

RNL Regional Workshop

Graduate and Online Enrollment

WELCOME
to Charlotte



Housekeeping items

Introductions

- Name
- Title
- Institution

Agenda Review

- 10:00 Assessing Demand: Regional Data and Trends
- 11:15 Leveraging Research to Drive G/O Growth
- 12:15 Lunch
- 1:30 A Holistic View of Generating Inquiries
- 2:30 Winning Framework for Growth – G/O Populations

Round Table Lunch Topics

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

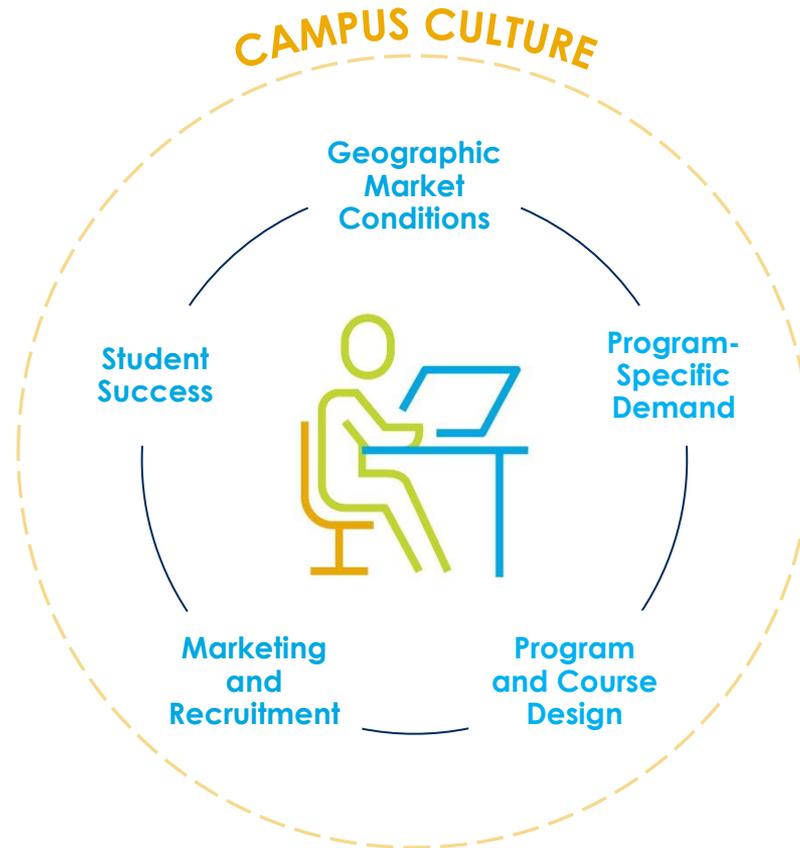
WiFi Network

Please refer to the sign on your table for the credentials

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 plans
 - ✓ 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

Assessing Demand: Regional Data and Market Conditions

Chelsea Hoffman

Vice President of Graduate and Online Solutions





What online bachelor's programs are generating the largest numbers of graduates?

(in North Carolina)

25 Largest Online Bachelor's (North Carolina)

| PROGRAM | ALL FORMATS | | | ONLINE AVAILABLE | | | OCCUPATIONS | |
|---|--------------------|-----------------|-----------------|----------------------|-----------------|-----------------|---------------------------|----------------------------------|
| | TOTAL DEGREES 2021 | 5-YEAR GROWTH # | 5-YEAR GROWTH % | TOTAL ONLINE DEGREES | 5-YEAR GROWTH # | 5-YEAR GROWTH % | ESTIMATED ANNUAL OPENINGS | PROJECTED % GROWTH (2022 – 2027) |
| Registered Nursing | 3,474 | 549 | 19% | 2,857 | 541 | 23% | 3,892 | 5% |
| Business Administration and Management | 5,045 | 287 | 6% | 2,127 | 659 | 45% | 33,319 | 6% |
| Criminal Justice/Safety Studies | 1,537 | (65) | (4%) | 760 | 222 | 41% | 1,687 | (1%) |
| Elementary Education and Teaching | 1,162 | (57) | (5%) | 560 | 158 | 39% | 1,858 | (1%) |
| Liberal Arts and Sciences/Liberal Studies | 751 | 223 | 42% | 415 | 278 | 203% | 35,293 | 4% |
| Speech Communication and Rhetoric | 1,593 | 92 | 6% | 402 | 97 | 32% | 861 | 7% |
| Psychology | 3,225 | (353) | (10%) | 336 | 96 | 40% | 968 | 11% |
| Sociology | 989 | (105) | (10%) | 327 | 173 | 112% | 748 | 3% |
| Finance | 1,178 | 264 | 29% | 287 | 164 | 133% | 2,942 | 8% |
| Multi-/Interdisciplinary Studies | 330 | 201 | 156% | 269 | 248 | 1181% | 33,070 | 4% |
| Business/Commerce | 390 | 163 | 72% | 244 | 116 | 91% | 11,661 | 7% |
| Accounting | 1,001 | (67) | (6%) | 233 | 148 | 174% | 6,861 | 4% |
| Marketing/Marketing Management | 1,040 | 283 | 37% | 223 | 68 | 44% | 2,027 | 11% |
| Political Science and Government | 1,687 | 296 | 21% | 196 | 194 | 9700% | 1,242 | 5% |
| Industrial Technology/Technician | 183 | 34 | 23% | 179 | 39 | 28% | 219 | 5% |
| Exercise Science and Kinesiology | 1,104 | 224 | 25% | 172 | 172 | Insf. Data | 1,038 | 15% |
| Criminology | 208 | (21) | (9%) | 153 | 153 | Insf. Data | 556 | 0% |
| Sports, Kinesiology, and Physical Education/Fitness | 724 | (25) | (3%) | 148 | 42 | 40% | 4,516 | 4% |
| Information Technology | 329 | 205 | 165% | 148 | 83 | 128% | 7,253 | 8% |
| Health/Health Care Administration/Management | 806 | 400 | 99% | 141 | (17) | (11%) | 4,157 | 5% |
| Criminal Justice/Law Enforcement Administration | 293 | (19) | (6%) | 120 | (10) | (8%) | 1,845 | (1%) |
| Hospitality Administration/Management | 193 | (20) | (9%) | 119 | 28 | 31% | 2,068 | 12% |
| Computer Systems Networking and Telecommunications | 116 | 45 | 63% | 116 | 52 | 81% | 4,355 | 6% |
| Logistics, Materials, and Supply Chain Management | 115 | 115 | Insf. Data | 112 | 112 | Insf. Data | 1,125 | 7% |
| Kindergarten/Preschool Education and Teaching | 141 | (24) | (15%) | 102 | 16 | 19% | 1,207 | 5% |

A blue-tinted photograph of three people in a meeting. A woman with curly hair is smiling and looking at a document. A man with a beard is also smiling and looking at the document. Another man is partially visible on the left, looking towards the center. The background is slightly blurred, showing what appears to be a whiteboard or a wall with some lines.

10 Critical Pieces of Market Intelligence

BSN: Online-available programs lead the region



| | Completions (2021) | % Completions | Institutions (2021) | % Institutions |
|---------------------------------|--------------------|---------------|---------------------|----------------|
| ● All Programs | 3,474 | 100% | 28 | 100% |
| ● Distance Offered Programs | 1. 2,857 | 82% | 2. 19 | 68% |
| ● Non-Distance Offered Programs | 617 | 18% | 9 | 32% |

Related Occupations (at Level)



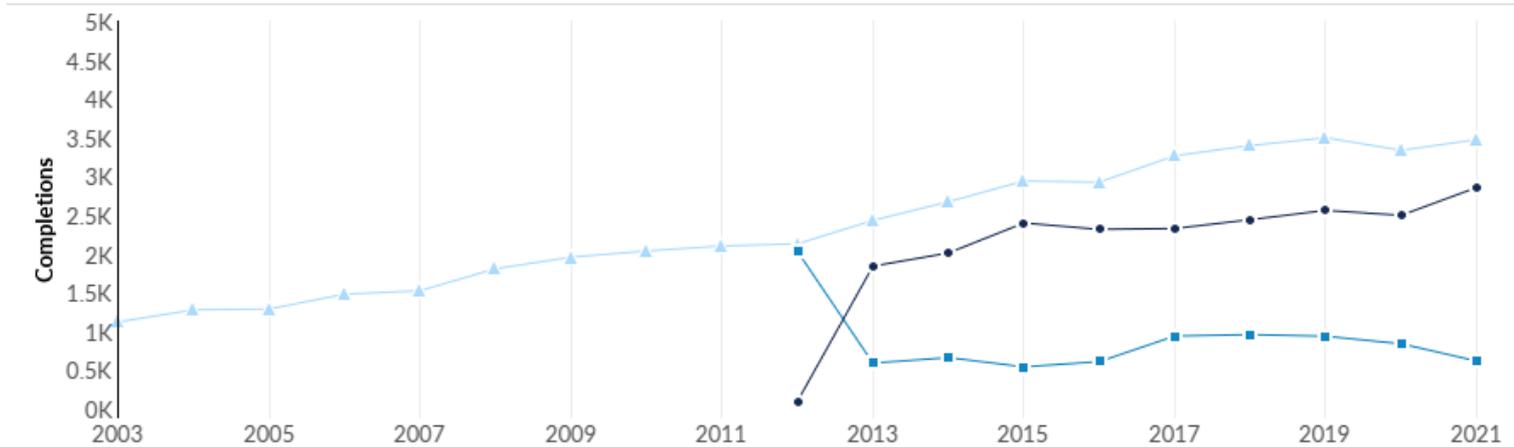
BSN: Top 10 online competitors in the region

| 10 Largest Online Programs | 5. | Growth % YOY (2021) | 6. | IPEDS Tuition & Fees (2021) | 7. |
|--|--------------------------------------|------------------------|---|-----------------------------|--|
| | Bachelor's Degree Completions (2021) | | Market Share (2021)  | | Completions Trend (2017-2021) |
|  University of North Carolina Wilmington | 782 | 7.6% | 22.5% | \$7,238 |  |
|  East Carolina University | 343 | -3.7% | 9.9% | \$7,297 |  |
|  Winston-Salem State University | 262 | -2.2% | 7.5% | \$6,247 |  |
|  Fayetteville State University | 220 | 10.0% | 6.3% | \$5,379 |  |
|  University of North Carolina at Greensboro | 218 | 16.6% | 6.3% | \$7,468 |  |
|  University of North Carolina at Charlotte | 197 | 3.1% | 5.7% | \$7,188 |  |
|  Western Carolina University | 167 | -6.2% | 4.8% | \$4,367 |  |
|  Duke University | 147 | 10.5% | 4.2% | \$60,244 |  |
|  Appalachian State University | 143 | -21.9% | 4.1% | \$7,410 |  |
|  Queens University of Charlotte | 138 | 16.9% | 4.0% | \$38,726 |  |



BSN: Overall 18-year trend for region

Degree Production Trends – 2003-2021



| | 2012 Completions | 2021 Completions | % Change |
|-------------------------------|------------------|------------------|-----------|
| Distance Offered Programs | 97 | 2,857 | +2,845.4% |
| Non-Distance Offered Programs | 2,032 | 617 | -69.6% |
| All Programs | 2,129 | 3,474 | +63.2% |

8-10.





