 21,091 | 0% |
| Marketing/Marketing Management, General | 983 | 126 | 15% | 160 | 64 | 67% | 780 | 8% |
| Trade and Industrial Teacher Education | 145 | (195) | (57%) | 144 | 144 | Insf. Data | 65 | 0% |
| Industrial Technology/Technician | 180 | (92) | (34%) | 141 | 64 | 83% | 84 | 4% |
| Communication, General | 492 | (139) | (22%) | 136 | 134 | 6700% | 499 | 2% |
| English Language and Literature, General | 714 | (253) | (26%) | 126 | 79 | 168% | 2,526 | 1% |
| Computer Science | 973 | 257 | 36% | 115 | 8 | 7% | 2,929 | 3% |
| Finance, General | 1,097 | 172 | 19% | 114 | 25 | 28% | 1,366 | 3% |

*Data are drawn from a 150-radius around St. Louis.

BSN is largest online degree, but is contracting. May be reaching saturation.



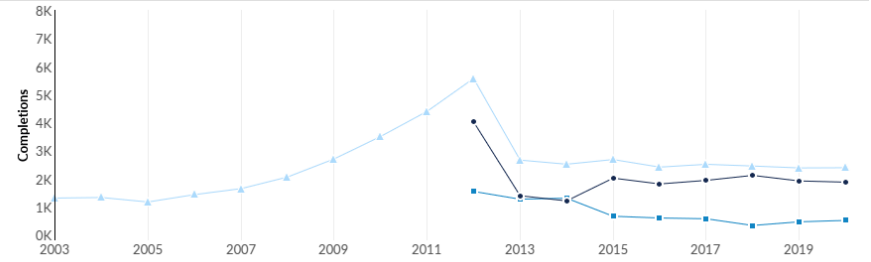
| | Completions (2020) | % Completions | Institutions (2020) | % Institutions |
|-------------------------------|--------------------|---------------|---------------------|----------------|
| All Programs | 2,392 | 100% | 27 | 100% |
| Distance Offered Programs | 1,878 | 79% | 19 | 70% |
| Non-Distance Offered Programs | 514 | 21% | 8 | 30% |

10 Largest Programs

| | Bachelor's Degree Completions (2020) | Growth % YOY (2020) | Market Share (2020) | IPEDS Tuition & Fees (2020) | Completions Trend (2016-2020) |
|--|--------------------------------------|---------------------|---------------------|-----------------------------|-------------------------------|
| Southern Illinois University-Edwardsville | 485 | 3.9% | 20.3% | \$11,495 | |
| University of Missouri-Columbia | 215 | 5.4% | 9.0% | \$10,723 | |
| University of Missouri-St Louis | 197 | 1.5% | 8.2% | \$11,328 | |
| Saint Louis University | 192 | 0.0% | 8.0% | \$47,124 | |
| Illinois State University | 183 | 1.7% | 7.7% | \$13,115 | |
| Maryville University of Saint Louis | 180 | 13.9% | 7.5% | \$27,166 | |
| Chamberlain University-Missouri | 154 | -4.9% | 6.4% | \$19,820 | |
| University of Southern Indiana | 97 | -3.0% | 4.1% | \$9,286 | |
| Southeast Missouri State University | 96 | -7.7% | 4.0% | \$8,033 | |
| Blessing Rieman College of Nursing and Health Sciences | 91 | 7.1% | 3.8% | \$27,300 | |



Degree Production Trends - 2003-2020



| | 2012 Completions | 2020 Completions | % Change |
|-------------------------------|------------------|------------------|----------|
| Distance Offered Programs | 4,026 | 1,878 | -53.4% |
| Non-Distance Offered Programs | 1,547 | 514 | -66.8% |
| All Programs | 5,573 | 2,392 | -57.1% |

Related Occupations

| | | | |
|---|--|---|---------------------------|
| 39,020 Jobs (2022)* 20% above National average* | +1.9% % Change (2022-2027)* Nation: +5.2%* | \$33.47/hr \$69.6K/yr Median Earnings Nation: \$38.62/hr; \$80.3K/yr | 2,391 Annual Openings* |
|---|--|---|---------------------------|

Prospective Online Student Demographics

GENDER

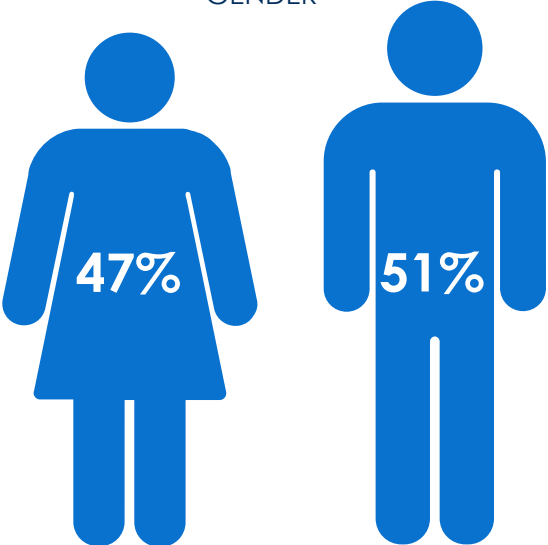
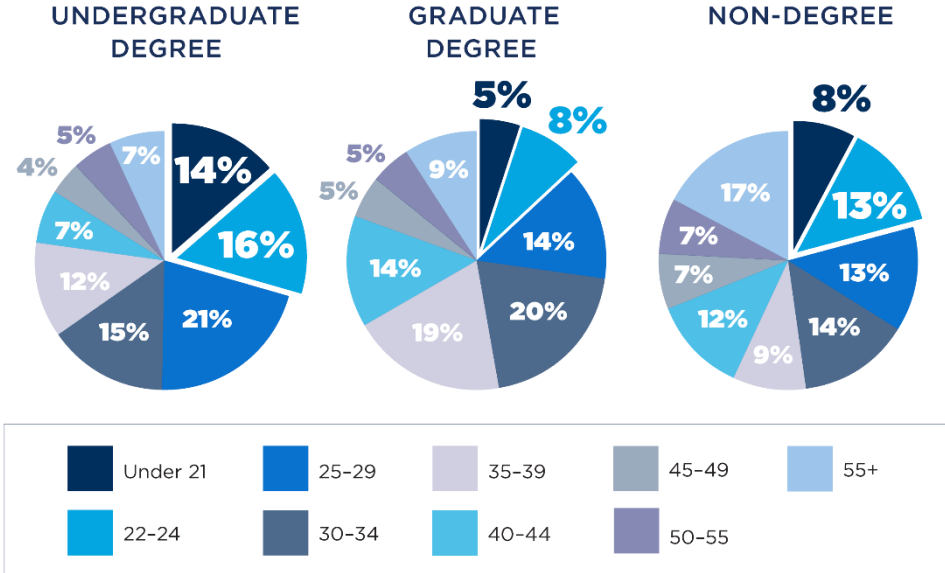


TABLE 28: AGE OF RESPONDENTS





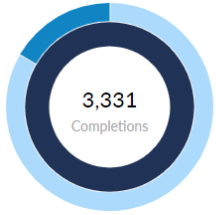
**What do you think are
the top graduate
programs?**

25 Largest Master's*

| PROGRAM | ALL FORMATS | | | ONLINE AVAILABLE | | | OCCUPATIONS | |
|--|--------------------|-----------------|-----------------|----------------------|-----------------|-----------------|------------------------------------|----------------------------------|
| | TOTAL DEGREES 2020 | 5-YEAR GROWTH # | 5-YEAR GROWTH % | TOTAL ONLINE DEGREES | 5-YEAR GROWTH # | 5-YEAR GROWTH % | ESTIMATED ANNUAL MASTER'S OPENINGS | PROJECTED % GROWTH (2020 – 2030) |
| Business Administration and Management | 3,331 | (185) | (5%) | 2,775 | 95 | 4% | 9,155 | 2% |
| Social Work | 789 | 100 | 15% | 183 | 183 | Insf. Data | 529 | 3% |
| Computer Science | 682 | 120 | 21% | 519 | 105 | 25% | 1,664 | 3% |
| Business/Commerce, General | 638 | (137) | (18%) | 577 | 22 | 4% | 3,551 | 3% |
| Accounting | 596 | (303) | (34%) | 302 | 301 | 30100% | 2,088 | 0% |
| Educational Leadership and Administration | 546 | (41) | (7%) | 239 | 155 | 185% | 144 | 1% |
| Management Sciences/Quantitative Methods, | 493 | 493 | Insf. Data | 493 | 493 | Insf. Data | 403 | 5% |
| Family Practice Nurse/Nursing | 470 | 166 | 55% | 406 | 125 | 44% | 147 | 18% |
| Curriculum and Instruction | 436 | (81) | (16%) | 403 | 2 | 0% | 91 | 3% |
| Information Science/Studies | 378 | 331 | 704% | 358 | 311 | 662% | 842 | 8% |
| Counselor Education/School Counseling | 374 | (35) | (9%) | 228 | (7) | (3%) | 224 | 3% |
| Health/Health Care Administration/Management | 369 | 6 | 2% | 177 | 159 | 883% | 1,352 | 2% |
| Human Resources Management and Services | 339 | (373) | (52%) | 339 | (345) | (50%) | 367 | 2% |
| Education, General | 334 | (83) | (20%) | 221 | 78 | 55% | 2,257 | 2% |
| Advanced Legal Research/Studies, General | 308 | 247 | 405% | 229 | 229 | Insf. Data | 162 | 2% |
| Electrical and Electronics Engineering | 299 | (70) | (19%) | 206 | 39 | 23% | 145 | 2% |
| Cyber/Electronic Operations and Warfare | 290 | 287 | 9567% | 290 | 290 | Insf. Data | 492 | (1%) |
| Counseling Psychology | 267 | (195) | (42%) | 0 | 0 | 0% | 80 | 6% |
| Finance, General | 265 | 47 | 22% | 79 | 27 | 52% | 776 | 3% |
| Registered Nursing/Registered Nurse | 256 | (154) | (38%) | 236 | 84 | 55% | 1,250 | 2% |
| Public Administration | 222 | (41) | (16%) | 176 | 49 | 39% | 1,813 | 3% |
| Civil Engineering, General | 218 | (103) | (32%) | 182 | (38) | (17%) | 188 | 2% |
| Engineering/Industrial Management | 217 | (68) | (24%) | 116 | (20) | (15%) | 572 | 4% |
| Financial Mathematics | 191 | 166 | 664% | 0 | 0 | 0% | 251 | 3% |
| Superintendency/Educational System Admin. | 190 | 129 | 211% | 129 | 129 | Insf. Data | 173 | 1% |

*Data are drawn from a 150-radius around St. Louis.

