



# 2014 E-Expectations Report

## The Online Preferences of College-Bound High School Seniors and Their Parents

For many college-bound high school students, the decision about where to go to college is not theirs alone. Parents have become increasingly involved in the decision, especially as the cost of college has risen dramatically in the last decade, with nearly 75 percent of parents saying they will be very or somewhat restrictive about where their children matriculate based on cost.<sup>1</sup> Furthermore, students in the annual E-Expectations survey continue to list their parents as the top influencers on their decision to attend a school (see Figure 4 in this report).

Campuses have recognized this influence. For instance, the *2014 E-Recruiting Practices Report* notes that more than 60 percent of four-year campuses collect email addresses and send emails to parents. However, as is the case with students, parents have a bevy of digital avenues for communicating and connecting with colleges.<sup>2</sup> When campuses do communicate with parents, what do the parents expect and how do their expectations compare with those of their college-bound children?

Noel-Levitz, OmniUpdate, CollegeWeekLive, and NRCCUA examined that question in this year's E-Expectations survey. In March 2014, they polled 1,000 college-bound seniors and more than 500 parents to examine their expectations, attitudes, and behaviors about e-recruitment. Among the findings:

- Nine out of ten seniors and eight out of ten parents have access to a mobile device; 71 percent of seniors and 45 percent of parents have looked at college websites on their mobile devices.
- Parents and seniors both rated college websites as the most influential recruitment resource by a significant margin. More than half of all parents and 65 percent of seniors reported looking at a college website within the past week of when the survey was conducted.
- Nearly all seniors and their parents will open an email from a campus they are considering.
- More than half of students and parents are willing to receive text messages from campuses.
- Four out of ten seniors use Twitter, and nearly 40 percent of those users follow a college.
- More than three-quarters of students listed their parents as the greatest influence on their enrollment decision.

### Compare these findings to institutional e-recruiting practices

Some of the findings in this E-Expectations report are compared to institutional results from the *2014 E-Recruiting Practices Report*. Visit [www.noellevitz.com](http://www.noellevitz.com) to download that report and learn what digital communications practices campuses are using.

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## Prospective students and their parents: Some key differences in attitudes and priorities

 Students	Preferences or behavior	Parents	
62%	Prefer web-based resources for learning about colleges	51%	
40%	Use a mobile device nearly all the time for web browsing	28%	
9%	Rarely use a mobile device to go online	20%	
71%	Have looked at a college website on a mobile device	45%	
93%	Use email at least once per week	77%	
60%	Will open an email from an unknown school	43%	
75%	Use Facebook	56%	
40%	Use Twitter	15%	
73%	Use YouTube	32%	

### About the participants and the study

The survey sponsors conducted phone interviews with 1,000 college-bound high school seniors and 533 parents in March 2014. For seniors, their responses were compared to those who participated in the 2013 E-Expectations study.<sup>3</sup>

**Here's how the charts on the following pages represent those responses:**

**Seniors**

**Seniors:** College-bound seniors polled in March 2014

**2013 Seniors**

**2013 Seniors:** Responses from seniors in the 2013 study for comparison to current senior results; note that comparison data is not available for some survey items that were new in 2014