What master's (all formats) are producing the largest numbers of graduates?

(in North Carolina)

25 Largest Master's (North Carolina)

| PROGRAM | ALL FORMATS | | | ONLINE AVAILABLE | | | OCCUPATIONS | |
|---|--------------------|-----------------|-----------------|----------------------|-----------------|-----------------|------------------------------------|----------------------------------|
| | TOTAL DEGREES 2021 | 5-YEAR GROWTH # | 5-YEAR GROWTH % | TOTAL ONLINE DEGREES | 5-YEAR GROWTH # | 5-YEAR GROWTH % | ESTIMATED ANNUAL MASTER'S OPENINGS | PROJECTED % GROWTH (2022 – 2027) |
| Business Administration and Management | 2,890 | (418) | (13%) | 1,932 | 449 | 30% | 18,511 | 6% |
| Management Science | 1,158 | 1,153 | 23060% | 1,149 | 1,149 | Insf. Data | 2,265 | 8% |
| Social Work | 823 | 65 | 9% | 255 | 255 | Insf. Data | 712 | 6% |
| Computer Science | 646 | 63 | 11% | 283 | 40 | 16% | 4,346 | 8% |
| Management Sciences and Quantitative Methods... | 626 | 602 | 2508% | 75 | 75 | Insf. Data | 945 | 9% |
| Accounting | 569 | (156) | (22%) | 253 | 230 | 1000% | 3,812 | 4% |
| Physician Assistant | 515 | 28 | 6% | 0 | 0 | 0% | 127 | 12% |
| Teacher Educ./Prof. Dev., Specific Levels and... | 502 | 152 | 43% | 400 | 226 | 130% | 5,900 | 2% |
| Public Health, General | 394 | 233 | 145% | 338 | 256 | 312% | 731 | 10% |
| Library and Information Science | 377 | 114 | 43% | 323 | 105 | 48% | 1,711 | 4% |
| Public Administration | 341 | 45 | 15% | 156 | 18 | 13% | 2,536 | 7% |
| Divinity/Ministry | 336 | 12 | 4% | 242 | 38 | 19% | 344 | 8% |
| Educational Leadership and Administration | 305 | (89) | (23%) | 162 | (90) | (36%) | 217 | 2% |
| Counselor Education/School Counseling... | 297 | 2 | 1% | 148 | 70 | 90% | 241 | 5% |
| Family Practice Nurse/Nursing | 297 | 115 | 63% | 42 | 3 | 8% | 190 | 21% |
| Electrical and Electronics Engineering | 289 | 11 | 4% | 164 | 54 | 49% | 253 | 9% |
| Health/Health Care Administration/Management | 278 | (48) | (15%) | 252 | (46) | (15%) | 2,309 | 5% |
| Theology/Theological Studies | 258 | (8) | (3%) | 0 | (6) | (100%) | 681 | 7% |
| Occupational Therapy/Therapist | 180 | 77 | 75% | 0 | 0 | 0% | 70 | 8% |
| College Student Counseling/Personnel Services | 179 | 22 | 14% | 40 | 18 | 82% | 241 | 5% |
| Engineering/Industrial Management | 170 | (67) | (28%) | 170 | 113 | 198% | 1,020 | 4% |
| Registered Nursing/Registered Nurse | 165 | 79 | 92% | 165 | 88 | 114% | 2,162 | 5% |
| Statistics | 162 | 93 | 135% | 118 | 78 | 195% | 300 | 10% |
| Registered Nursing, Admin., Research, Clinical | 160 | (159) | (50%) | 160 | (71) | (31%) | 1,945 | 5% |
| Data Modeling/Warehousing/Database Administration | 158 | 45 | 40% | 0 | 0 | 0% | 2,445 | 8% |

A blue-tinted photograph of three people in a meeting. A woman with curly hair is smiling and looking at a document. A man with a beard is also smiling and looking at the document. Another man is partially visible on the left, looking towards the center. The background is slightly blurred, showing what appears to be a whiteboard or a wall with some lines.

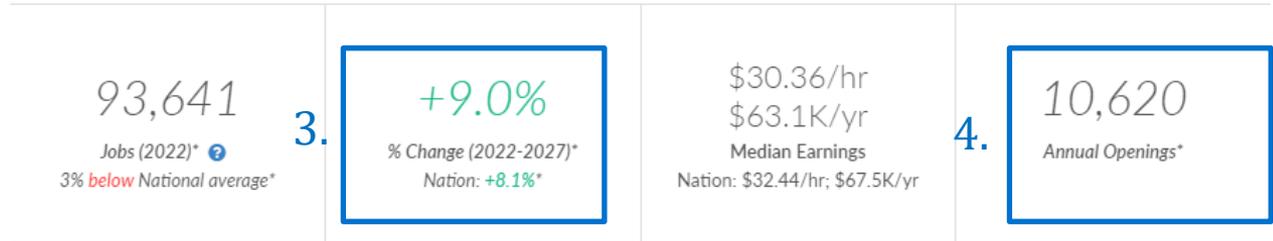
10 Critical Pieces of Market Intelligence

MBA: Online is 1/3 of market; labor market shows unmet demand



| | Completions (2021) | % Completions | Institutions (2021) | % Institutions |
|---------------------------------|--------------------|---------------|---------------------|----------------|
| ● All Programs | 2,890 | 100% | 31 | 100% |
| ● Distance Offered Programs | 1. 1,932 | 67% | 2. 21 | 68% |
| ● Non-Distance Offered Programs | 958 | 33% | 10 | 32% |

Related Occupations (at Level)

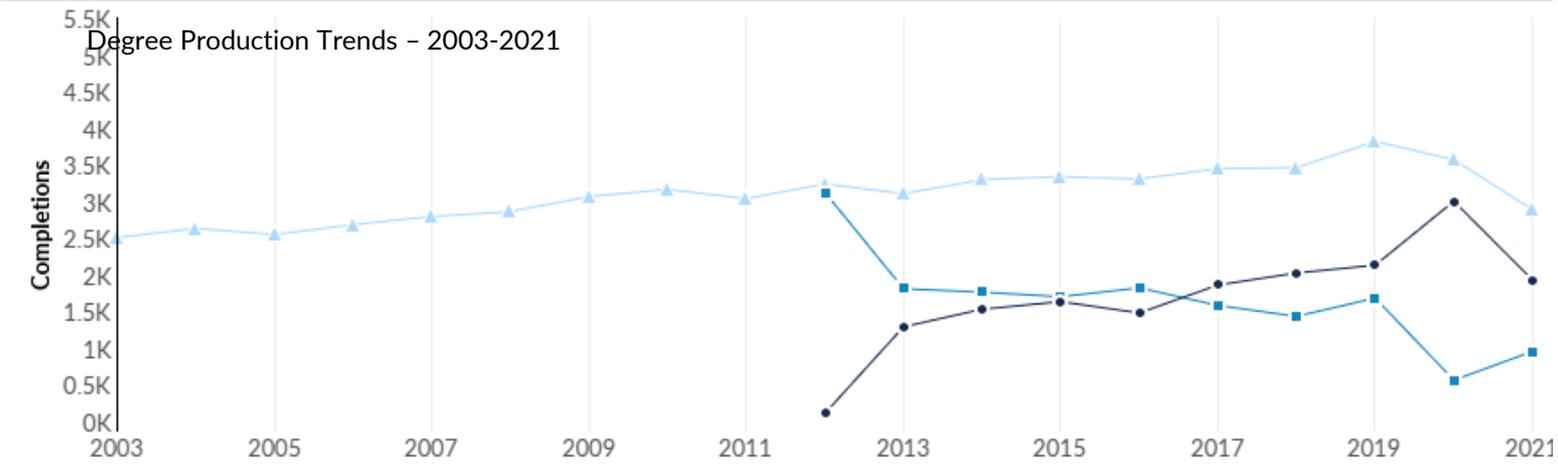


MBA: Top 10 online competitors in the region

| 10 Largest Online Programs | 5. | | 6. | | 7. |
|---|------------------------------------|---------------------|---------------------|-----------------------------|-------------------------------|
| | Master's Degree Completions (2021) | Growth % YOY (2021) | Market Share (2021) | IPEDS Tuition & Fees (2021) | Completions Trend (2017-2021) |
| ⊞ Duke University | 764 | 1.9% | 26.4% | \$60,244 | |
| ⊞ Wake Forest University | 274 | 11.8% | 9.5% | \$59,770 | |
| ⊞ University of North Carolina at Pembroke | 245 | 96.0% | 8.5% | \$3,495 | |
| ⊞ East Carolina University | 232 | -2.5% | 8.0% | \$7,297 | |
| ⊞ University of North Carolina Wilmington | 209 | 97.2% | 7.2% | \$7,238 | |
| ⊞ Fayetteville State University | 154 | 55.6% | 5.3% | \$5,379 | |
| ⊞ University of North Carolina at Charlotte | 127 | 15.5% | 4.4% | \$7,188 | |
| ⊞ Gardner-Webb University | 125 | 48.8% | 4.3% | \$32,200 | |
| ⊞ Strayer University-North Carolina | 70 | -33.3% | 2.4% | \$13,515 | |
| ⊞ Queens University of Charlotte | 67 | 17.5% | 2.3% | \$38,726 | |



MBA: Overall 18-year trend for region



| | 2012 Completions | 2021 Completions | % Change |
|---------------------------------|------------------|------------------|-----------|
| ● Distance Offered Programs | 114 | 1,932 | +1,594.7% |
| ■ Non-Distance Offered Programs | 3,127 | 958 | -69.4% |
| ▲ All Programs | 3,241 | 2,890 | -10.8% |

8-10.



Student Expectations have shifted. Are you ready?



Need for speed



Rise in consumer mentalities



"Me"centric view of the world



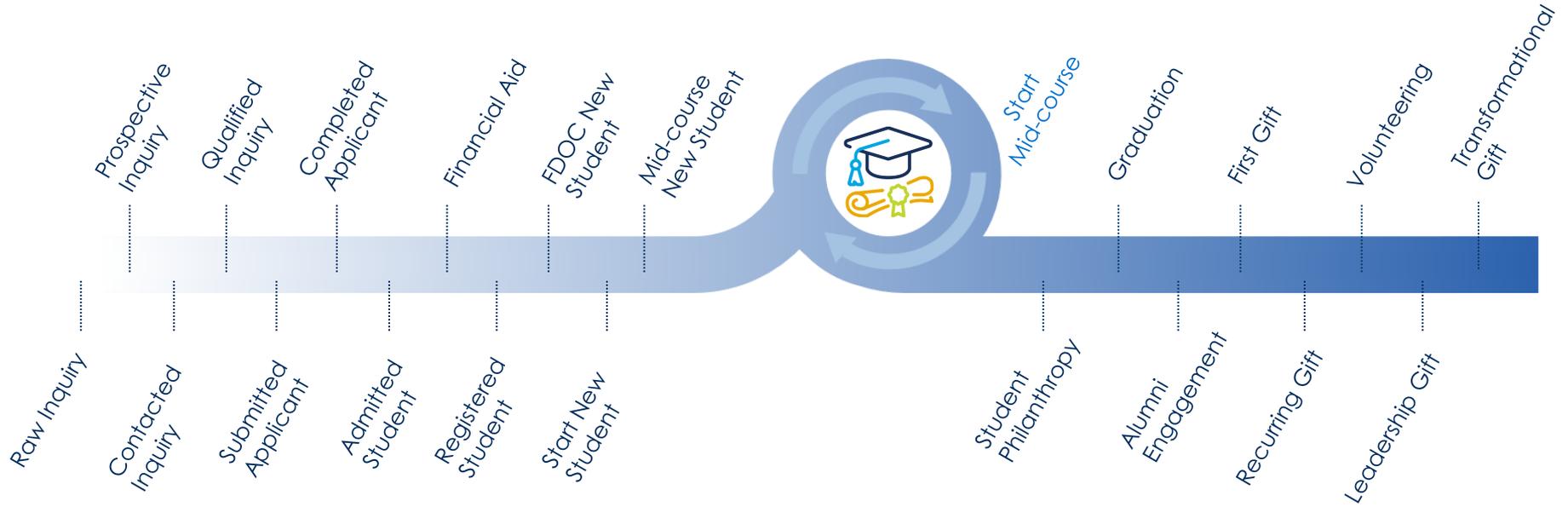
Meaningful connections

NETFLIX



amazon

We must consider speed at every stage of the student lifecycle



Expertise and Insights, Analytics and Surveys



What is your team doing (or want to do) to address evolving student expectations?