MBA is the largest degree producer with online programs continuing to grow

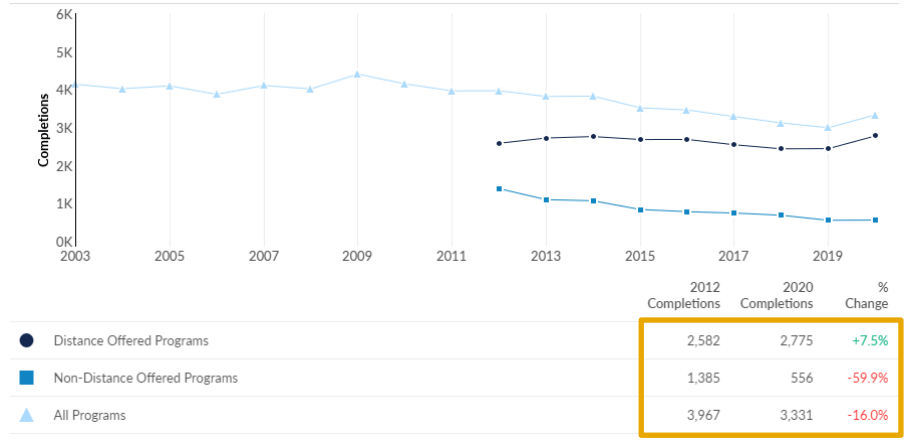


| | Completions (2020) | % Completions | Institutions (2020) | % Institutions |
|-------------------------------|--------------------|---------------|---------------------|----------------|
| All Programs | 3,331 | 100% | 24 | 100% |
| Distance Offered Programs | 2,775 | 83% | 19 | 79% |
| Non-Distance Offered Programs | 556 | 17% | 5 | 21% |

Completions by Institution

| 10 Largest Programs | Master's Degree Completions (2020) | Growth % YOY (2020) | Market Share (2020) | IPEDS Tuition & Fees (2020) | Completions Trend (2016-2020) |
|---|------------------------------------|---------------------|---------------------|-----------------------------|-------------------------------|
| Webster University | 1,138 | -7.8% | 34.2% | \$13,500 | |
| University of Illinois Urbana-Champaign | 695 | 71.6% | 20.9% | \$17,912 | |
| University of Southern Indiana | 405 | 54.6% | 12.2% | \$10,816 | |
| Washington University in St Louis | 336 | -13.4% | 10.1% | \$56,562 | |
| Illinois State University | 104 | 197.1% | 3.1% | \$9,457 | |
| Southern Illinois University-Edwardsville | 80 | 48.1% | 2.4% | \$9,300 | |
| McKendree University | 61 | -19.7% | 1.8% | \$9,324 | |
| Missouri Baptist University | 56 | 27.3% | 1.7% | \$10,256 | |
| Saint Louis University | 55 | -24.7% | 1.7% | \$22,074 | |
| William Woods University | 46 | -17.9% | 1.4% | \$6,750 | |

Degree Production Trends - 2003-2020



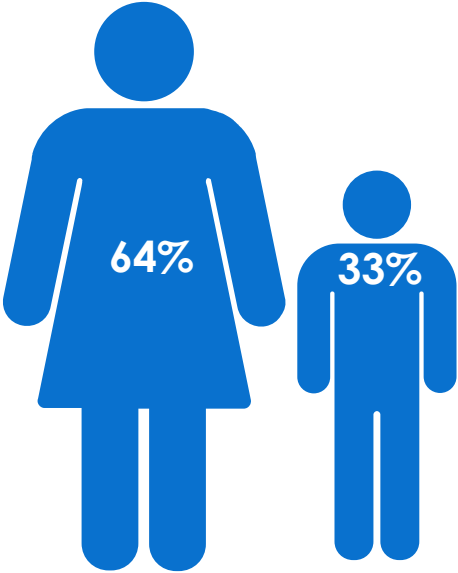
Related Occupations

| | | | |
|--|---|--|--------------------------------------|
| <p>49,635</p> <p>Jobs (2022)*</p> <p>12% below National average*</p> | <p>+2.6%</p> <p>% Change (2022-2027)*</p> <p>Nation: +5.0%*</p> | <p>\$29.09/hr</p> <p>\$60.5K/yr</p> <p>Median Earnings</p> <p>Nation: \$32.41/hr; \$67.4K/yr</p> | <p>4,684</p> <p>Annual Openings*</p> |
|--|---|--|--------------------------------------|

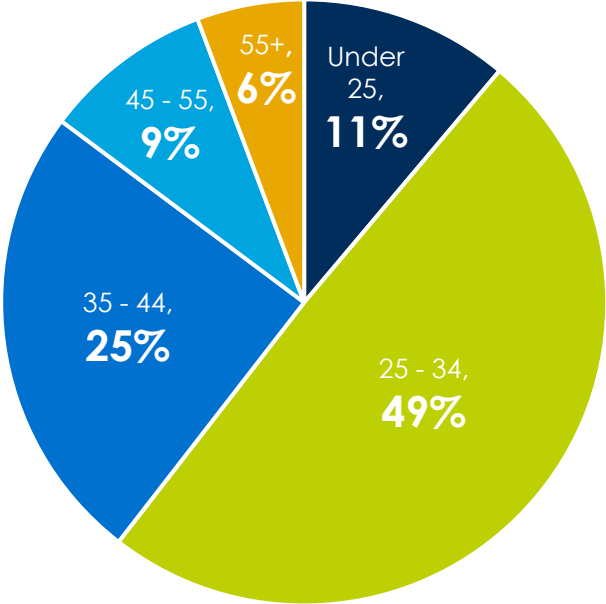


Prospective Graduate Student Demographics

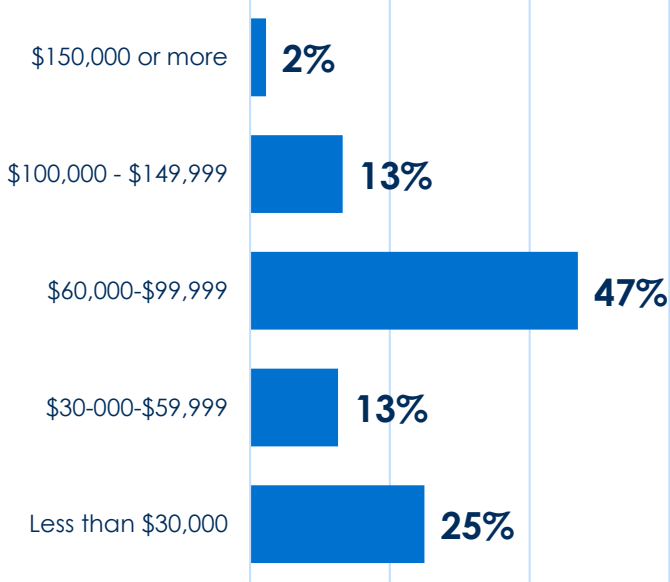
GENDER



AGE



HOUSEHOLD INCOME



Landscape, Road Map, and Mirror



LANDSCAPE

Do you know how easy or difficult the terrain will be to travel? Is there a demographic cliff coming? Is there a wave of new interest in an academic area that you were not considering?



ROAD MAP

Do you know how to navigate the landscape or terrain? Is there a path forward that makes sense to your program, your school, or your university?



MIRROR

When you look at your institution, what do you know about it? Do you know if your programs are aligned to the path you want to take? Do you need something else at your institution to be able to take advantage of this strategic path?

Assessing program choices

A fine balance between market demand and institutional strength

INTERNAL

Will



Capacity



Expertise



EXTERNAL

Market Demands
and Trends





QUESTION TO CONSIDER

To what extent do you factor in geographic and modality demand when prioritizing your existing program offerings as well as investments for new programs?

Key takeaways

- Growth potential exists in STATES and PROGRAMS.
- Other observations from Scott.
- What are your key takeaways for this session?



RNL Regional Workshop

Graduate and Online Enrollment



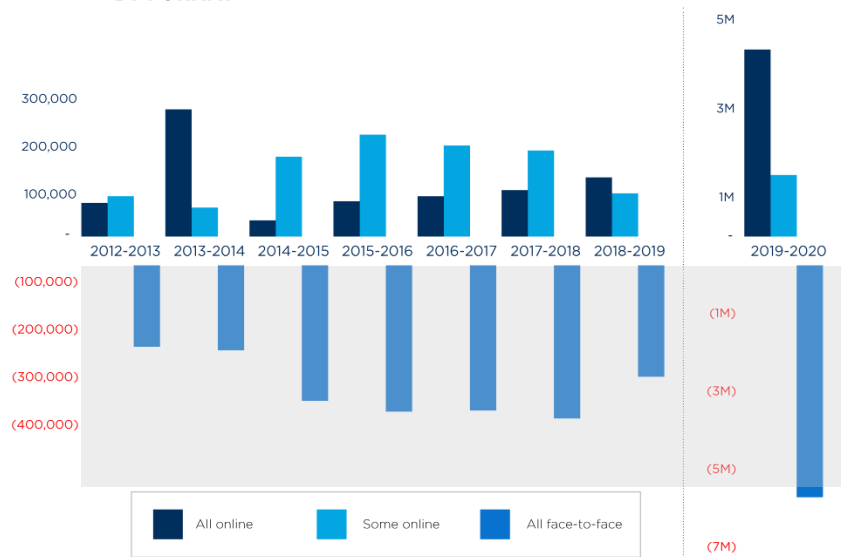
2

Leveraging Research to Drive Enrollment



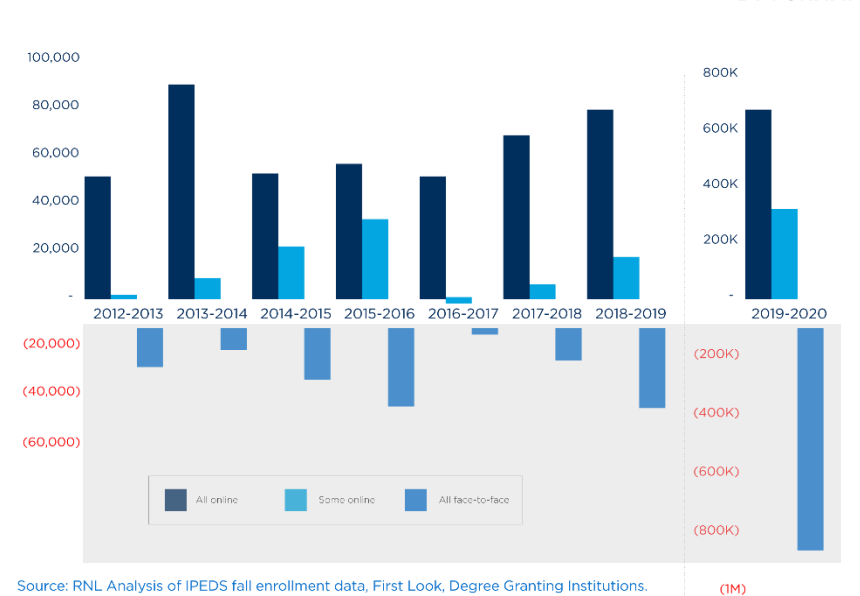
Online education has become “mission critical” for most institutions seeking to grow

TABLE 2: UNDERGRADUATE YEAR-OVER-YEAR FALL ENROLLMENT CHANGE BY FORMAT



Source: RNL Analysis of IPEDS fall enrollment data, First Look, Degree Granting Institutions. Retrieved April 2022.

