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WINTER 2010

ENROLLMENT MANAGEMENT Perspectives

The Newsletter for Enrollment Management Professionals

STRATEGIES CONCEPTS SOLUTIONS



INDUSTRY-LEADING RESEARCH

Understanding High School Students' Perceptions and Preferences in Communication with Colleges

[Read more >> Pages 4-5](#)

FREE WEBINAR SERIES

Reframe your perspective on how you communicate with prospective students

[Read more >> Page 7](#)

POWERFUL PARTNERSHIPS

CASE STUDY: Operational Intelligence Through Strategic Search and Inquiry Management

[Read more >> Page 6](#)

ARE YOU LOOKING TO ENHANCE YOUR RECRUITMENT POOL?

Starting January 1, 2011 we have several pilot programs for new clients to assess our services while helping you meet your current objectives.

Actively identify interested potential applicants and encourage them to submit and complete their applications. Try our Targeted Application Generation (TAG) pilot, available through March 31, 2011.

Grow and strengthen your inquiry pool. Try our Telesearch pilot, available through May 31, 2011.

Better retain the class that will deposit this May. Try our Retention Model pilot, available through March 31, 2011.

For more information, contact your account executive or call 1-800-756-7483. You can also email us at admissions@ruffalocody.com.



THE EXPERTISE YOU NEED TO DO MORE WITH LESS

The foundation of our business is our people.

We know that in order to understand your challenges and successes, we have to live them ourselves. Our team offers you decades of direct admissions and enrollment experience from institutions all over the country. We build on our expertise by making a commitment to research. As part of our dedication to admissions and enrollment, we constantly evaluate our services and develop new approaches to ensure you stay on top of the ever-changing recruitment world.

We create true partnerships with each of our clients, and we're excited to help them achieve their goals and objectives.

<p>John Baird</p>  <p>President, Enrollment Management</p> <p>14 Years of Admissions Experience 319.730.2385</p>	<p>Todd Abbott</p>  <p>Senior Vice President and Consultant</p> <p>Partners with institutions in AK, Northern CA, HI, ID, MT, OR, UT, and WA 11 Years of Admissions Experience 360.438.6361</p>	<p>Frank Bevec</p>  <p>Vice President and Senior Consultant</p> <p>Partners with institutions in IL, IN, MI, MN, Northern OH, and WI 17 Years of Admissions Experience 262.657.5488</p>	<p>Michael Crowley</p>  <p>Vice President and Senior Consultant</p> <p>Partners with institutions in Western MA and VT 15 Years of Admissions Experience 413.625.2065</p>	<p>Jeff Dittman</p>  <p>Associate Vice President and Consultant</p> <p>Partners with institutions in DC, DE, MD, Western NY, Southern OH, PA, and WV 13 Years of Admissions Experience 937.433.1421</p>	<p>Robert Heil</p>  <p>Associate Vice President and Consultant</p> <p>Partners with institutions in AR, CO, LA, NM, OK, and TX 12 Years of Admissions Experience 325.280.6613</p>
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<p>Linda Hoopes, Ph.D.</p>  <p>Associate Vice President and Consultant</p> <p>Partners with institutions in IA, KS, MO, MS, ND, NE, SD, and WY 10 Years of Admissions Experience 641.251.1006</p>	<p>Patricia Maben</p>  <p>Senior Vice President and Consultant</p> <p>Partners with institutions in NJ and Eastern NY 13 Years of Admissions Experience 607.432.0796</p>	<p>Dennis Matthews</p>  <p>Vice President and Senior Consultant</p> <p>Partners with institutions in GA, NC, SC, and TN 21 Years of Admissions Experience 404.683.6555</p>	<p>Jessica Mireles</p>  <p>Associate Vice President and Consultant</p> <p>Partners with institutions in AZ, NV, and Southern CA 19 Years of Admissions Experience 714.546.2556</p>	<p>Martin Smith</p>  <p>Associate Vice President and Consultant</p> <p>Partners with institutions in AL, FL, KY, MS, and VA 15 Years of Admissions Experience 813.751.7992</p>	<p>Doug Swartz</p>  <p>Associate Vice President and Consultant</p> <p>Partners with institutions in CT, Eastern MA, ME, NH, and RI 26 Years of Admissions Experience 610.668.0250</p>
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FREE WEBINAR SERIES for Enrollment Managers

Reframe your perspective on how you communicate with prospective students: attend a webinar to learn more about our research findings, recommended best practices, and our services.