Adult students demand timely response to inquiries

| 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% |

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

+45: 41%

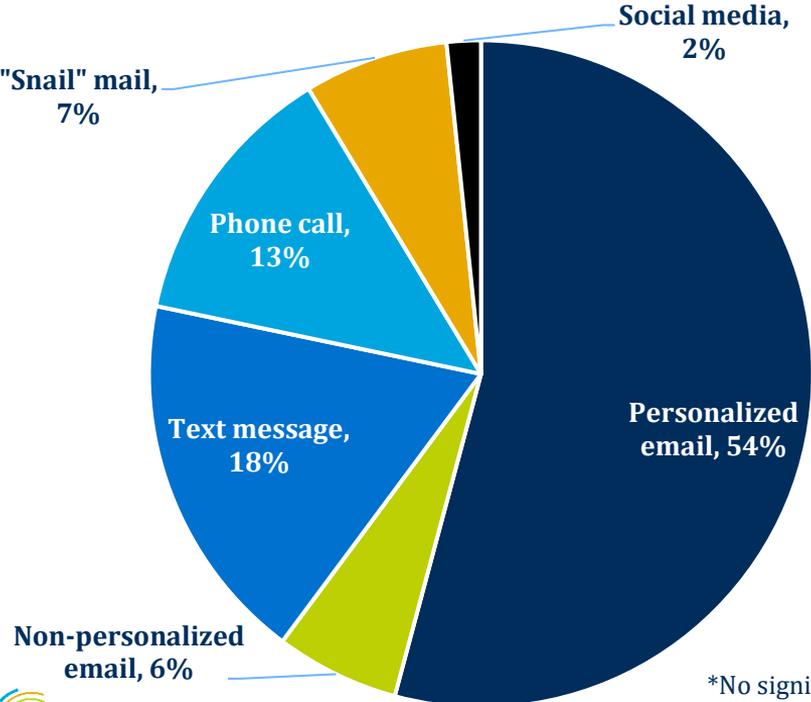
+45: 36%

+45: 48%

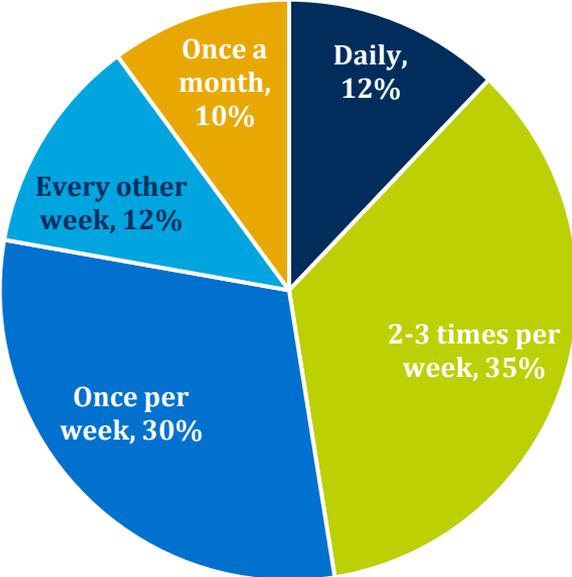


Online students expect regular contact from the programs and the prefer personalized email.

Preferred Method of Follow Up*



Preferred Frequency of Follow Up*



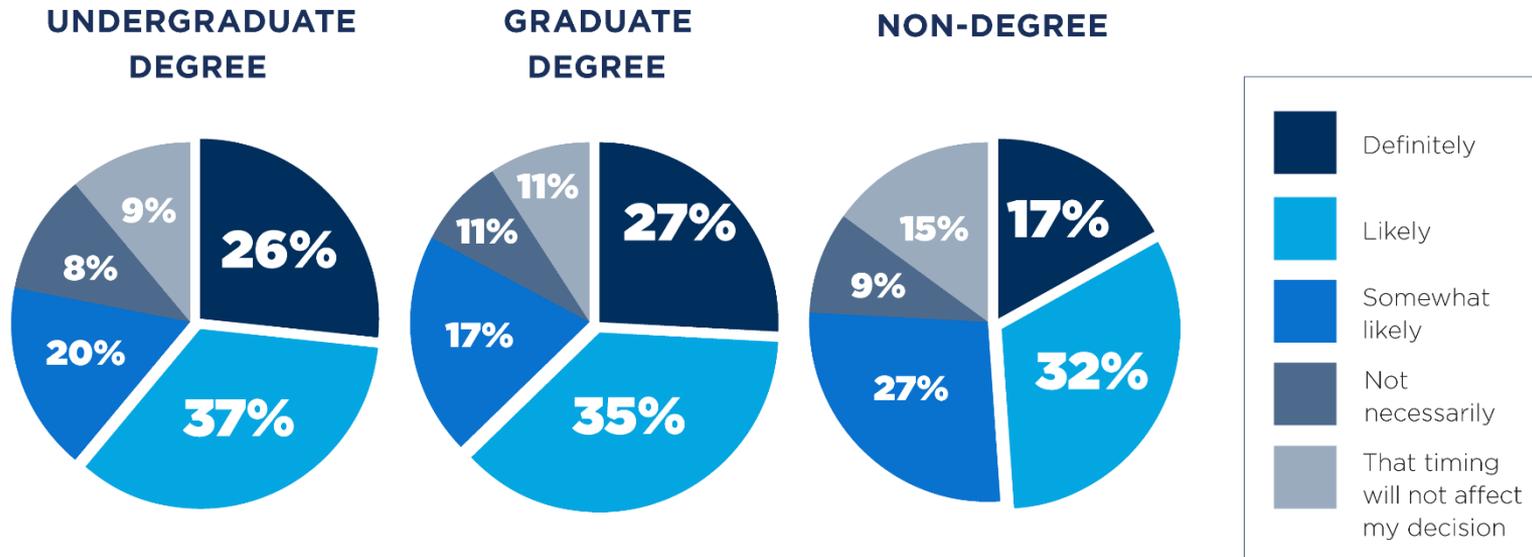
*No significant difference in preferences by level of study

Adult students expect timely admissions decisions

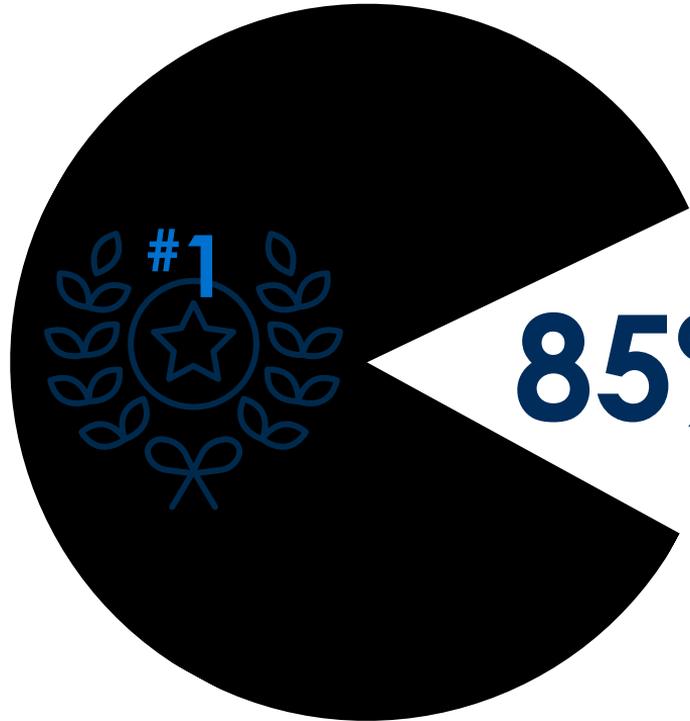
| TABLE 38: EXPECTED TIME TO RECEIVE NOTIFICATION OF ADMISSION | UNDER-GRADUATE DEGREE | GRADUATE DEGREE | NON-DEGREE |
|--|-----------------------|-----------------|------------|
| Within 24 hours | 11% | 15% | 8% |
| 1-3 days | 34% | 29% | 32% |
| 4-7 days | 30% | 27% | 31% |
| 7-14 days | 18% | 19%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

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.**

Key takeaways: MARKET DATA

- ❑ Growth potential exists:
 - ✓ **Nursing** is the largest online bachelor's area, but **Business Administration** programs have seen the greatest growth.
 - ✓ **Business Administration** is the largest Master's area, but **Management Science** programs (one of the 4 CIPs used to report Business Analytics programs) have seen the greatest growth.
- ❑ 10 of the 25 largest ONLINE bachelor's programs have seen OVERALL contraction in the last five years (online is where growth is occurring).
- ❑ 7 of the 25 largest master's programs have seen OVERALL contraction, while just 2 programs have seen ONLINE contraction in degree production.
- ❑ There is clear and rising demand for online programs at both the undergraduate and graduate levels in this region. The institutions that “win” will be those that respond to their market.