TABLE 5: GRADUATE - YEAR-OVER-YEAR FALL ENROLLMENT CHANGE BY FORMAT

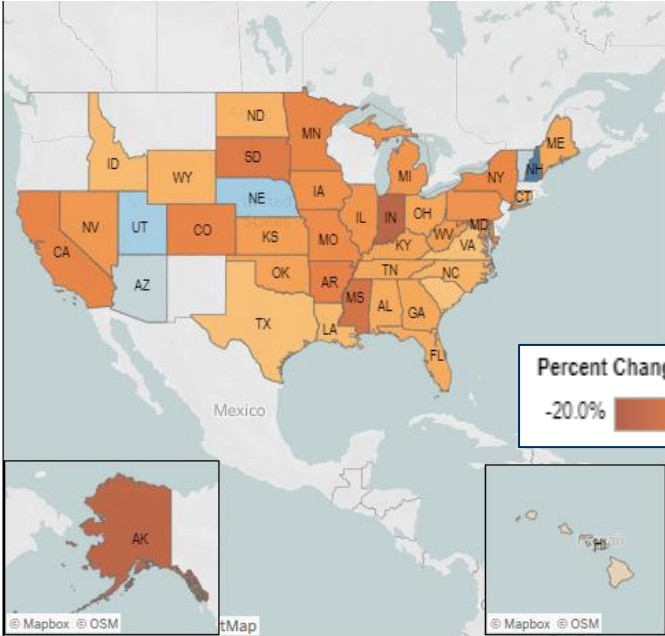


Source: RNL Analysis of IPEDS fall enrollment data, First Look, Degree Granting Institutions. Retrieved April 2022.

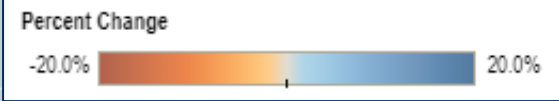
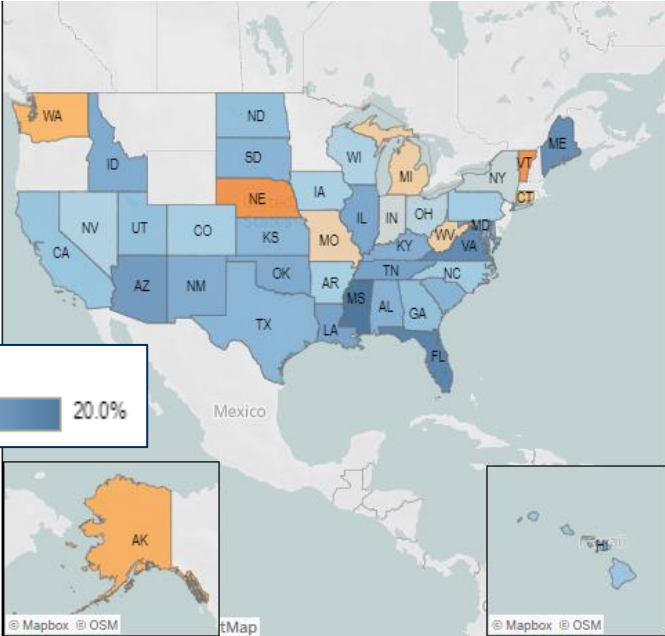
2019-2021 enrollment change portrays a challenging situation for UG-centric institutions

Enrollment Change by State Fall 2019-Fall 2021

Undergraduate



Graduate



Adult students bring with them high expectations for institutions



Need for speed



Rise in consumer mentalities



"Me"centric view of the world



Meaningful connections

NETFLIX



amazon



What impact (if any) has increasing student expectations had on internal operations, staffing, communication flows, etc.?

Adult students demand timely response to inquiries

What proportion of online students expect response in 3 hours?

Those 45+ years of age are more willing to wait...

| TABLE 31: EXPECTED RESPONSE TIMES AFTER FIRST INQUIRY | UNDER-GRADUATE DEGREE | GRADUATE DEGREE | NON-DEGREE |
|---|-----------------------|-----------------|------------|
| Personalized email | | | |
| Immediately | 27% | 19% | 17% |
| Within 3 hours | 21% | 20% | 20% |
| Within a day | 29% | 26% | 33% |
| More than 1 day | 23% | 36% | 30% |
| Text message | | | |
| Immediately | 27% | 24% | 20% |
| Within 3 hours | 25% | 27% | 35% |
| Within a day | 25% | 23% | 25% |
| More than 1 day | 23% | 27% | 21% |
| Phone call | | | |
| Immediately | 29% | 24% | 25% |
| Within 3 hours | 19% | 20% | 20% |
| Within a day | 26% | 26% | 28% |
| More than 1 day | 26% | 31% | 27% |

+45: **41%**

+45: **36%**

+45: **48%**

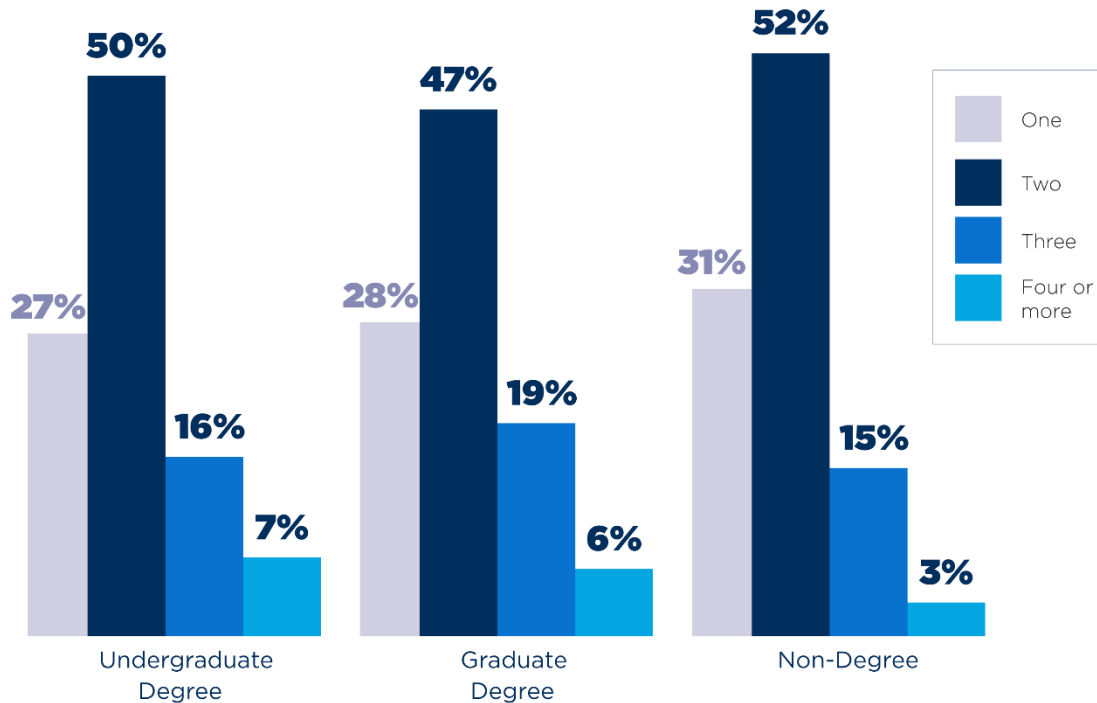
Adult students expect timely admissions decisions

What proportion of online students expect an admissions decision within a week?

| TABLE 38: EXPECTED TIME TO RECEIVE NOTIFICATION OF ADMISSION | UNDER-GRADUATE DEGREE | GRADUATE DEGREE | NON-DEGREE |
|--|-----------------------|-----------------|------------|
| Within 24 hours | 11% | 15% | 8% |
| 1-3 days | 34% | 29% | 32% |
| 4-7 days | 30% | 27% | 31% |
| 7-14 days | 18% | 19% | 20% |
| 14-21 days | 5% | 7% | 6% |
| Longer than 21 days | 2% | 3% | 3% |

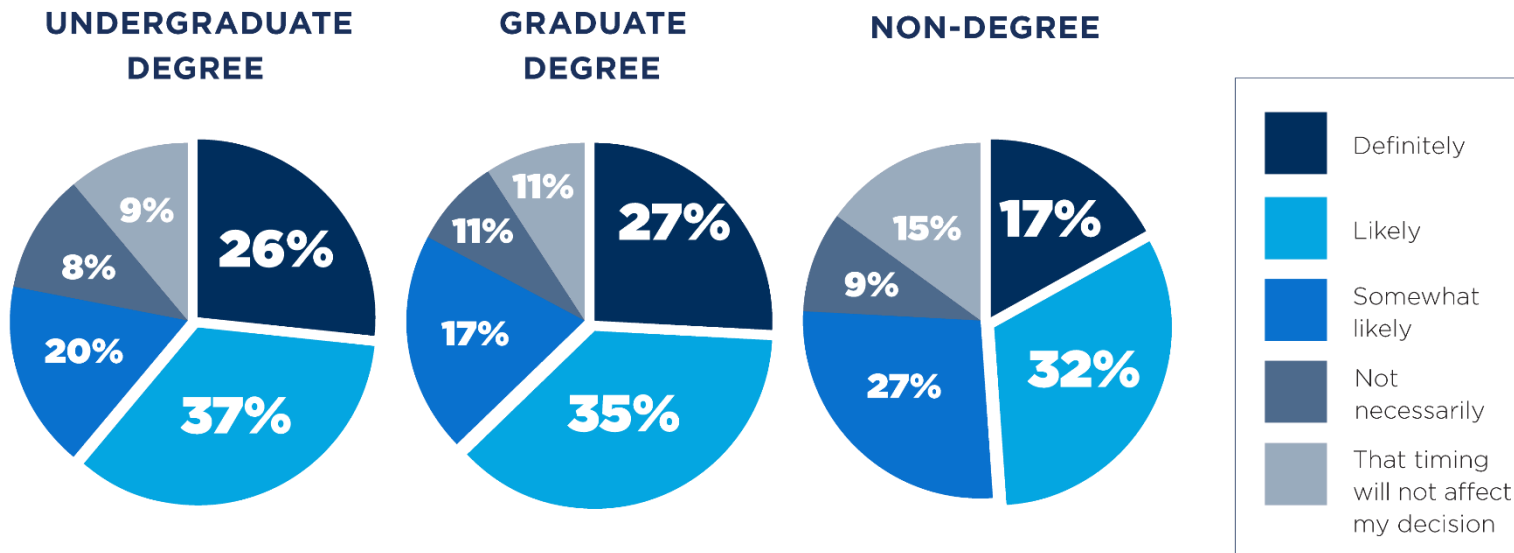
You are competing with more than inertia