All times are Eastern.

RESEARCH WEBINARS

Understanding the Digital Mindset

Beyond considering how technology has changed the ways we communicate, we explore how technology has changed the way students in particular think about, interpret, and frame their communications. Examine recent research into the "digital mindset," its implications for recruitment, and how to adapt.

Wednesday, December 8th at 11:00 a.m.
Monday, December 20th at 1:00 p.m.
Thursday, January 6th at 4:00 p.m.

Breaking Through the Clutter: Making Your Messages Stick

Students and families have access to more information about you than ever before, and they are less likely to respond and behave in the traditional ways. How are you evolving your communications and marketing strategy in response to this? Learn about the concept of being "sticky" and how to more effectively get your message out.

Thursday, December 9th at 2:00 p.m.
Friday, December 17th at 11:00 a.m.
Wednesday, January 12th at 2:00 p.m.

The Admissions Stream: A New Approach to the Fluidity Within the Recruitment Cycle

RuffaloCODY has surveyed students regarding their communication perceptions and preferences in the college search. In this presentation we'll review the results, offer "best practices" for communicating with your prospective students, and introduce our concept of the Admissions Stream.

Wednesday, December 8th at 1:00 p.m.
Thursday, January 20th at 4:00 p.m.



Webinars are hosted by Jacqueline Gregory, Director of Enrollment Management, Business Development

12 Years of Admissions Experience
607.988.9052

PRODUCT WEBINARS

Note: Product webinars are offered regularly. A full schedule is available on our website.

Build a Solid Search Pool with ESS: Enhanced Search Strategies

Learn how purchases can be targeted with applications in mind—by filtering and targeting the *right* pool of your search responders *and* the best segment of non-responders.

Qualify Your Inquiry Pool with RCQ: RuffaloCODY Qualification

Efficiently and effectively calibrate your communications by identifying the varying levels of interest amongst your prospective students and learning about the factors in their decision.

Target Your 'High Profile' Students with ESP: Enrollment Strategy Profiler

Assess your pool using both historic and attitudinal measures. Uncover where, how, and with whom it makes the most sense to expend - and where to save - your time, staff, and fiscal resources.

Cultivate the Right Applications with TAG: Targeted Application Generation

Pinpoint the right students for a targeted application generation campaign to increase completion percentages, yield rates, and ultimately, retention.

Identify Retention Risks with Retention Modeling and Strategies

Identify who amongst your new deposits is most likely to attrit, and tailor retention efforts to them. Impact your retention rates now, while continuing to explore areas for improvement.

REGISTER ONLINE!

Visit www.ruffalocody.com/event-registration to view all of our webinar offerings and to reserve your spot, or contact us at 800.756.7483 or admissions@ruffalocody.com.

A CASE STUDY: GEORGETOWN COLLEGE | KY



“The combination of search modeling and qualification provides operational intelligence that allows us to focus resources where the greatest return will be realized.”

Garvel Kindrick | Vice President for Enrollment | Georgetown College

Looking to strengthen their inquiry management efforts, Georgetown College in Georgetown, Kentucky began their partnership with RuffaloCODY in 2006, with the adoption of our Enrollment Strategy Profiler (ESP).

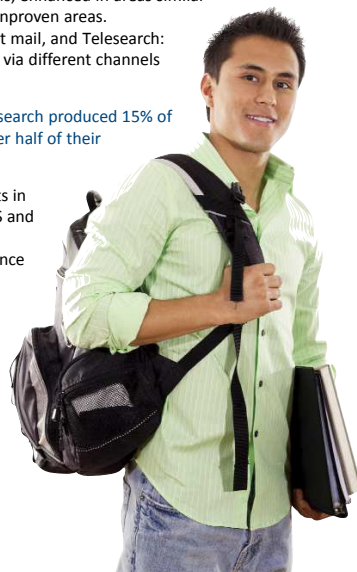
ESP provides an analysis of the inquiry pool, overlaying historical predictive model data with the actual interest level of each inquirer. With ESP, Georgetown identified those students with the highest likelihood to apply and enroll. They were then able to focus their overall and individual recruitment efforts towards these “high profile” students.

This practical and strategic information enabled the College to better understand their pool, and so, in 2008, Garvel Kindrick, Vice President of Enrollment, adopted RuffaloCODY’s Enhanced Search Strategies (ESS) to build the best possible pool from the outset.