RNL Regional Workshop

Graduate and Online Enrollment



2

Leveraging Research to Drive Graduate & Online Enrollment

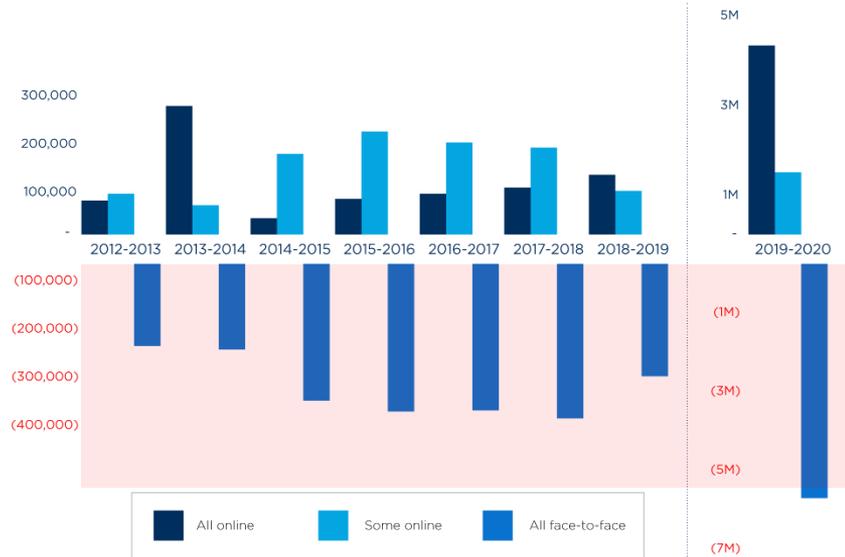
Scott Jeffe

Vice President of Graduate and Online Research



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

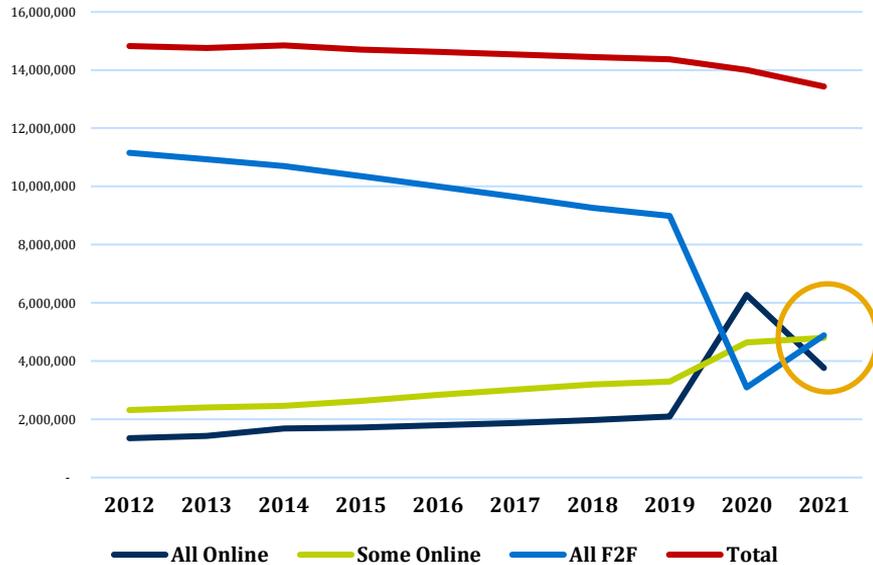


Source: RNL Analysis of IPEDS fall enrollment data, First Look, Degree Granting Institutions. Retrieved April 2022.

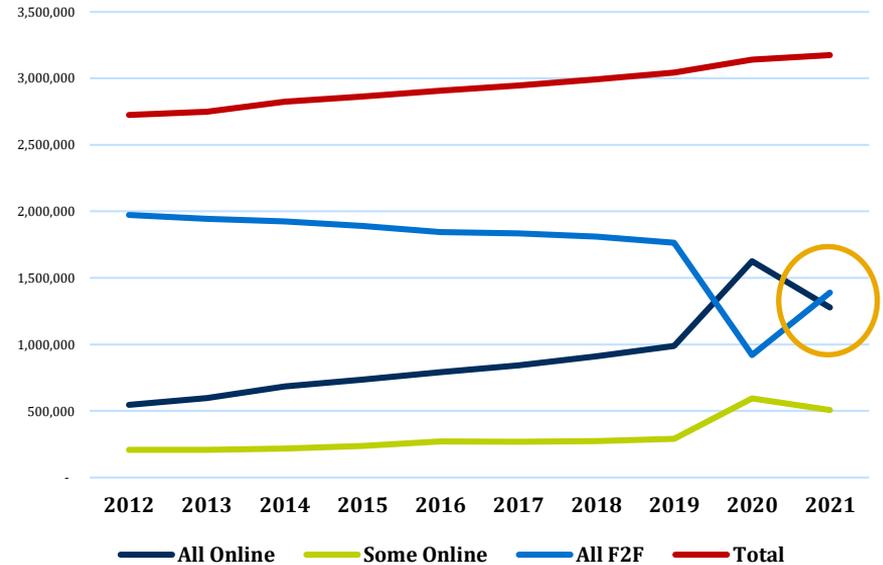
Enrollment Trends and Format Choice Since 2012

At both the undergraduate and graduate levels, fully online and fully classroom students are now at near parity. Is this the future of higher education?

Undergraduate



Graduate



Source: RNL Analysis of IPEDS Fall Enrollment Snapshot data. (U.S. degree granting institutions of at least two years.)

The Undercounting of Online Students

| Undergraduate | | | |
|--------------------------------|----------------------------------|--------------------|------------|
| 2019 | | | |
| | 12-Month Unduplicated Enrollment | 2019 Fall Snapshot | Undercount |
| All students | 22,200,465 | 16,565,066 | 5,635,399 |
| Exclusively distance education | 4,275,625 | 2,449,559 | 1,826,066 |
| One or more distance education | 6,811,322 | 3,563,377 | 3,247,945 |
| No distance education | 11,113,518 | 10,552,130 | 561,388 |

| Graduate | | | |
|--------------------------------|----------------------------------|--------------------|------------|
| 2019 | | | |
| | 12-Month Unduplicated Enrollment | 2019 Fall Snapshot | Undercount |
| All students | 3,892,534 | 3,072,433 | 820,101 |
| Exclusively distance education | 1,445,355 | 1,000,566 | 444,789 |
| One or more distance education | 686,126 | 300,121 | 386,005 |
| No distance education | 1,761,053 | 1,771,746 | -10,693 |

If there are 16 million students enrolled in the fall semester, how many more enter at other times of the year?

Who are these students?

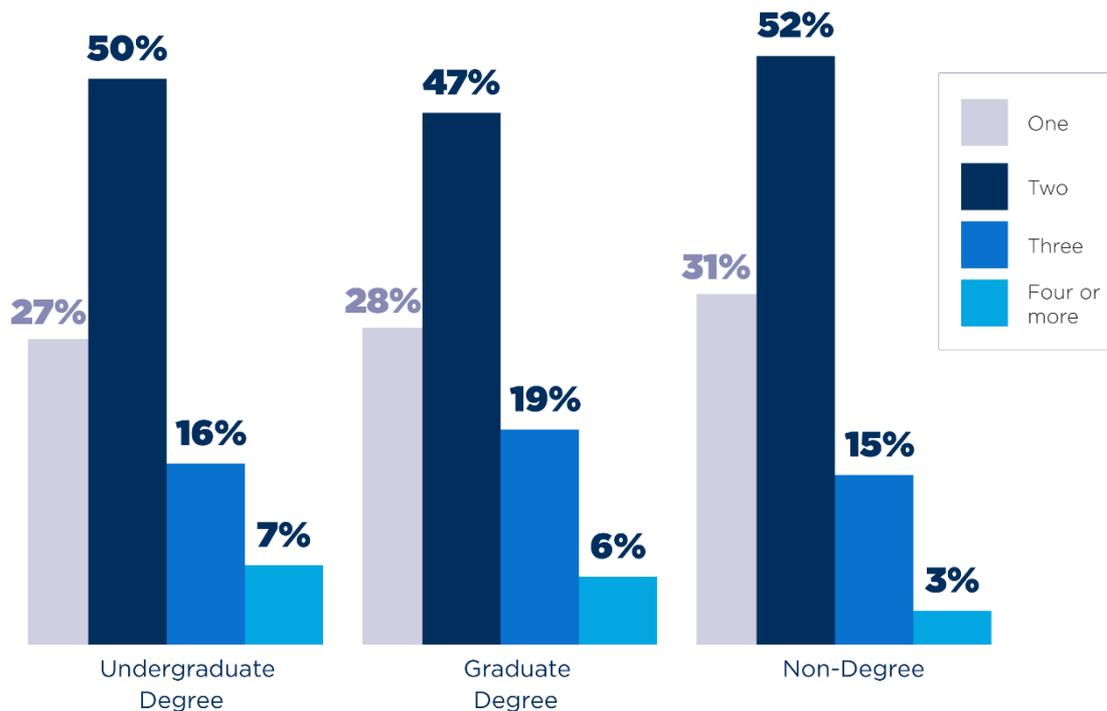
Online and hybrid students who enroll at times other than the fall semester.



How is your institution addressing the increasing demand for online – and the contraction of trad. UG students?

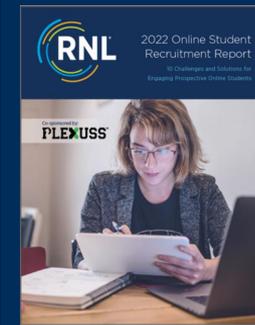
You are competing with more than inertia

TABLE 30: NUMBER OF ONLINE PROGRAMS CONSIDERED



Source: 2022 Online Student Recruitment Report, RNL

Download the report:



Level of Intended Study

TABLE 7: INTENDED ONLINE CREDENTIAL

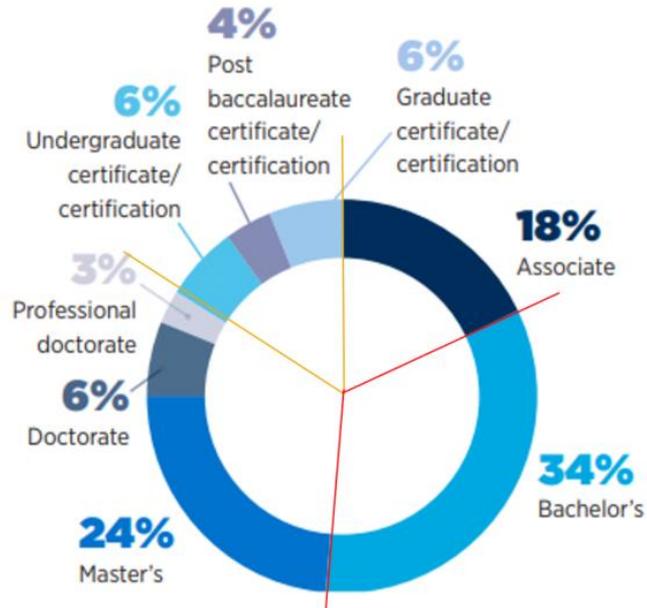
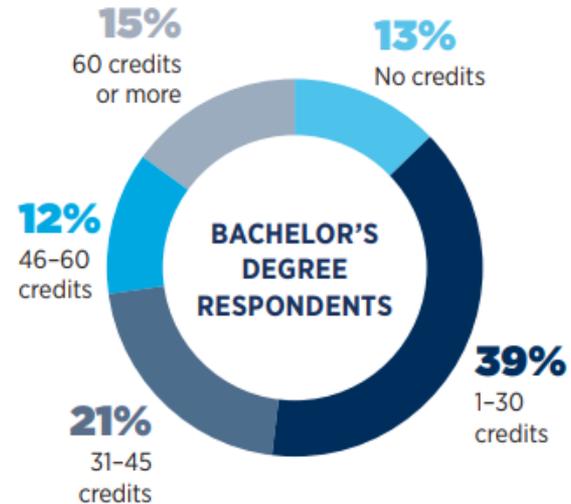