TABLE 30: NUMBER OF ONLINE PROGRAMS CONSIDERED

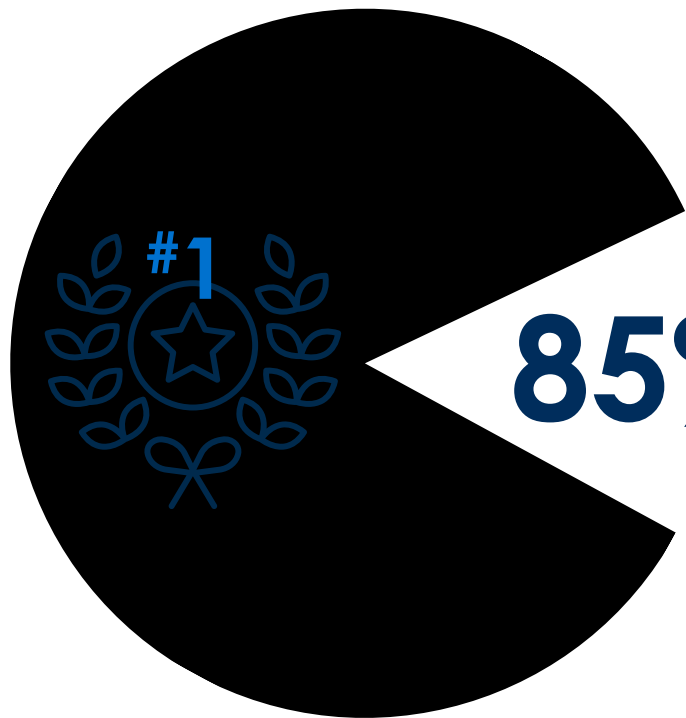


Adult students reward programs that respond quickly

TABLE 36: LIKELIHOOD OF ENROLLING IN PROGRAM THAT RESPONDS FIRST TO INQUIRY



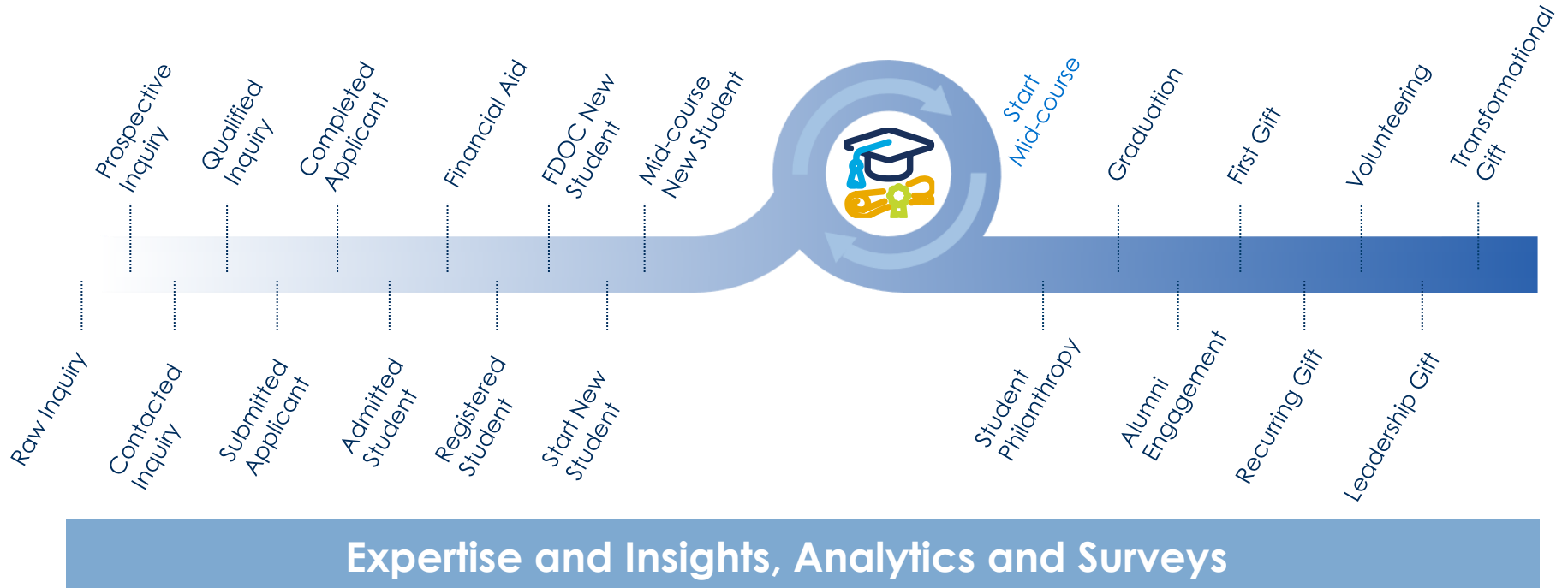
Speed impacts enrollment



85%

of graduate program applicants are **likely to enroll at the first school that accepts them.**

We must consider speed at every stage of the student lifecycle





How has your campus adjusted to address expectations related to speed at each stage of the funnel?

Programs in all kinds of subjects are in demand now—there are fewer “slam dunks”

What is the SECOND largest graduate degree area in demand online?

| TABLE 9: INTENDED DISCIPLINE OF STUDY | UNDER-GRADUATE DEGREE | GRADUATE DEGREE | NON-DEGREE |
|--|-----------------------|-----------------|------------|
| Business | 23% | 25% | 25% |
| Education | 12% | ↓ 10% | 9% |
| Health Professions | ↑ 12% | 7% | 15% |
| Computer/Information Science | ↑ 11% | ↑ 16% | 14% |
| Counseling/Psychology | 8% | 5% | 7% |
| Social Services/Public Admin./Criminal Justice | 6% | 4% | 5% |
| Arts and Humanities | 5% | 3% | 5% |
| Social Sciences | 5% | 3% | 4% |
| Engineering | 4% | ↑ 10% | 6% |
| Biological/Physical/Earth Sciences | 4% | 2% | 2% |
| Communications | 3% | 4% | 3% |
| Other | 7% | 10% | 5% |

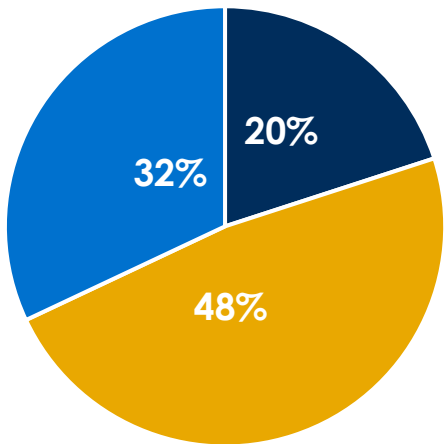
Source: 2022 Online Student Recruitment Report, RNL



Less than one-quarter of graduate students plan to enroll in a classroom-only program

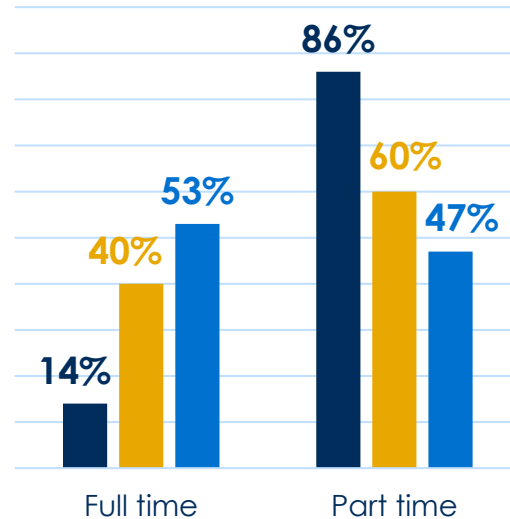
GRADUATE STUDENTS

PREFERRED FORMAT



■ Classroom ■ Hybrid ■ Online

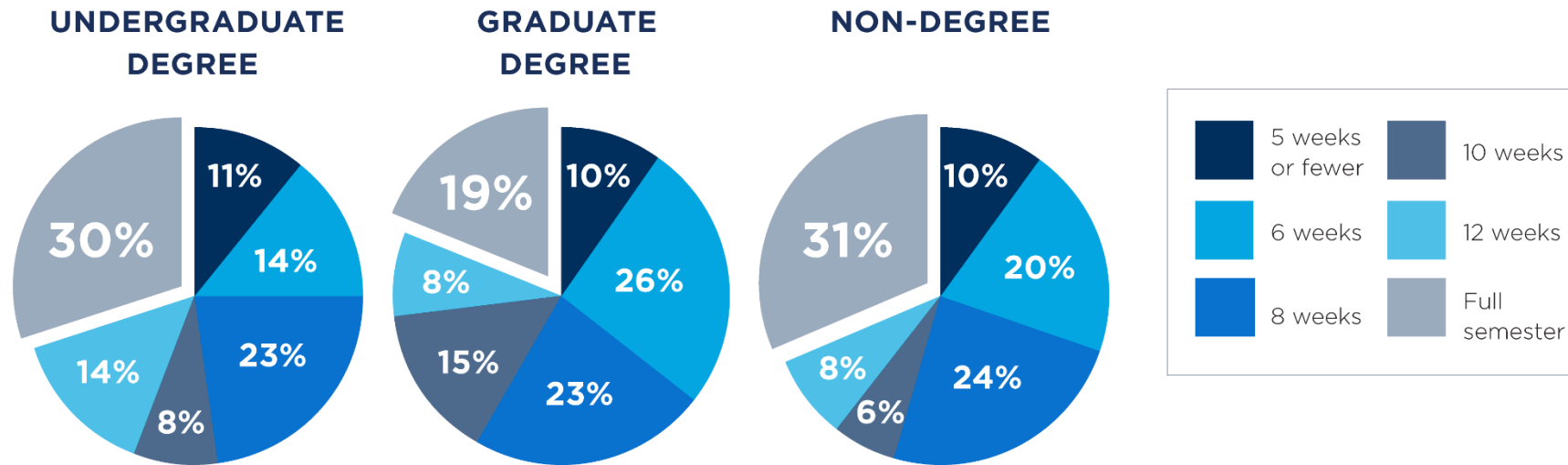
ENROLLMENT STATUS



If your programs are offered in semesters, you don't have a sellable product

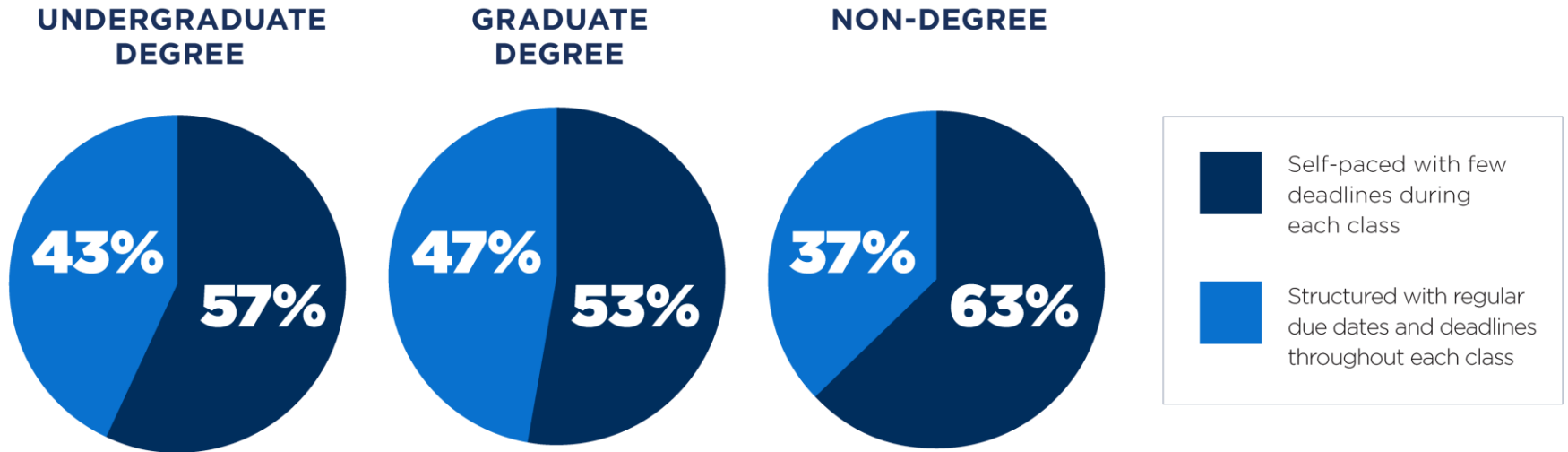
What percent of online students plan to enroll in semester-length programs?