Four separate models based upon geography frame the ESS strategy. Purchases are concentrated in areas where the College has been successful in generating applications, enhanced in areas similar to those areas, and eliminated in unproven areas. Georgetown utilized e-search, direct mail, and Telesearch: students received communications via different channels based upon their model scoring.

The results were striking. In 2006, search produced 15% of the College’s inquiries. In 2010, over half of their inquirers came from search.

While they focus on different points in the cycle, the objective of both ESS and ESP is the same: pinpoint the institution’s strongest “core” audience and effectively engage them. As Georgetown demonstrates, these tools used together produce significant results. With ESS, the College built a stronger inquiry pool. From that foundation, ESP helped shape a stronger applicant pool—those students more likely to enroll and retain. ■



LEADERSHIP

YOUR SUCCESS IS OUR SUCCESS

Dear Colleagues -

Have you ever been told—or told someone—that it takes going through one full cycle to really understand admissions? Today, as student behaviors rapidly change, even the most experienced enrollment veterans are trying to better understand the evolving cycle.

So are we. With two centuries of “in the trenches” admissions experience amongst our team in conjunction with our ongoing research, we are innovating how to approach recruitment in today’s environment... and partnering with our clients to build strategies that meet and exceed their objectives. In these pages, you can get a glimpse of what we’ve been doing and learning lately.

In sharing our research and insights, we hope to provide information you can use in shaping your strategies now and into the next cycle.

Best wishes for a successful and busy application season, and a very happy new year!

John Baird | President, Enrollment Management

Visit us online to learn more about our services and our industry-leading team! www.ruffalocody.com/em

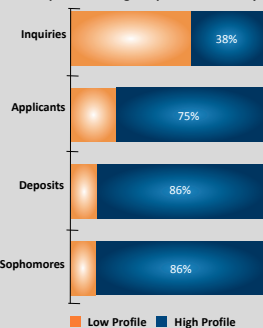
[Comprehensive Search Strategies](#) | [Inquiry Qualification and Management](#) | [Targeted Application Generation](#) | [Retention Modeling](#) | [Telecounseling](#) | [Consulting](#) | [Research](#)

RESULTS

Between 2006 and 2010, Georgetown College experienced:

- 68% increase in inquirers
- 127% increase in applicants
- 5% increase in deposits, meeting enrollment goals by May 1, with substantial increases in diversity and academic quality

2007-09 Inquiries Through Sophomore Year by ESP Profile



By growing and focusing on their “high profile” inquiries, Georgetown identified and influenced students more likely to enroll—and retain.

For more information:

A detailed case study of Georgetown’s experience is available on our website at www.ruffalocody.com/em, as is more in-depth information on ESS and ESP. You can also contact your account executive or email us at admissions@ruffalocody.com to request a brochure.

TRUST

You can trust that RuffaloCODY will utilize every available resource to enhance your recruitment efforts. Since 1991, we’ve partnered with hundreds of institutions and enrollment leaders to develop targeted and innovative solutions to an array of issues facing admissions teams. **Your success is our success.**

EXPERIENCE

Our team has more than 200 years of experience in the admissions and recruitment world. **We understand the fluidity of today’s enrollment trends** – and our full range of services allow you to focus on who and when as well as how many.

INNOVATION

While others are still clinging to the Admissions Funnel, we are helping our clients get ahead with a new concept - the Admissions Stream. The concept emerged from extensive research based on identifiable trends and continual communication with our clients. **Our research-driven approach allows us to continually move forward and find better solutions**, and our clients benefit from that momentum.



COMMUNICATION PREFERENCES

Students prefer a greater mix of communication channels when learning about schools.

The telephone becomes a more relevant source of communication the older the student becomes.

High School Students' and Parents' Perceptions and Preferences for Communication with Colleges

By Raquel Bermejo, Ed.D. | RuffaloCODY Enrollment Management

Students today have evolved beyond 20th century methods of knowledge gathering and the response-and-effect communications style of the admissions funnel. At RuffaloCODY, we wanted to know, are institutions keeping up with students' expectations and meeting them where they are?

For the second year, we set out to discover what high school sophomores, juniors, and seniors really think about the communications they receive from colleges and universities. We believe that analyzing students' preferences and perceptions of college communications is a valuable exercise. As Prensky said in *Listen to the Natives*, if we don't stop and listen to students, value their opinions, and make major changes on the basis of the valid suggestions they offer, we will be left in the 21st century with school buildings to administer—but with no students.