TABLE 8: PREVIOUSLY EARNED UNDERGRADUATE CREDITS

(bachelor's degree respondents only)



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

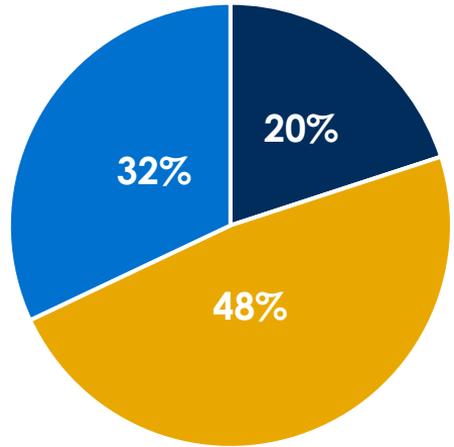
| TABLE 9: INTENDED DISCIPLINE OF STUDY | UNDER-GRADUATE DEGREE | GRADUATE DEGREE | NON-DEGREE |
|--|-----------------------|-----------------|------------|
| Business | 23% | 25% | 25% |
| Education | 12% | ↓ 10% | 9% |
| Health Professions | ↑ 12% | 7% | 15% |
| Computer/Information Science | ↑ 11% | ↑ 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

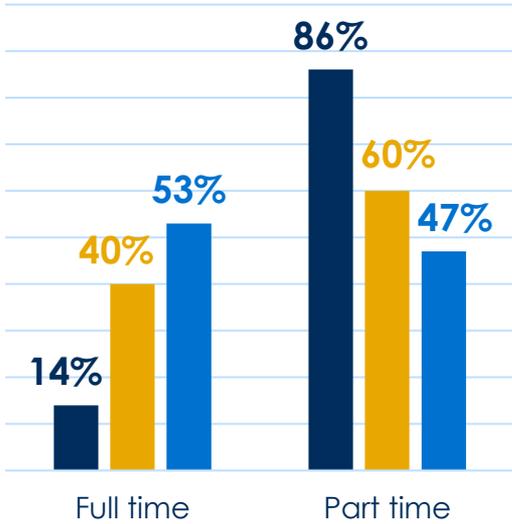
Less than one-quarter of graduate students plan to enroll in a classroom-only program

GRADUATE STUDENTS

PREFERRED FORMAT

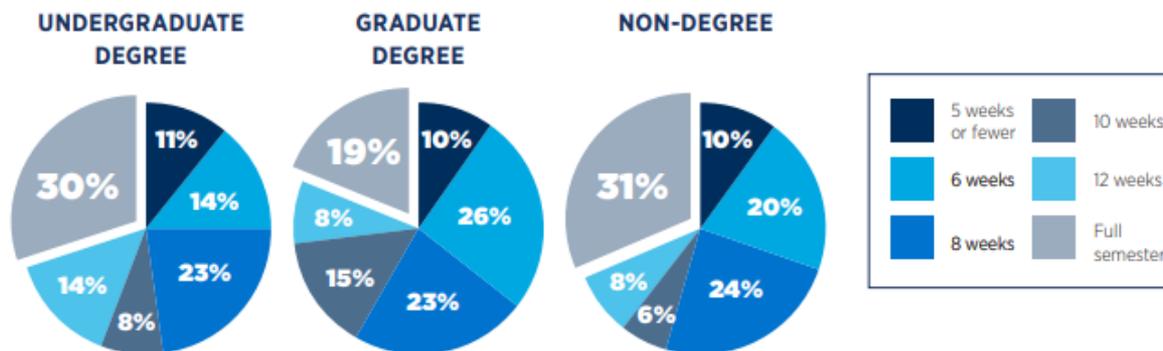


ENROLLMENT STATUS



Online Format Preferences

TABLE 11: PREFERRED LENGTH OF COURSES



| | UNDER-GRADUATE DEGREE | GRADUATE DEGREE | NON-DEGREE |
|-----------|-----------------------|-----------------|------------|
| 1 | 17% | 21% | 30% |
| 2 | 44% | 41% | 37% |
| 3 | 21% | 23% | 23% |
| 4 or more | 17% | 15% | 11% |

Online Format Preferences

TABLE 13: PREFERENCE: SELF-PACED OR STRUCTURED

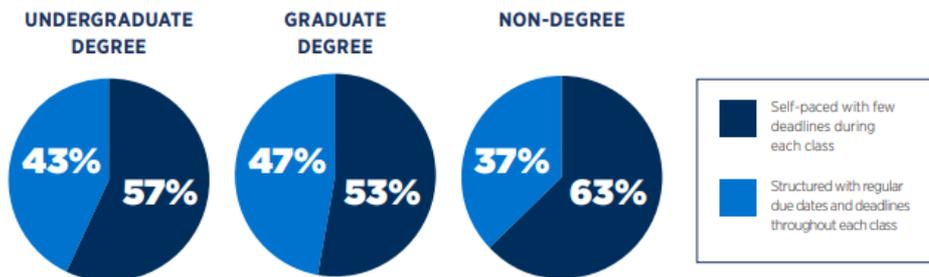
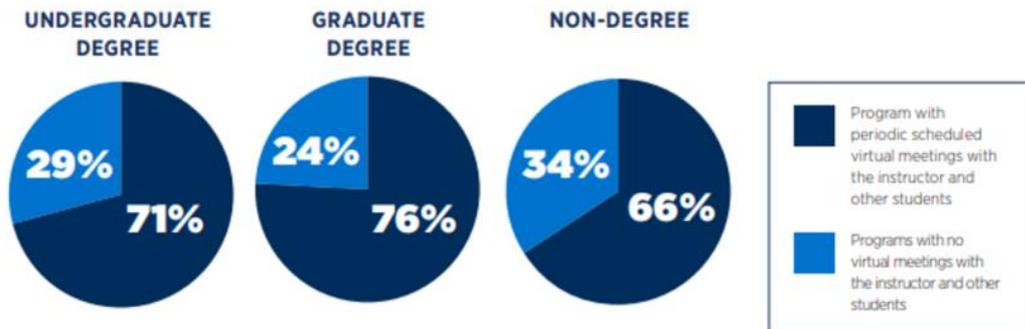
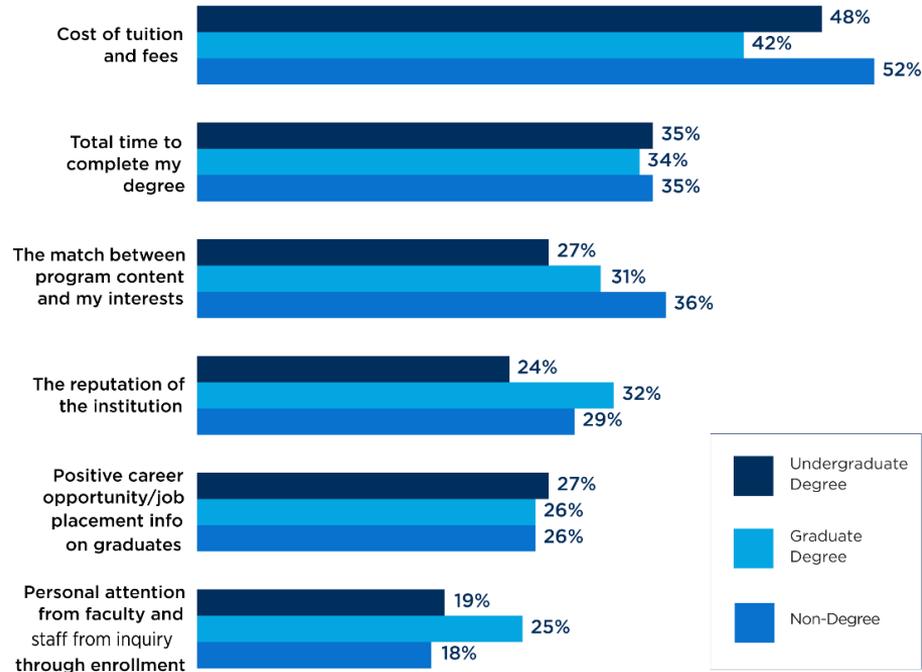


TABLE 14: ENGAGEMENT



Online students are focused on practical factors

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





QUESTION TO CONSIDER

How are you currently using market data to inform new program choice AND/OR to prioritize how you allocate your marketing budget?

Choosing/Prioritizing Programs

Success is rooted in a balance between market demand and institutional strength. How do you order your internal factors?

INTERNAL

Will



Capacity



Culture



Expertise



EXTERNAL

Market Demands

Trends

Expertise



Landscape, Road Map, and Mirror



LANDSCAPE

Do you know the terrain will be to travel? A Quantitative assessment of the demand and supply characteristics confronting each program in your market helps you plan for success.



ROAD MAP

Do you know how to navigate the terrain? Qualitative investigation of specific competitors will ensure you can differentiate your program in a crowded market. Differentiation is more than a unique program name.



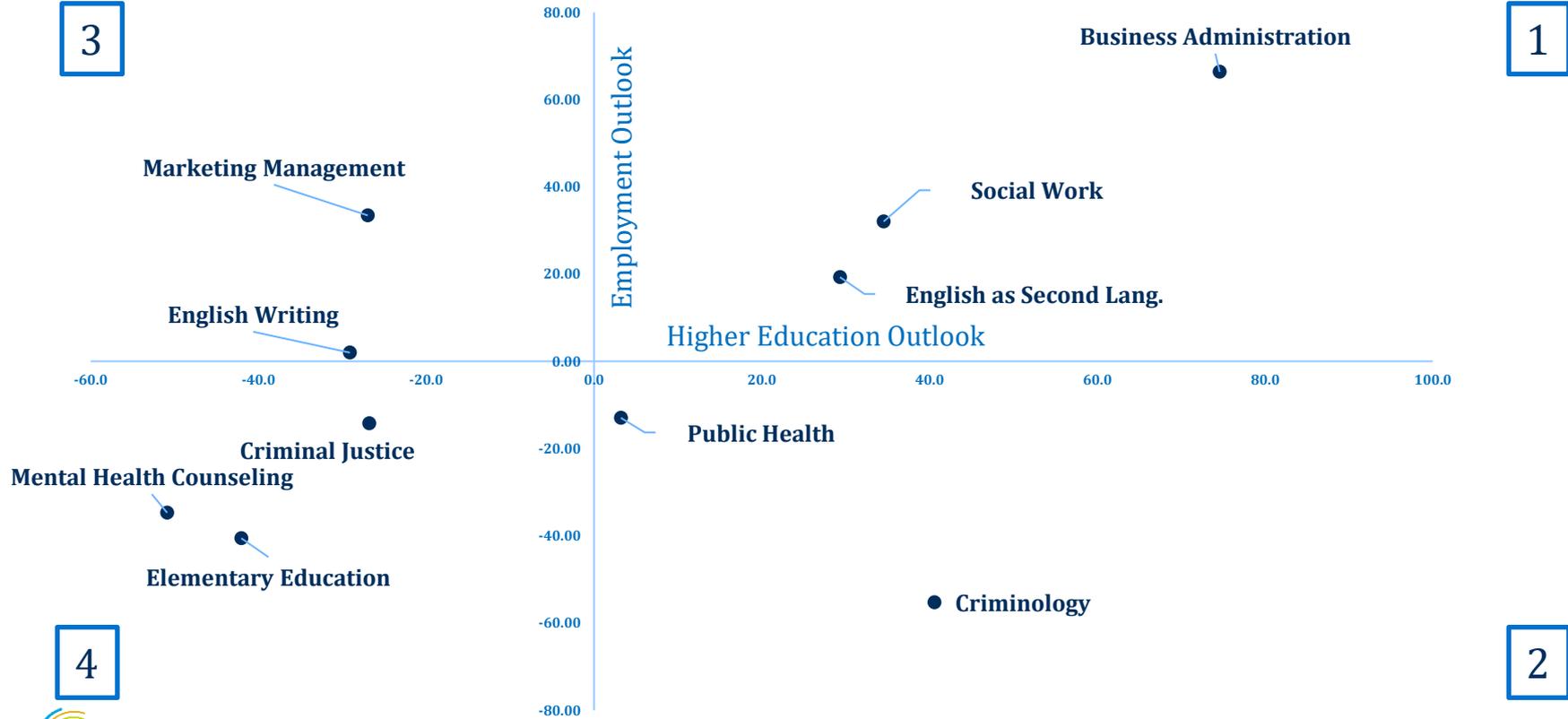
MIRROR

What do others think of you as a provider? Do your programs align with those perceptions? Surveying your audience(s) will help you understand how you fit into your regional (and wider) market.