TABLE 11: PREFERRED LENGTH OF COURSES



Online students vary in their demand for structure

TABLE 13: PREFERENCE: SELF-PACED OR STRUCTURED



Key takeaways: RESEARCH

- A growth strategy must include more online programs.
- Graduate offerings should include a hybrid and/or online option.
- We can't apply old practices to new modalities and expect that they will be successful.
- The pandemic advanced, but did not significantly accelerate, demand for online/hybrid programs – these have been in demand for years.
- Speedy response to initial inquiry, application, and other contact is expected and those who meet those expectations will benefit from increased demand.
- What other takeaways do you have from this session?



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3

A Holistic View of Generating Inquiries



Integrated media strategy





How do you build and track your lead generation strategy to meet enrollment goals across channels?

How do you measure lead generation ROI?

Enrollment goals drive media recommendations

| ACADEMIC PERIOD GOALS | | | | | | |
|------------------------|------------------|----------------|----------------|--------------------|---------------------|--|
| Name | Code | Start Date | End Date | Helix Start Target | Client Start Target | |
| Summer 2022 11 Session | Summer22Online11 | Jul 5th, 2022 | Aug 19th, 2022 | | | |
| Summer 2022 1 Session | Summer22Online1 | May 16th, 2022 | Jul 1st, 2022 | | | |
| Summer 2022 DE Session | Summer22OnlineDE | May 16th, 2022 | Aug 19th, 2022 | | | |
| Spring 2022 11 Session | Spring22Online11 | Mar 7th, 2022 | Apr 22nd, 2022 | | | |
| Spring 2022 1 Session | Spring22Online1 | Jan 10th, 2022 | Feb 25th, 2022 | | | |
| Spring 2022 DE | Spring22OnlineDE | Jan 10th, 2022 | Apr 22nd, 2022 | | | |
| Fall 2021 Session 2 | Fall2021Temp2 | Oct 18th, 2021 | Dec 3rd, 2021 | 71 | 71 | |
| Fall 2021 Session 1 | Fall2021Temp | Aug 23rd, 2021 | Oct 8th, 2021 | 238 | 238 | |
| Fall 2021 Session DE | Fall2021TempDE | Aug 23rd, 2021 | Dec 3rd, 2021 | | | |
| Summer 2021 II Session | SUM21ONL2 | Jun 28th, 2021 | Aug 13th, 2021 | 61 | 71 | |
| Summer 2021 DE Session | Summer21OnlineDE | May 10th, 2021 | Aug 13th, 2021 | | | |
| Summer 2021 I Session | SUM21ONL1 | May 10th, 2021 | Jun 25th, 2021 | 136 | 135 | |

<https://svu-egp.prodhelix.com/goals?date=2021-06#tab-academic>

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Detailed monthly media plans

University
UNIVERSITY

- 🏠 Dashboards
- 📊 Enrollment Planning
- Goals
- Plans
- 👤 Inquiries
- 📈 Acuity
- 🏢 Administration

PLANNING
June 2021

50% through the month

40% of planned budget spent

| | | Goals | Planned | Actual | Capped | Uncapped | Recommend | Historical | |
|-------------------------|---|---------|---------------|---------------|--------------|---------------|---------------|-------------------------|---------------|
| Campaign Summary | | Budget | \$ 235,000.00 | \$ 199,000.00 | \$ 80,524.48 | \$ 133,876.95 | \$ 160,492.82 | \$ 263,726.31 | \$ 211,944.84 |
| | | Inquiry | 1,325 | 918 | 677 | 1,021 | 1,354 | 1,582 | 1,372 |
| Paid | | Budget | \$ 235,000.00 | \$ 199,000.00 | \$ 80,524.48 | \$ 133,876.95 | \$ 160,492.82 | \$ 263,726.31 | \$ 211,944.84 |
| | | Inquiry | 1,325 | 918 | 677 | 1,021 | 1,354 | 1,395 | 1,242 |
| Affiliate | > | Budget | \$ 10,000.00 | \$ 15,500.00 | \$ 15,390.00 | \$ 21,380.00 | \$ 30,780.00 | \$ 12,014.85 | \$ 18,088.25 |
| | | Inquiry | 200 | 233 | 308 | 393 | 616 | 202 | 309 |
| Paid Search | > | Budget | \$ 165,000.00 | \$ 124,500.00 | \$ 43,852.96 | \$ 77,650.61 | \$ 87,706.02 | \$ 179,413.70 | \$ 138,110.46 |
| | | Inquiry | 800 | 483 | 252 | 437 | 504 | 866 | 680 |
| Brand | > | Budget | -- | \$ 50,000.00 | \$ 21,116.65 | \$ 32,177.77 | \$ 42,233.18 | -- | -- |
| | | Inquiry | -- | 211 | 139 | 211 | 278 | -- | -- |
| Generic | > | Budget | -- | \$ 10,000.00 | \$ 3,067.63 | \$ 6,135.36 | \$ 6,135.36 | -- | -- |
| | | Inquiry | -- | 57 | 12 | 24 | 24 | -- | -- |
| Program | > | Budget | -- | \$ 64,500.00 | \$ 19,668.68 | \$ 39,337.48 | \$ 39,337.48 | -- | -- |
| | | Inquiry | -- | 215 | 101 | 202 | 202 | -- | -- |
| | | Budget | \$ 64,500.00 | \$ 19,668.68 | \$ 19,668.68 | \$ 39,337.48 | \$ 39,337.48 | Inquires / Day (Avg: 8) | |
| | | Inquiry | 215 | 101 | 101 | 202 | 202 | | |
| | | CPI | \$ 300.00 | \$ 194.74 | \$ 194.74 | \$ 194.74 | \$ 194.74 | | |
| Paid Social | > | Budget | \$ 60,000.00 | \$ 55,000.00 | \$ 19,969.76 | \$ 32,778.00 | \$ 39,938.46 | \$ 72,297.76 | \$ 55,746.13 |
| | | Inquiry | 325 | 189 | 116 | 189 | 232 | 327 | 253 |
| Display | > | Budget | -- | \$ 4,000.00 | \$ 1,311.76 | \$ 2,068.34 | \$ 2,068.34 | -- | -- |
| | | Inquiry | -- | 13 | 1 | 2 | 2 | -- | -- |
| Traditional | > | Budget | -- | -- | -- | -- | -- | -- | -- |



Media recommendations inform media spend

University

INQUIRY GOALS ACADEMIC PERIOD GOALS

| INQUIRY GOALS | | 2021-06 | | | 2021-08 | | | | | |
|---------------|---------|--------------|----------------|--------------|----------|----------------|--------------|----------|----------------|--------------|
| Channel | | Jun 2021 | Recommendation | Historical | Jul 2021 | Recommendation | Historical | Aug 2021 | Recommendation | Historical |
| Totals | Budget | \$235,000.00 | \$263,726.31 | \$211,944.84 | \$0.00 | \$206,925.48 | \$172,899.71 | \$0.00 | \$84,649.30 | \$155,664.74 |
| | Inquiry | 1,325 | 1,582 | 1,372 | 0 | 1,342 | 1,205 | 0 | 603 | 1,211 |
| Paid Channels | Budget | \$235,000.00 | \$263,726.31 | \$211,944.84 | \$0.00 | \$206,925.48 | \$172,899.71 | \$0.00 | \$84,649.30 | \$155,664.74 |
| | Inquiry | 1,325 | 1,395 | 1,242 | 0 | 1,186 | 1,043 | 0 | 496 | 1,055 |
| Affiliate | Budget | \$10,000.00 | \$12,014.85 | \$18,088.25 | \$0.00 | \$6,137.31 | \$12,060.20 | \$0.00 | \$1,495.79 | \$10,659.00 |
| | Inquiry | 200 | 202 | 309 | 0 | 119 | 196 | 0 | 25 | 225 |
| Paid Search | Budget | \$165,000.00 | \$179,413.70 | \$138,110.46 | \$0.00 | \$132,495.05 | \$113,624.68 | \$0.00 | \$63,170.86 | \$103,534.64 |
| | Inquiry | 800 | 866 | 680 | 0 | 715 | 604 | 0 | 346 | 561 |
| Paid Social | Budget | \$60,000.00 | \$72,297.76 | \$55,746.13 | \$0.00 | \$68,293.12 | \$47,214.83 | \$0.00 | \$19,982.65 | \$41,471.09 |
| | Inquiry | 325 | 327 | 253 | 0 | 352 | 243 | 0 | 125 | 269 |
| | Budget | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| | Inquiry | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

Inquiry collection

University

- Dashboards v
- Enrollment Planning v
- Inquiries ^
- [Search](#)
- Create New
- Acuity v
- Administration v

INQUIRY SEARCH

Search Results

Search Title
Channel / Vender View

First Name/Inquiry Id/Queue Id

Last Name

Inquiry






Last 30 +

| | Inquiry Id | Received Date ↓ | First Name | Last Name | Inquiry Id | Channel Name | Source/Vendor | Source Campaign | Program |
|--------------------------|------------|---------------------------|------------|-----------|------------|--------------|-----------------|-----------------|---|
| <input type="checkbox"/> | 72128057 | 06/13/2021 06:51:15 am | K | Evans | 72128057 | Search | Google | Program | Bachel Science Special Educati |
| <input type="checkbox"/> | 72128053 | 06/13/2021 06:46:57 am | G | Swancy | 72128053 | Paid Social | Facebook | Microsite | Undecic |
| <input type="checkbox"/> | 72128043 | 06/13/2021 06:35:25 am | M | Howard | 72128043 | Affiliate | Campus Explorer | 0 | Bachel Busines Admins |
| <input type="checkbox"/> | 72128020 | 06/13/2021 06:12:26 am | M | Marshall | 72128020 | Search | Google | Program | Undecic |
| <input type="checkbox"/> | 72127888 | 06/13/2021 03:46:55 am | E | McDonald | 72127888 | Search | Google | Generic | Undecic |
| | | 06/13/2021 | | | | | | | Bachel |