Among other things, our research investigated what college information students seek out and read, why they respond to certain materials (if they do), and how students would like institutions to contact them. To cut through some of the generational hype, we also wanted to study the level of parental involvement in this group's college search plans: we conducted a short survey with parents of our high school respondents. We asked parents how involved they were in their child's college search, how they preferred to learn about institutions, and what steps they took to help their child choose a school.

HIGHLIGHTS

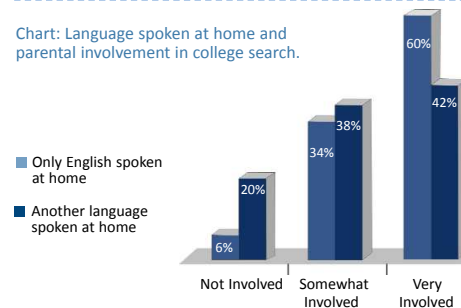
The gap between students' preferred communication channels with colleges and the actual way they are being contacted is widening. While only 25% of the respondents chose direct mail as their preferred communication channel, 67% reported that was the channel used by institutions to contact them. The gap was a bit smaller in the use of e-mail, where 38% of the respondents chose that channel as their preferred one and 30% responded they were actually contacted via e-mail. The largest gap took place in the use of phone, where only 4% of the students responded they were contacted that way, while 35% of them responded that was their preferred communication channel. Gender, ethnicity, parental involvement, and a language other than English spoken at home seemed to correlate with the students' channel preferences.

How students approached their college search seemed moderately correlated to their ethnicity, gender, parental involvement, and perceived financial difficulty in paying for college. More than half of the students who had contacted a school first did so by sending an e-mail, and almost a quarter called the admissions office. Twenty percent of respondents had used social media to research schools, and over half of those students chose Facebook to do their research.

Parental involvement in the college search was a pivotal part of this research, and we found it is strongly correlated to ethnicity, gender, and a language other than English spoken at home, as well as perceived financial difficulty in paying for college.

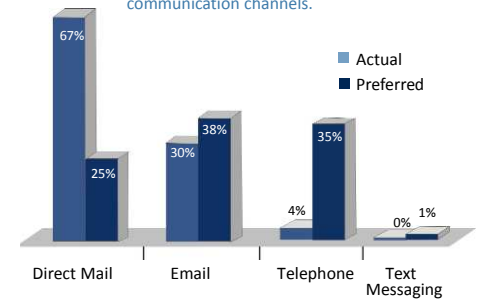
When we asked parents what they were doing to help their child decide on a college, almost half of them indicated they were researching institutions (primarily online) their child was interested in, with 13% having used a social media platform to research schools. **Thirty-three percent of the parents reported they responded to communications sent to their children.**

Chart: Language spoken at home and parental involvement in college search.



RESULTS

Chart: Students' actual versus preferred communication channels.



RECOMMENDATIONS

Don't purchase sophomore names unless you will engage them regularly and consistently. Consider senior search to reach students who have flown under your radar.

Students prefer a greater mix of communication channels when learning about schools; while direct mail is still important (it encourages great "kitchen counter" discussions), a multi-channel plan including direct mail, email, phone, and social media (particularly Facebook) will better resonate with students. And remember "response" today may not mean returning a reply card.

During the next decade Hispanic students will be the fastest-growing population of high school graduates...we've done some research on their communications perceptions and preferences that is available on our website.

Students are accurate in assessing the level of difficulty they will encounter in affording college. If you have this information (such as through an inquiry qualification tool like our RCQ service), you can target your messaging regarding costs, value, and financial aid based upon their assessment.

Our research confirms what you already know—parents are involved in their children's college search. Consider communication plans that make it more favorable for them to engage in the conversation with their children about your institution.

You can learn more about our findings and recommendations in our webinars, listed on page 7.



ABOUT RAQUEL BERMEJO, Ed.D.

Raquel received Bachelor's and Master's Degrees in Linguistics from the Universidad de Salamanca (Salamanca, Spain), and a Master's Degree in Education from Ashland University (Ashland, Ohio). She also received a certificate in Educational Leadership from the University of South Florida (Tampa, Florida), and a Doctorate in Education from Argosy University (Sarasota, Florida).