Fundamental for Success: Market Research

- **Secondary data** can be very powerful...if used in a strategic manner.
 - Compare programs
 - Compare regional trends with national patterns
 - Compare competitive situation to employment outlook
- **Recent past CAN inform the immediate future**
 - Student demand lags behind employer demand by as much as 8 years.
 - Institutions that are still thinking that they have 2+ years to mount new programs will lose to more nimble institutions
- Focus research on **where growth is happening**: online? classroom?
- Gain intelligence on **specific competitors** so you can **differentiate**
 - Don't differentiate through a long cumbersome program name

Program Prioritization Matrix – All Program Formats



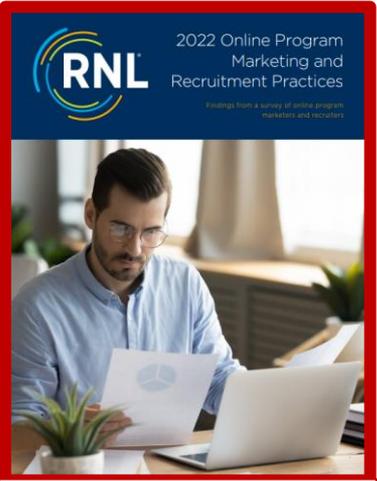
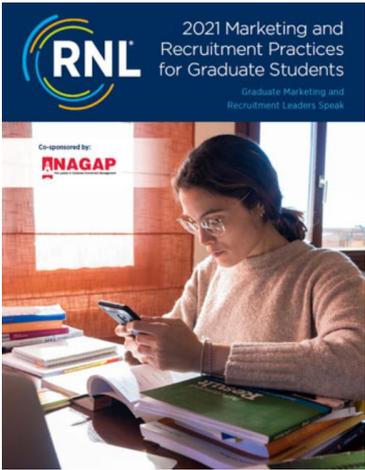
3

1

4

2

RNL's Graduate and Online Reports



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?



RNL Regional Workshop

Graduate and Online Enrollment



How are you leveraging traditional media in new and effective ways?

3

A Holistic View of Generating Inquiries

Charles Ramos

Vice President of Graduate and Online Solutions





**How do you generate
leads for your graduate
and/or online
programs?**

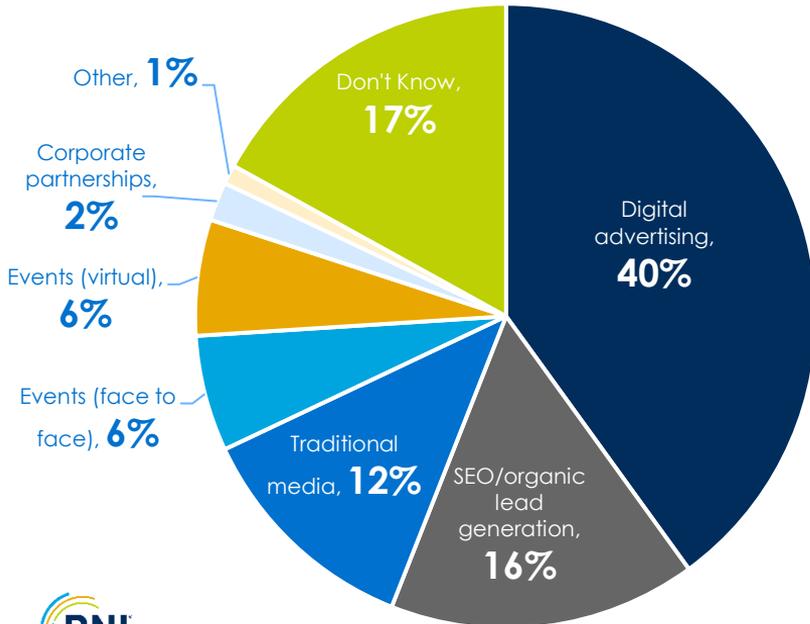
Integrated media strategy



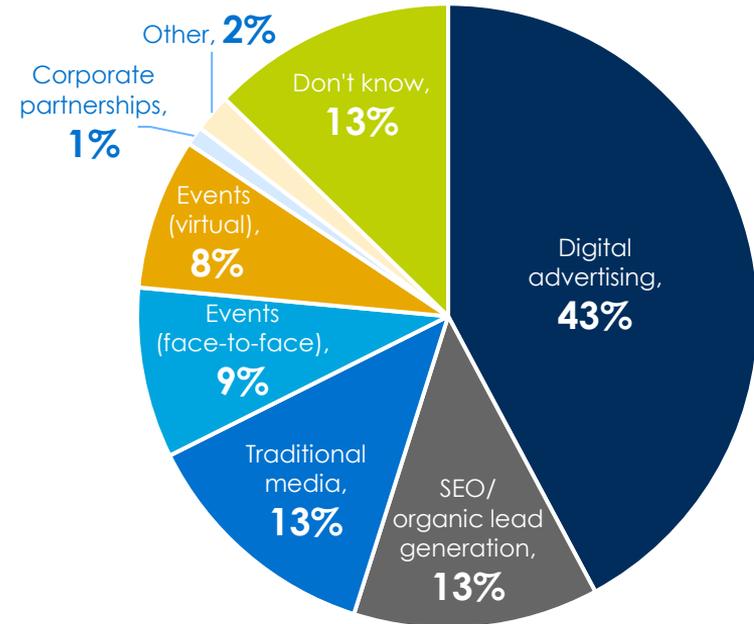
How the typical marketing budget is being spent

THE MARKETING AND RECRUITMENT BUDGETS FOR GRADUATE AND ONLINE PROGRAMS

PRIVATE
ALLOCATION OF MARKETING DOLLARS



PUBLIC
ALLOCATION OF MARKETING DOLLARS





How do you generate leads for your graduate and/or online programs?

Integrated media strategy





**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?**

SEO Action Planning



ASSESS

Benchmark visibility based on organic sessions and current search ranking.



PRIORITIZE

Establish a content strategy based on goals, trends and potential for lift.



ASSIGN

Identify resources for management of SEO strategy and content development.



RESEARCH AND WRITE

Develop keyword-driven, benefits-focused content for program and enrollment pages.

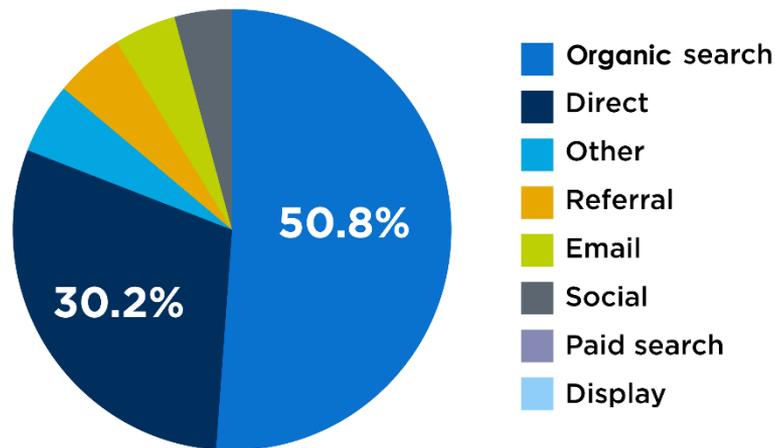


FIX AND EXTEND

Resolve content and technical errors to improve performance, and develop additional content and continue...

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.

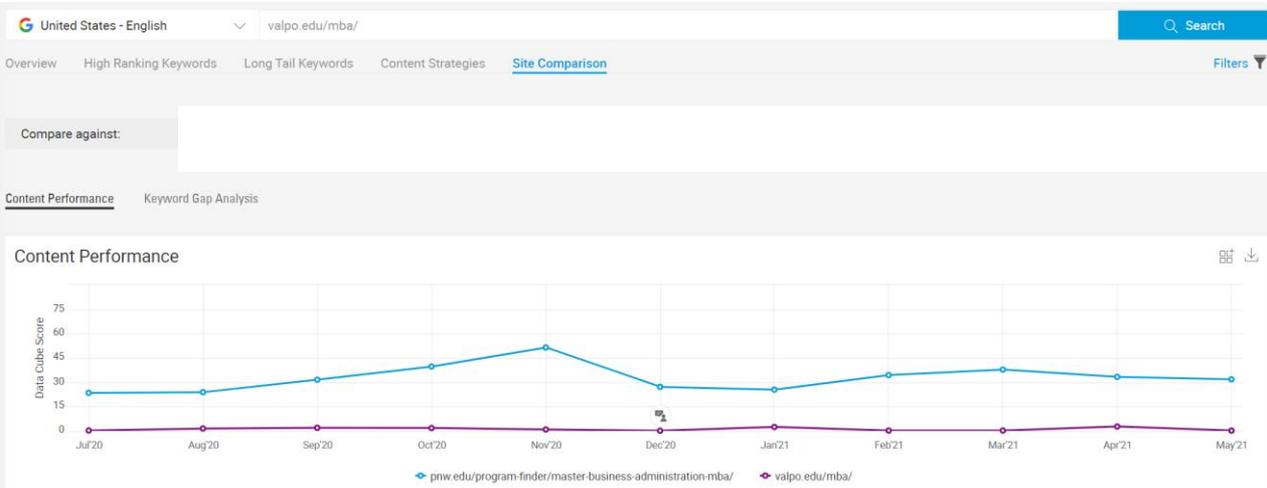
77% of students will use a search engine to access a website EVEN if they know which school they want to look up.