43

Transparent tracking and training

4

-  Dashboards
-  Enrollment Planning
- Goals
- Plans
-  Inquiries
-  Acuity
-  Administration

4

University

EGP DASHBOARD

ENROLLMENT FUNNEL MEDIA TRENDING CONTACT RATE

Academic Period
Snow Valley University March 2021

Monthly

| Milestone | Plan | | | Actual | | | | | Forecast | | | | | |
|---------------------|---------------------|------------|---------|---------------------|------------|-------|----------|-----------|---------------------|------------|---------|----------|-----------|-----------------|
| | Next Milestone Rate | Start Rate | Count | Next Milestone Rate | Start Rate | Count | Variance | % to Plan | Next Milestone Rate | Start Rate | Count | Variance | % to Plan | Helix Benchmark |
| Qualified Inquiry | 33% | 11% | 626 | 39.0% | 14.0% | 577 | -49 | 92.0% | 32.0% | 12.0% | 708 | 82 | 113.0% | 65% |
| Submitted Applicant | 56% | 36% | 207 | 62.0% | 37.0% | 227 | 20 | 109.0% | 62.0% | 37.0% | 227 | 20 | 109.0% | 50% |
| Completed Applicant | 90% | 63% | 117 | 89.0% | 59.0% | 143 | 26 | 122.0% | 88.0% | 59.0% | 142 | 25 | 121.0% | 70% |
| Admitted Student | 83% | 70% | 106 | 82.0% | 66.0% | 128 | 22 | 120.0% | 80.0% | 67.0% | 126 | 20 | 118.0% | 95% |
| Registered | 92% | 84% | 88 | 93.0% | 80.0% | 105 | 17 | 119.0% | 92.0% | 84.0% | 101 | 13 | 114.0% | 85% |
| FDOC | 92% | 92% | 81 | 86.0% | 86.0% | 98 | 17 | 120.0% | 91.0% | 91.0% | 93 | 12 | 114.0% | 95% |
| Start | 100% | 100% | 75 [75] | | 100.0% | 85 | 10 | 113.0% | | 100.0% | 85 [85] | 10 | 113.0% | 95% |

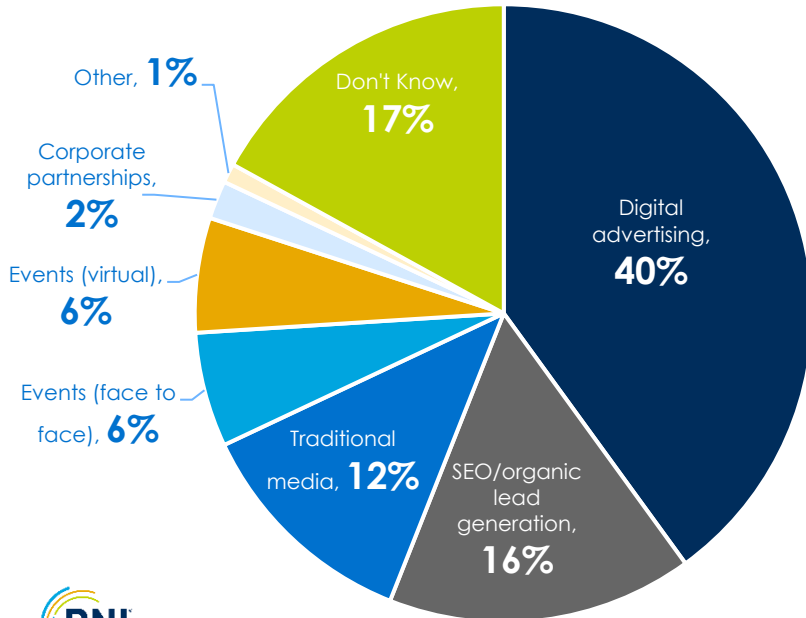


How do you generate leads on your campus?

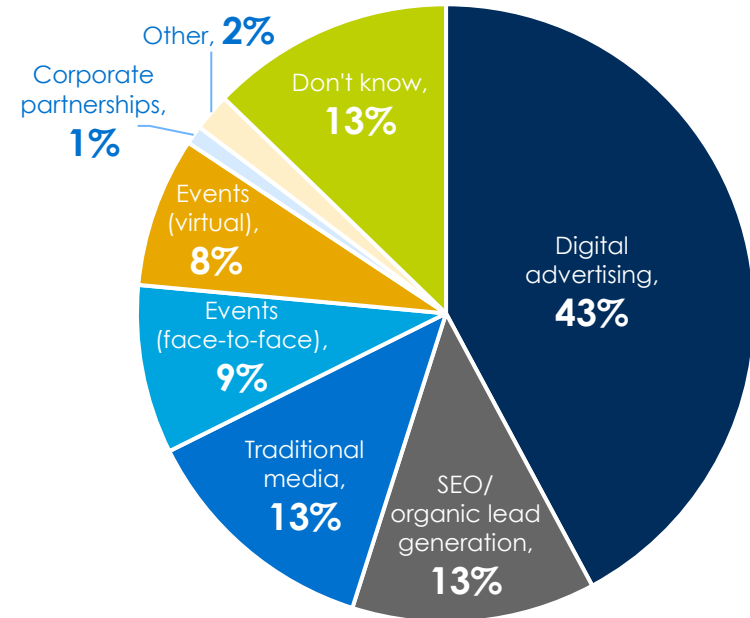
How the typical marketing budget is being spent

THE MARKETING AND RECRUITMENT BUDGETS FOR GRADUATE AND ONLINE PROGRAMS

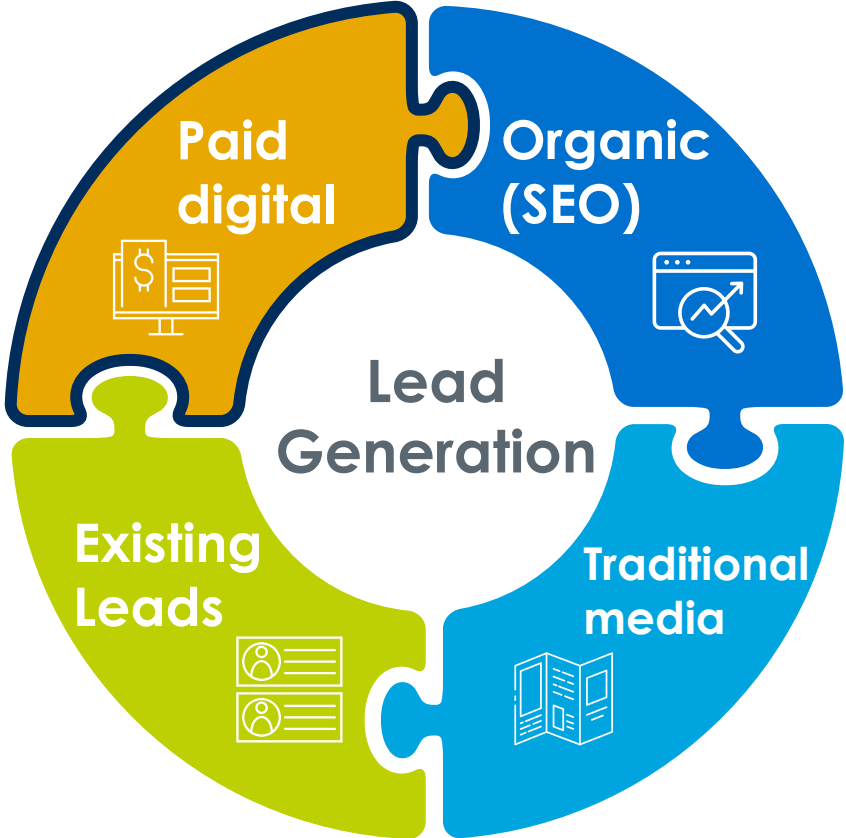
PRIVATE
ALLOCATION OF MARKETING DOLLARS



PUBLIC
ALLOCATION OF MARKETING DOLLARS



Integrated media strategy



Paid digital lead generation trends



INCREASING INVESTMENT

Increasing investment from campuses in digital and social channels

CPLs are increasing across the board



FOCUSED STRATEGY

A focused strategy is important to deliver a high ROI

Persona-specific communication resonates in the market



HIGH LEVEL OF OPTIMIZATION

High level of optimization leads to better results



DIGITAL CHANNELS

Digital channels should include social, IP targeting, video, new and next channels

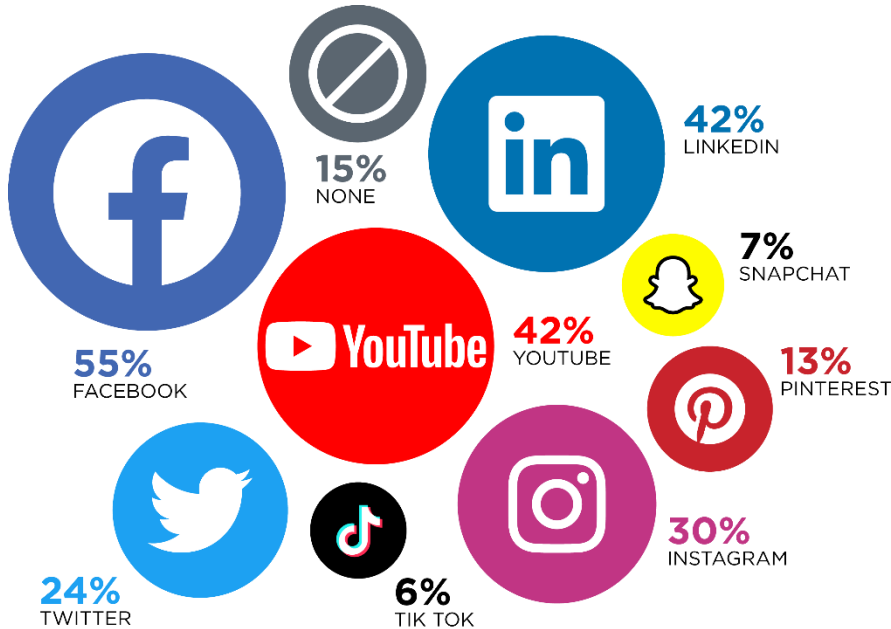


CHANGING REGULATIONS

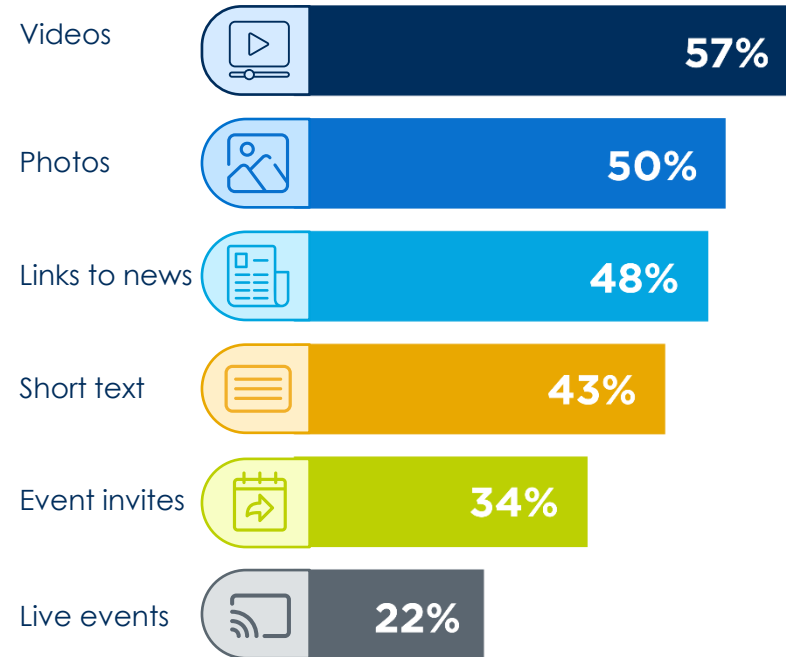
Ever-changing regulations

68% of prospective students use social media in their search

PREFERRED SOCIAL MEDIA FOR GRADUATE PROGRAM INFO



PREFERRED CONTENT ON SOCIAL



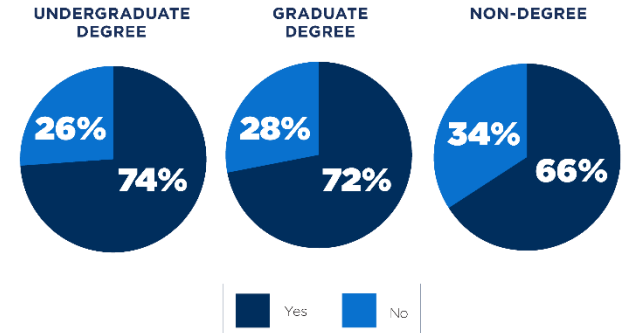
Online students most frequently use digital channels to engage with an institution

| TABLE 15: SOURCES USED TO FIND ONLINE PROGRAMS OF INTEREST | UNDER-GRADUATE DEGREE | GRADUATE DEGREE | NON-DEGREE |
|--|-----------------------|-----------------|------------|
| Search engines | 89% | 85% | 95% |
| College/program search sites | 77% | 78% | 61% |
| Ads on social media | 58% | 73% | 57% |
| Someone I know | 53% | 56% | 56% |
| Ads on websites | 54% | 52% | 46% |
| Ads on streaming TV | 51% | 47% | 36% |
| Ads on broadcast or cable TV | 46% | 50% | 39% |
| Videos on YouTube or elsewhere | 44% | 48% | 48% |
| Printed materials from institutions | 38% | 36% | 31% |
| Ads in newspapers, magazines, etc. | 34% | 38% | 27% |
| Printed rankings guides | 32% | 31% | 27% |
| Ads on streaming radio | 28% | 27% | 18% |
| Billboards/other outdoor ads | 28% | 24% | 19% |
| Ads on local broadcast radio | 26% | 26% | 13% |
| Ads on podcasts/other streaming audio | 26% | 18% | 18% |

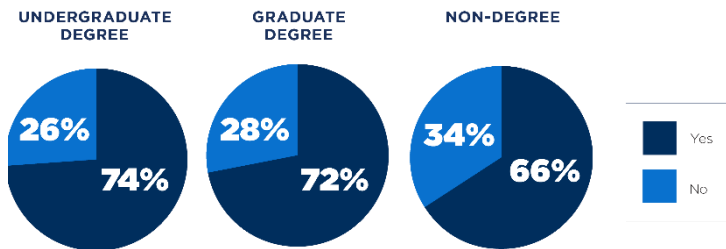
Lower usage but important to include in the mix

What are the three most common initial sources of information?

TABLE 18: CLICKED ON DIGITAL ADS FOR ONLINE PROGRAMS



Online students click ads that speak to their “persona”



MOST COMPELLING REASON TO CLICK ON DIGITAL AD

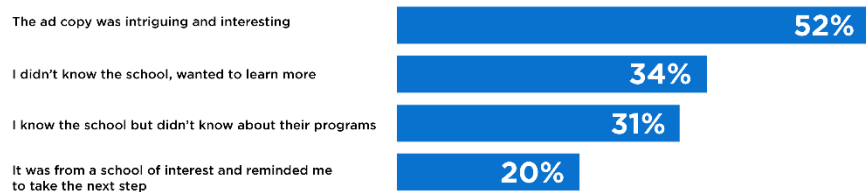
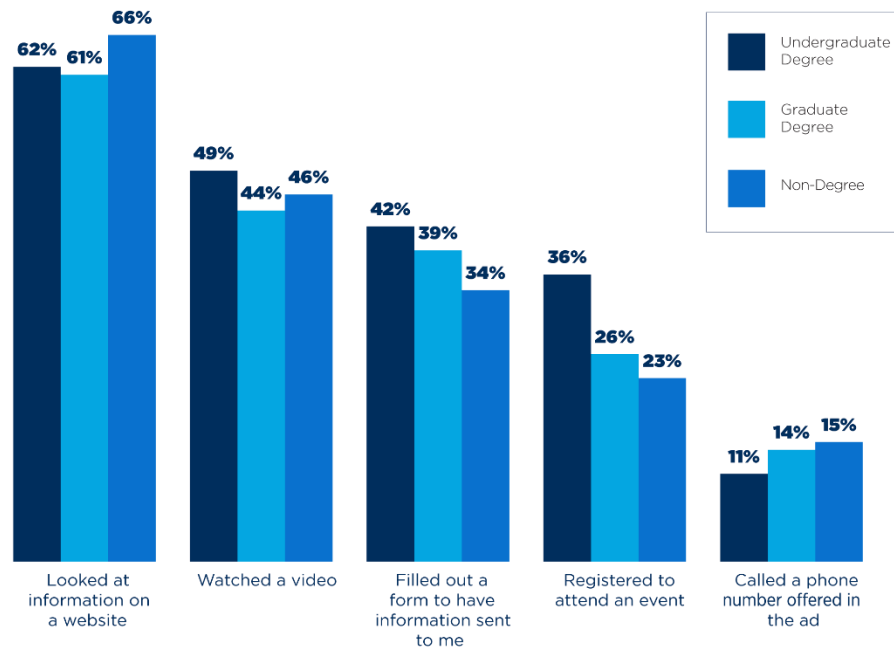


TABLE 19: ACTION AFTER CLICKING DIGITAL ADS

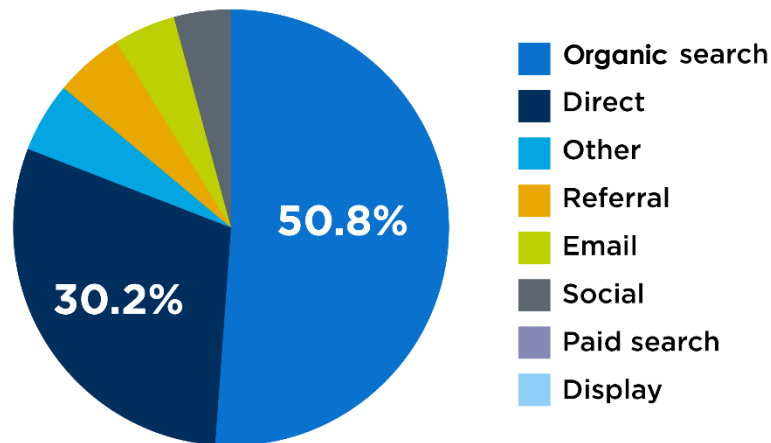


Integrated media strategy



Organic lead generation is a lower volume but higher converting lead source

TOP CHANNELS



Approximately **50%** of all higher education website traffic comes from search engines.

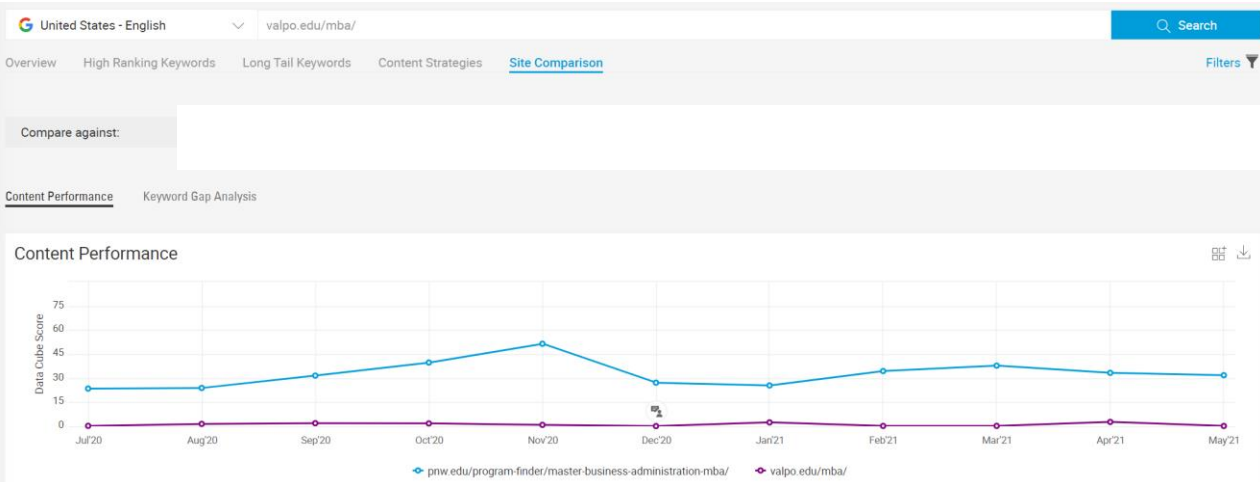
77% of students will use a search engine to access a website **EVEN** if they know which school they want to look up.

Organic leads are approximately **7X** more likely to convert compared to other sources.