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



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 >

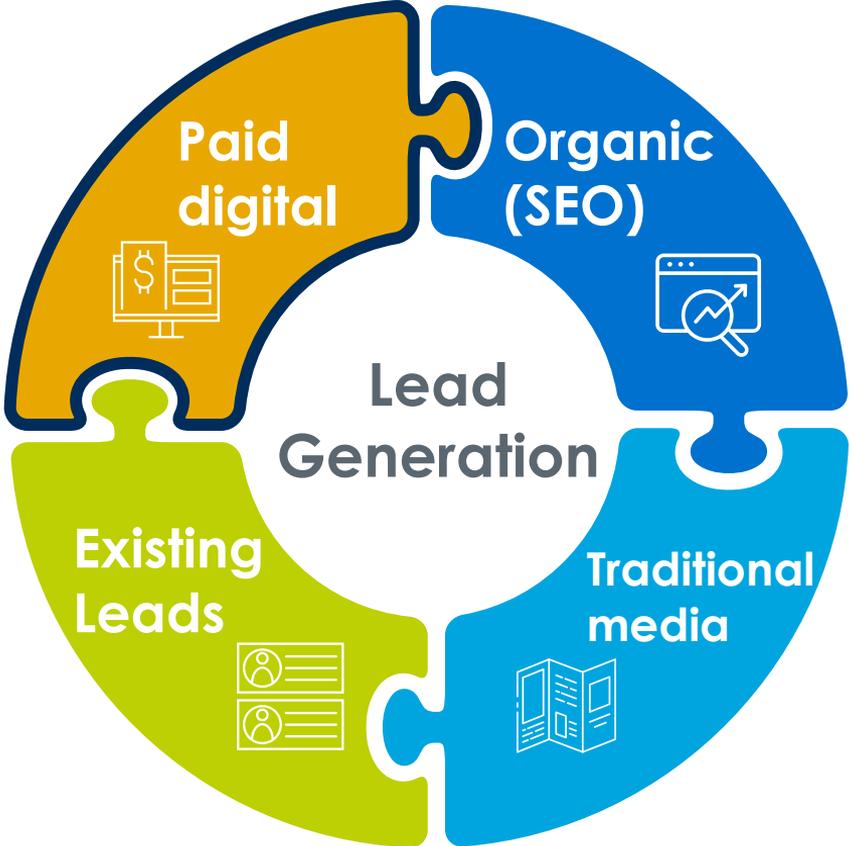
In submitting my contact information, I understand that I will receive phone calls, text messages and email about attending Franklin University. I may opt out of these communications at any time.

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

POPULAR POSTS

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

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

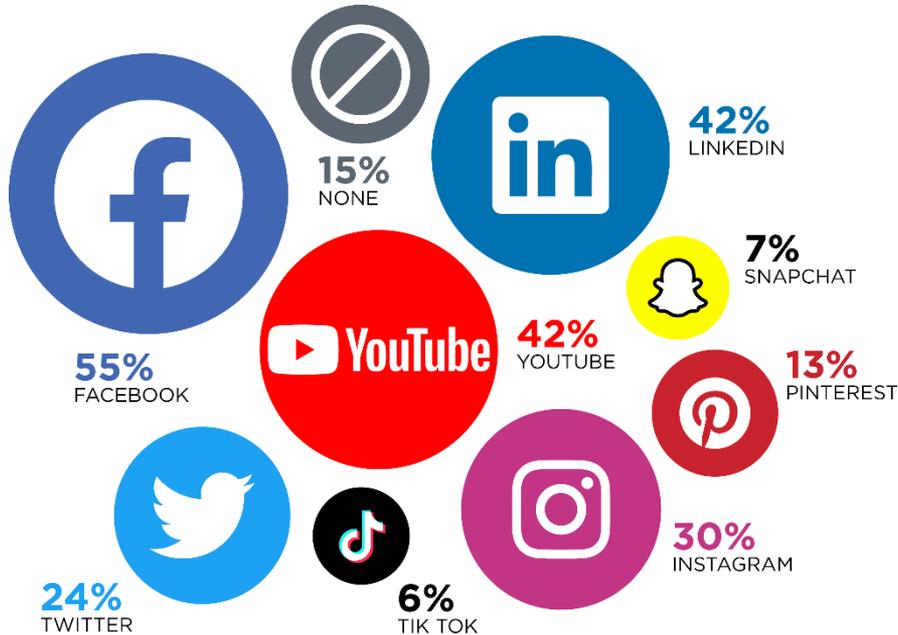


CHANGING REGULATIONS

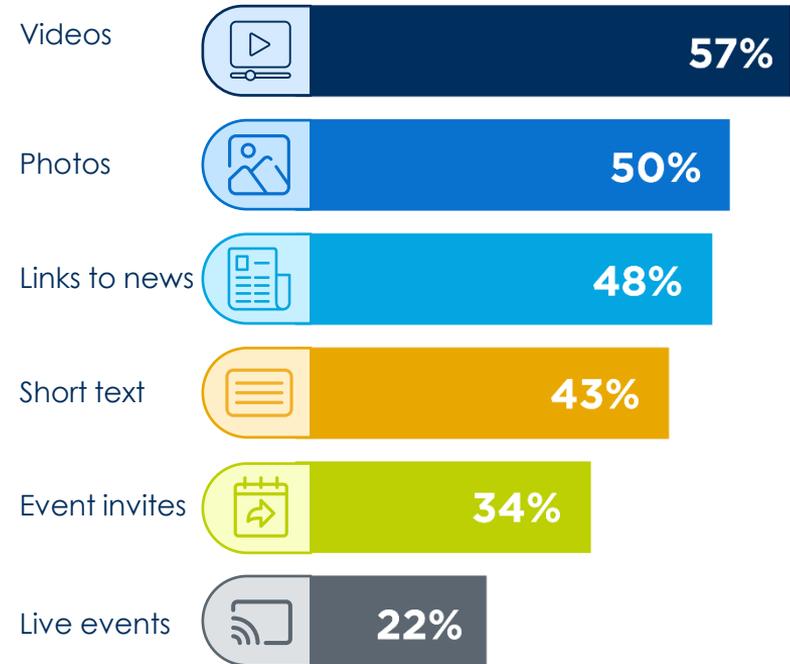
Ever-changing regulations

68% of prospective students use social media in their search

PREFERRED SOCIAL MEDIA FOR GRADUATE PROGRAM INFO



PREFERRED CONTENT ON SOCIAL



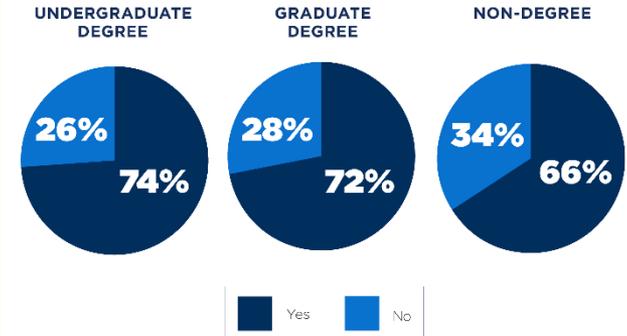
Online students most frequently use digital channels to engage with an institution

| 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% |

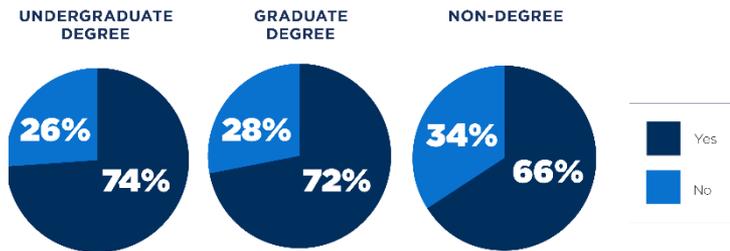
Lower usage but important to include in the mix

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

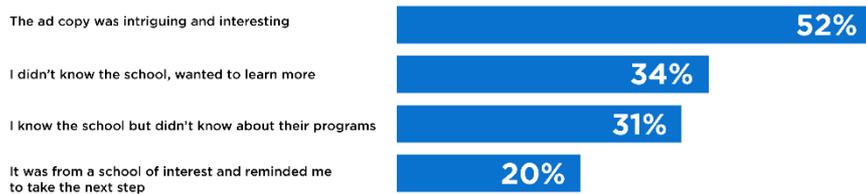
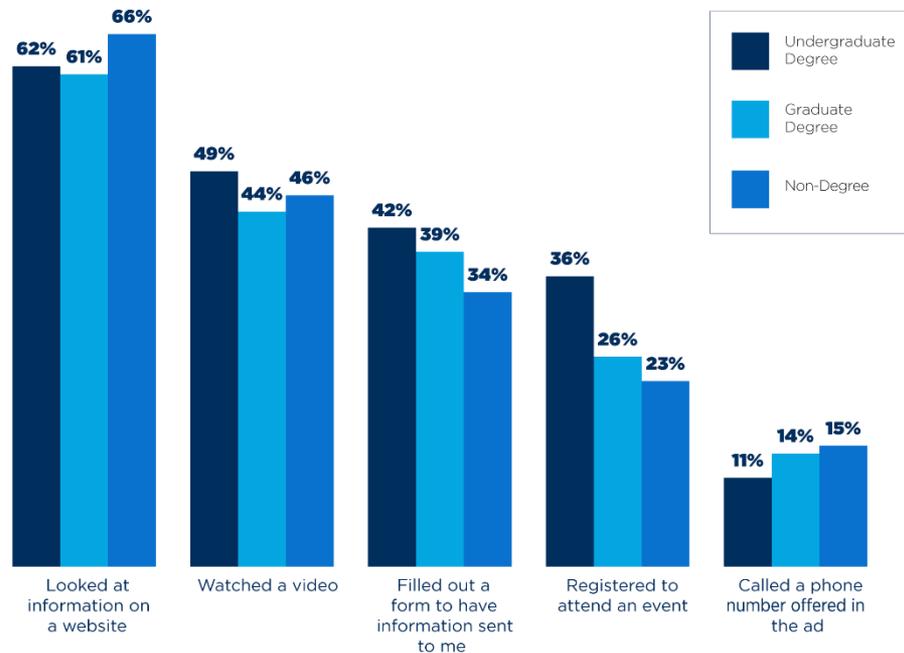


TABLE 19: ACTION AFTER CLICKING DIGITAL ADS



Integrated media strategy



Traditional Media



Direct Mail

Inquiry Generation + Re-engagement

Evolving + OnDemand



Out of Home

Awareness + Interest

Static + Digital



Traditional Radio

Awareness & Broad Reach

Passive + Complementary



Traditional TV

Broad Reach + Retention

Immediate + Intrusive



Transit

Awareness + Engagement

Static + Digital



**How are you leveraging traditional media
in new ways to support the overall
strategy?**



Knowing what your
target audience looks
like...