Key performance indicators - SEO

RNL State University vs. RNL College

| Site | Total Organic Keywords | Ranked on Page 1 | Ranked on Page 1 % Change | Ranked on Page 2 | Ranked on Page 2 % Change |
|--------------------|------------------------|------------------|---------------------------|------------------|---------------------------|
| rnlstate.edu/mba | 33 | 0 | 100.00% ▼ | 1 | No Change |
| rnlcollege.edu/mba | 26 | 10 | 28.57% ▼ | 4 | 42.86% ▼ |



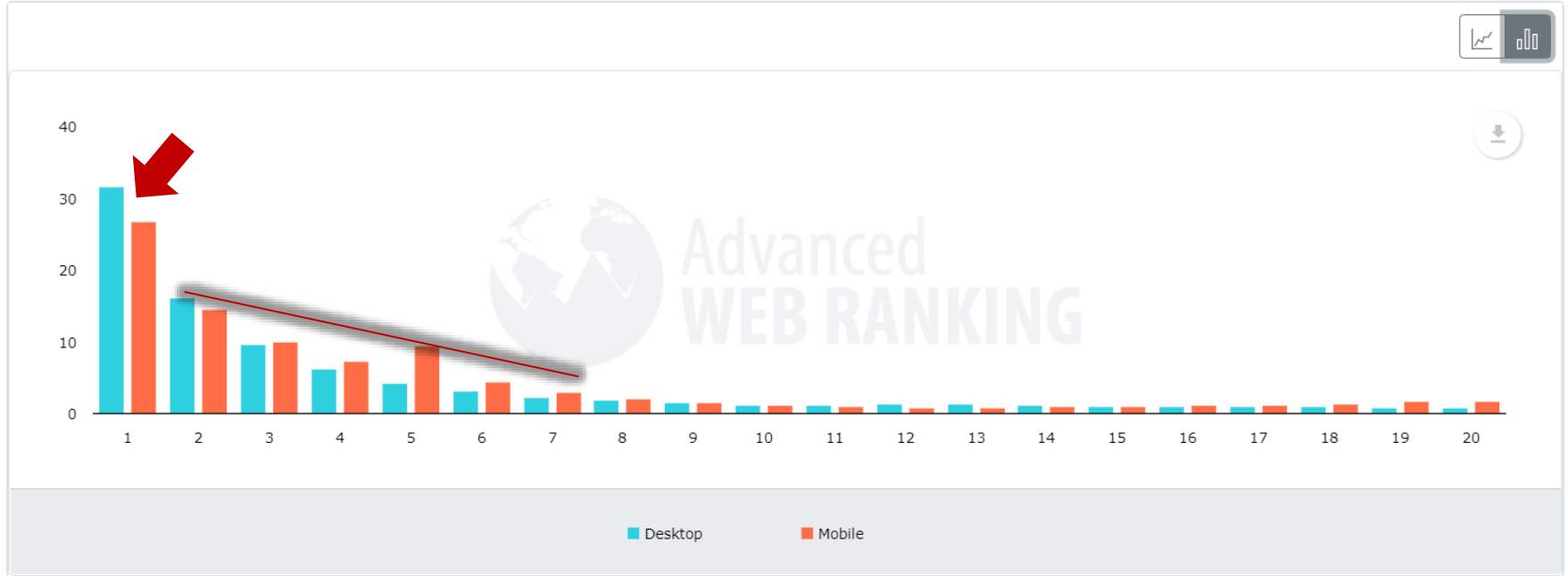
RNL State

RNL College

Comparison of academic **search engine footprint**, based on the keywords each institution ranks for, the position they rank in, and the related search volume.



National click-through rates per ranking position



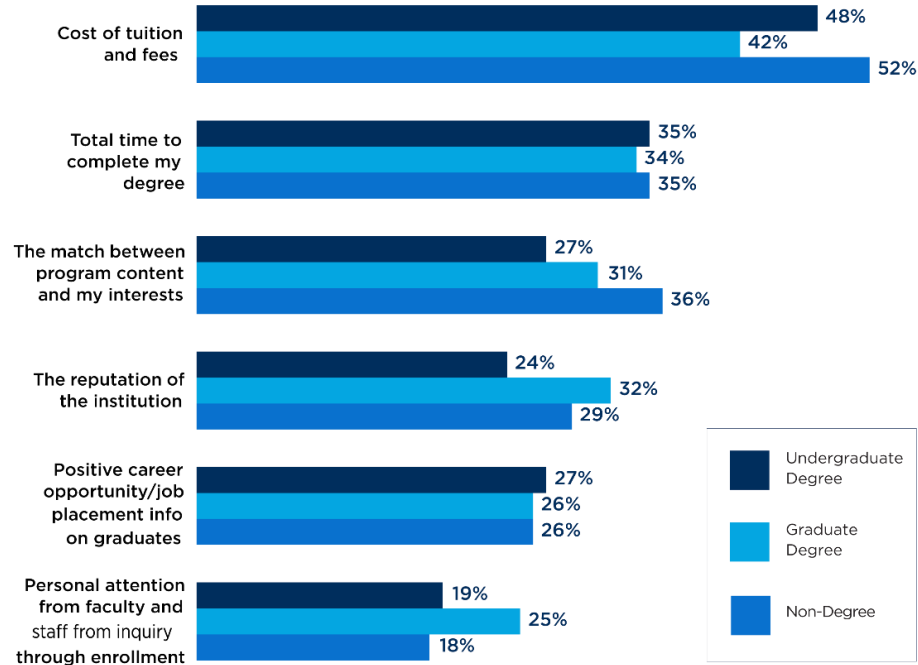


**What does SEO
look like on your campus:
web copy or optimized content?**

**Is SEO generating quality leads
on your campus? Why or why not?**

Online students are focused on practical factors

TABLE 26: MOST IMPORTANT ENROLLMENT FACTORS
(Respondents chose their three most important factors.)



Great example of utilizing SEO to drive leads

Google

how to pay for my masters degree

https://www.franklin.edu › blog › how-to-pay-for-a-ma...
How to Pay for a Master's Degree: 6 Big Tips For Working Adults
Look for scholarships and grants that match your personal background, industry and experience. Start with professional associations you belong to and branch out ...

People also ask

- How do people pay for a master's degree?
- How can I not pay for my masters degree?
- Does FAFSA cover a master's degree?

Feedback

https://www.forbes.com › advisor › student-loans › ho...
How To Pay For Grad School – Forbes Advisor
Aug 11, 2021 — **How To Pay** For Grad School · 1. Start Looking for Free Money · 2. Apply for Assistantships · 3. Utilize the Federal Work-Study **Program** · 4. Research ...
[Compare Student Loan Rates...](#) · [Federal Loans For Graduate...](#) · [Private Loans For Graduate...](#)

https://www.usnews.com › paying › articles › 2013/03/12
Use These 5 Strategies to Pay for Graduate School
Mar 12, 2013 — Get an employer to **pay** for **graduate** school. Secure a **graduate** school scholarship. Work for the **graduate** school. Borrow smart. Use available ...
[Work For The Graduate School](#) · [Borrow Smart](#) · [Find The Best Student Loans...](#)

FRANKLIN UNIVERSITY

DEGREES | ONLINE DEGREES | ADMISSIONS | TUITION & FINANCIAL AID | TRANSFERRING CREDIT | THE FRANKLIN EXPERIENCE

 **Back To College Blog**

BROWSE BY: Program Program Type Academic Level Topic



How to Pay for a Master's Degree: 6 Big Tips For Working Adults



Master's Degree Paying for School

You know a master's degree can be pivotal to your success. You've read how it can help advance your career, increase your salary, or transition into a brand new field. But, how will

Request Information

STEP 1 STEP 2 SUBMIT

What type of program are you seeking?*

-- Select Program Type --

What is your program of interest?

-- Select Program --

Step 1 of 3

GET STARTED >

In submitting my contact information, I understand that I will receive phone calls, text messages and email about attending Franklin University. I may opt out of these communications at any time.

Your privacy is important to us. [Privacy Policy](#)

POPULAR POSTS

1 What Exactly Can You Do with A Business Degree? Quite a Lot.



Given the mix of your lead generation activity, do you have a healthy and balanced lead generation strategy?

What activities or additional strategies could help you generate more quality leads?

Key takeaways

- Leverage multiple lead gen sources to increase ROI on lead gen investments.
- Use a targeted approach to ad spend strategies.
- Always evaluate new sources for leads – think outside the box.
 - Corporate partnerships.
 - Alumni lists by program.
 - New social channels.
- What are other key takeaways from this session?



RNL Regional Workshop

Graduate and Online Enrollment



4

The Framework for Growth



Building a strong foundation for growth



**Decisions driven by
data and analytics**



**Direction guided by
a comprehensive
strategic plan**



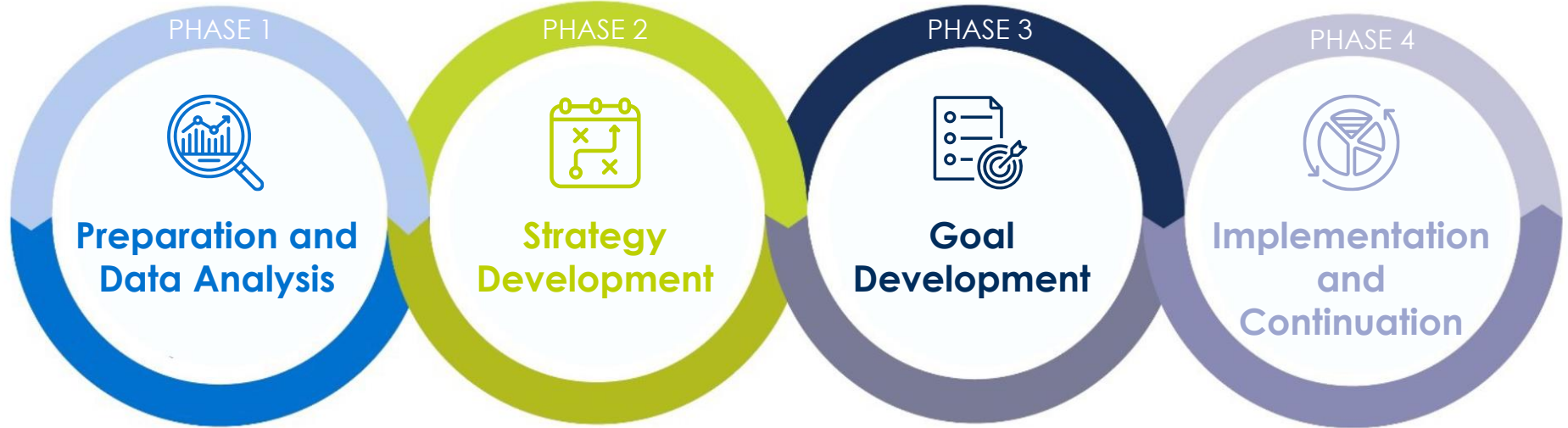
**Culture of
investment**



**Remember your
mission**

Strategic Enrollment Planning

The four-phase recursive process



- Build structure
- KPI identification
- Data collection
- Situation analysis

- Tactic identification
- Strategy prioritization
- ROI considerations

- Enrollment projections
- Goal setting
- Written plan finalization

- SEP council reconstituted to include SEM functions
- Monitor, evaluate, and update the plan

Mission statements

A few examples for attendee institutions...



...committed to excellence and distinction in the discovery, dissemination, and application of knowledge.”



...enable our students to be productive, ethical, and socially responsible participants in the rapidly changing global marketplace.”



...providing leading-edge management programs in a world-class, innovative, and inclusive environment throughout our regions.”

Thank you for attending!

EVALUATION FORM

Please complete evaluation form and leave at the table or hand to an RNL staff member.

RESOURCES

Resources are at the check-in table and online. An email will be sent out with a copy of the slides from today.

CONNECT WITH RNL

Let us know if you'd like to connect to discuss how we are partnering with campuses in any of the following areas:

- OPM alternative
- Conversion
- Lead generation with full-funnel attribution
- Instructional design
- Consulting and research

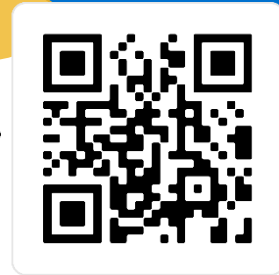


OFFER TO RNL
WORKSHOP PARTICIPANTS

**\$595 flat rate
on 2023 RNLNC
registration!**

Must register by 11/15/2022
to receive this special offer.

Use code:
Workshop595



scan me