Prospective Online Student Demographics

GENDER

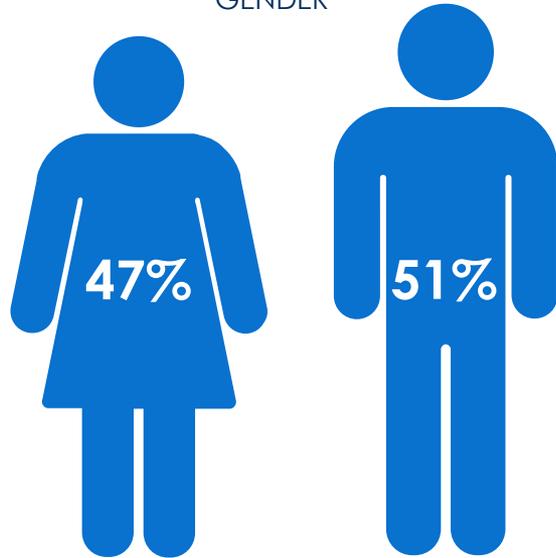
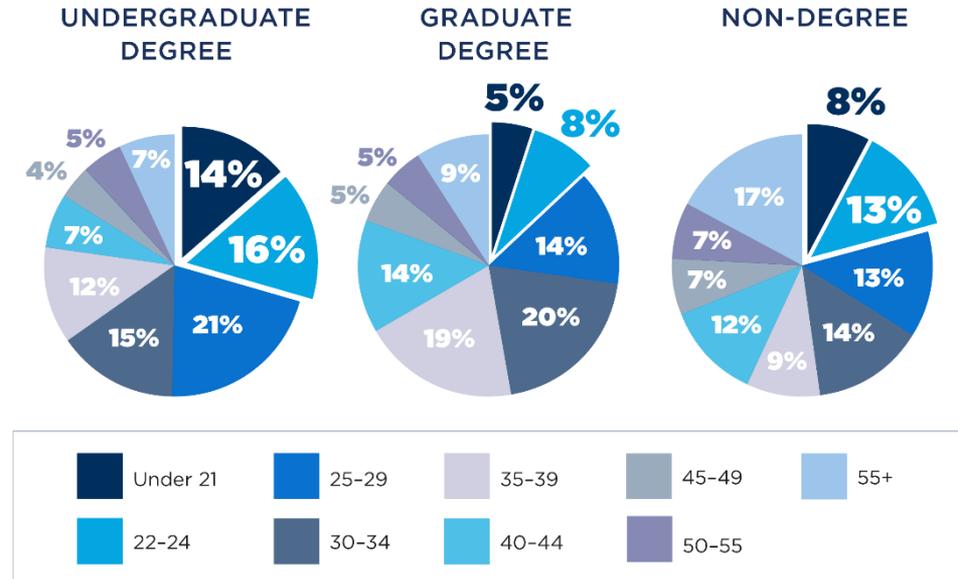
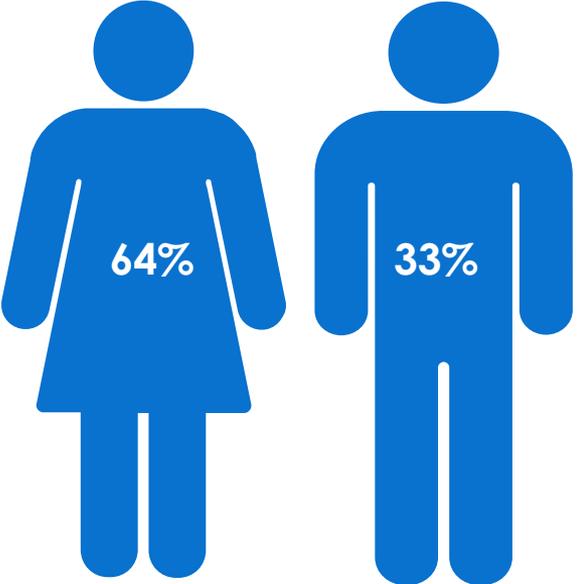


TABLE 28: AGE OF RESPONDENTS

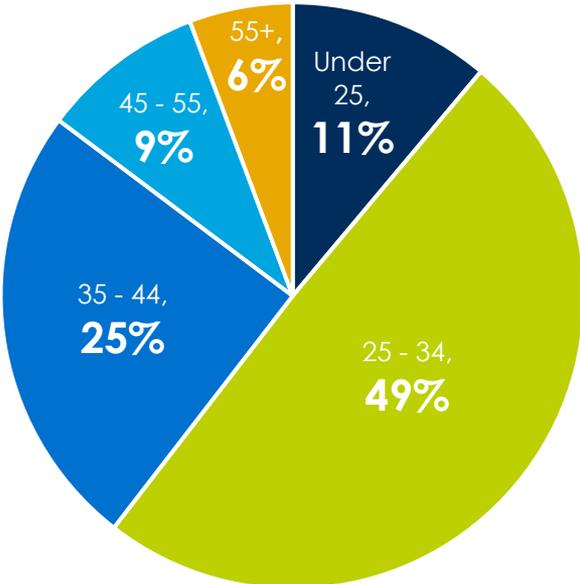


Prospective Graduate Student Demographics

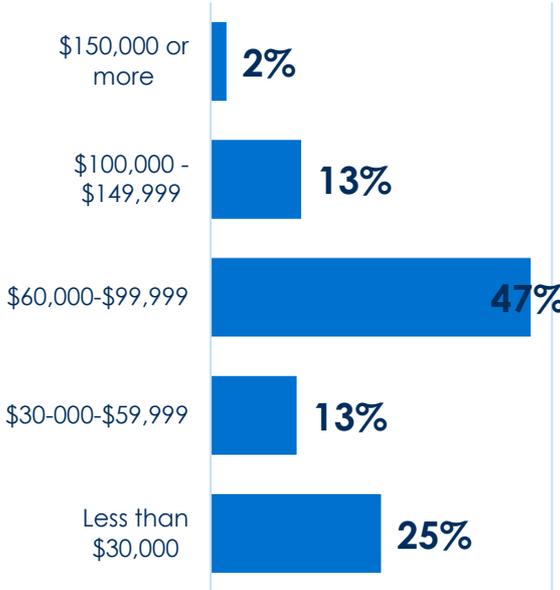
GENDER



AGE



HOUSEHOLD INCOME





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

University

INQUIRY GOALS **ACADEMIC PERIOD GOALS**

ACADEMIC PERIOD GOALS Search...

| 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
+

- 🏠 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 | -- | -- |
| Google: Program | | Budget | \$ 64,500.00 | \$ 19,668.68 | \$ 39,337.48 | \$ 39,337.48 | \$ 39,337.48 | Inquires / Day (Avg: 8) | |
| | | Inquiry | 215 | 101 | 202 | 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

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

University

INQUIRY SEARCH

Search Results

Search Title: Channel / Vender View ✕

Last 30 +

| <input type="checkbox"/> | 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 Business 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 |

Transparent tracking and training

4

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

4

RNL University

EGP DASHBOARD

ENROLLMENT FUNNEL MEDIA TRENDING CONTACT RATE

Academic Period
Snow Valley University March 2021

Monthly

| Milestone | Plan | | | Actual | | | | | Forecast | | | | | Helix Benchmark |
|---------------------|---------------------|------------|---------|---------------------|------------|-------|----------|-----------|---------------------|------------|---------|----------|-----------|-----------------|
| | Next Milestone Rate | Start Rate | Count | Next Milestone Rate | Start Rate | Count | Variance | % to Plan | Next Milestone Rate | Start Rate | Count | Variance | % to Plan | |
| 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% |



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: INQUIRY GENERATION

- 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 Winning Framework for Growth – Graduate & Online Populations

Charles Ramos

Vice President of Graduate and Online Solutions



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

PHASE 1



Preparation and Data Analysis

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

PHASE 2



Strategy Development

- Tactic identification
- Strategy prioritization
- ROI considerations

PHASE 3



Goal Development

- Enrollment projections
- Goal setting
- Written plan finalization

PHASE 4



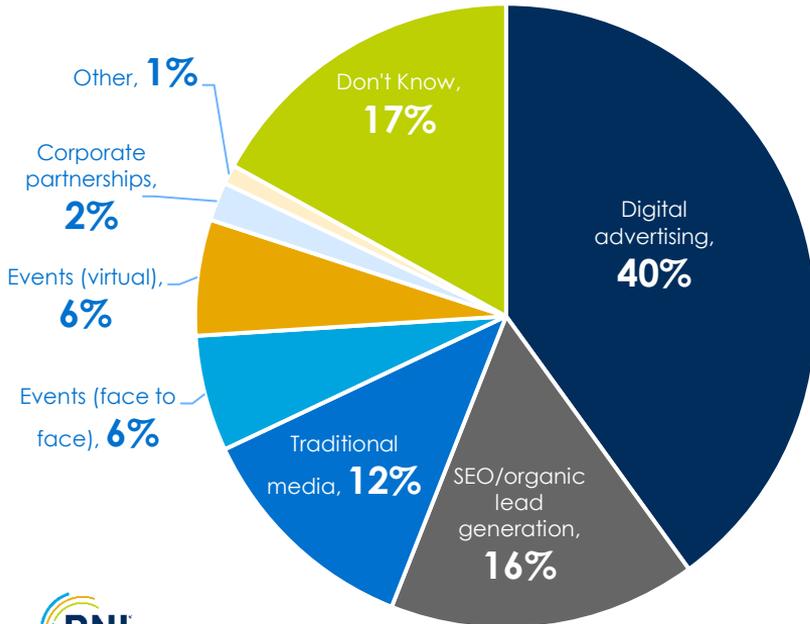
Implementation and Continuation

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

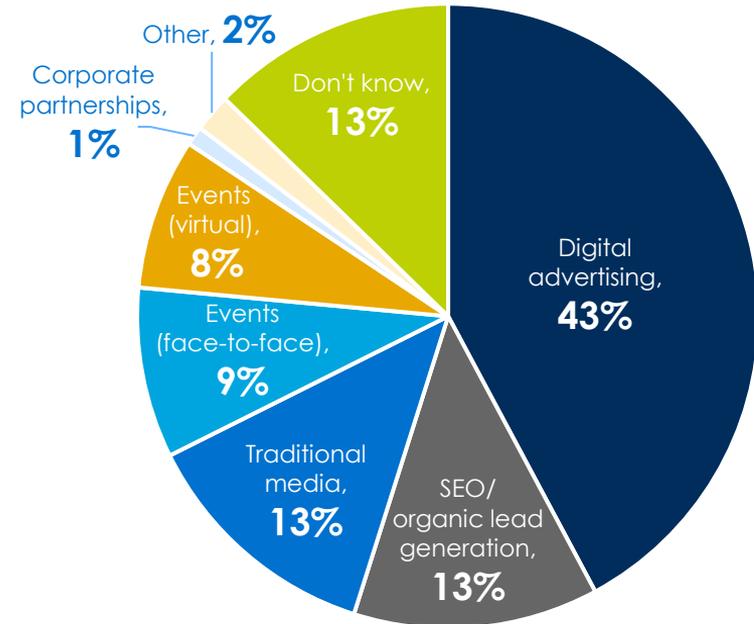
How the typical marketing budget is being spent

THE MARKETING AND RECRUITMENT BUDGETS FOR GRADUATE AND ONLINE PROGRAMS

PRIVATE
ALLOCATION OF MARKETING DOLLARS



PUBLIC
ALLOCATION OF MARKETING DOLLARS



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

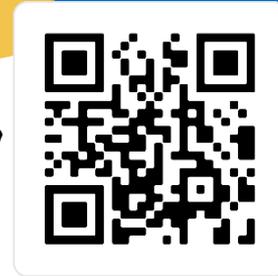


OFFER TO RNL
WORKSHOP PARTICIPANTS

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

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

Use code:
Workshop595



scan me

Thank You

We appreciate your time and look forward to further conversations with your teams!

<https://www.ruffalonl.com/graduate-online-enrollment-solutions/>



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