**Parents**

**Parents:** The parents or guardians of the seniors polled in 2014

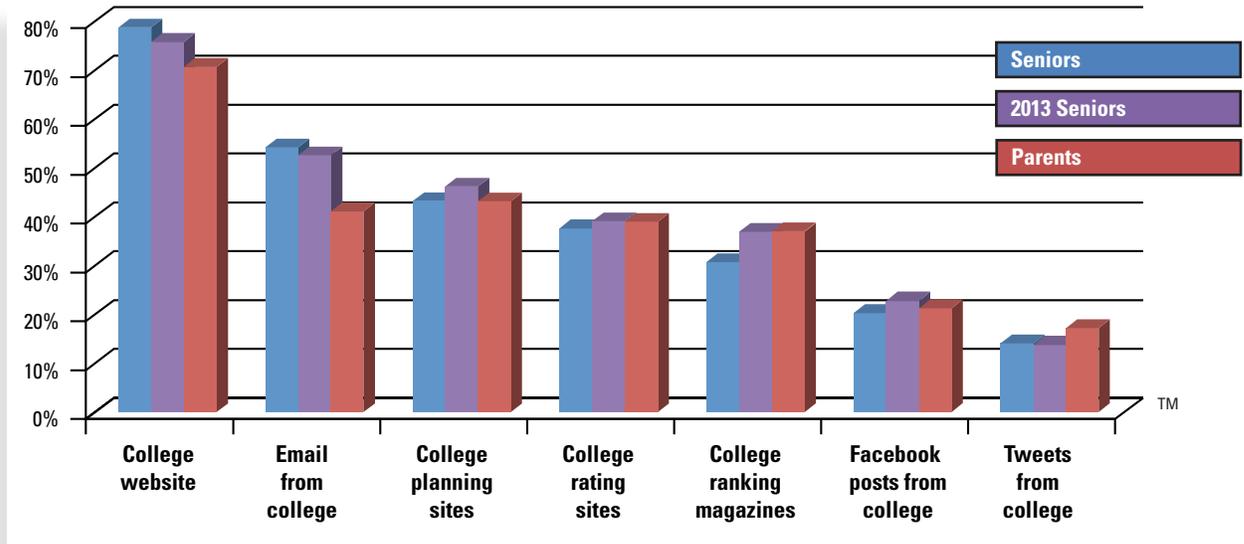
For more details on the respondents, see the appendix (p. 19).

**97 percent of seniors said they found college websites to be reliable sources of information.**

## Communications preferences and influences

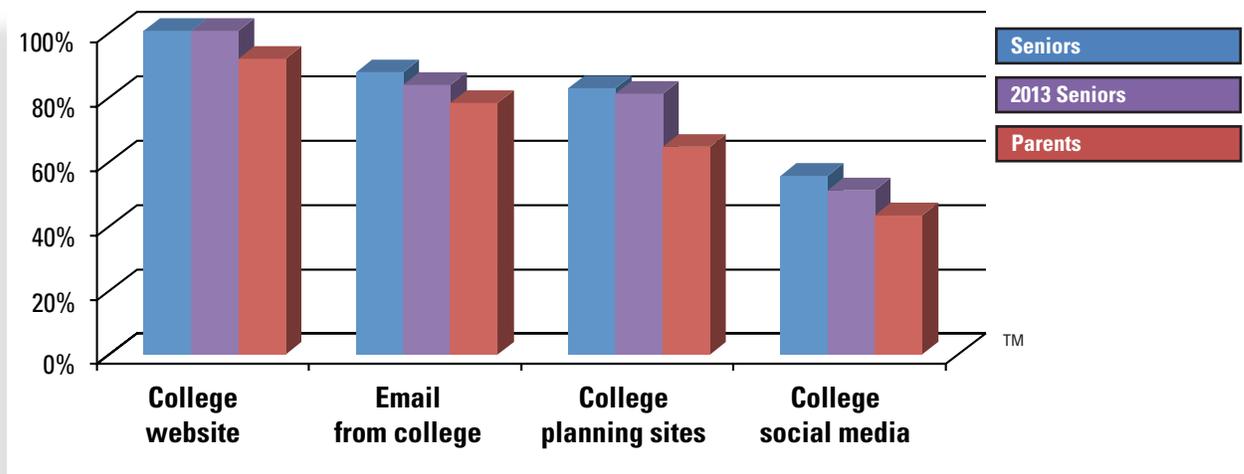
Students and parents both rated college websites as the most influential resource for college search, with 77 percent of seniors and 69 percent of parents listing them as influential. More than half (53 percent) of students listed email as the second most influential resource, while 42 percent of parents listed college planning sites as their second choice, just ahead of email (40 percent).

**Figure 1: What college search resources do they find most influential?**



When asked how reliable these resources are, students and parents rated websites and email very highly. Nearly all seniors (97 percent) and 89 percent of parents said college websites had reliable information; for email, those numbers were 85 percent for seniors and 75 percent for parents. College planning sites also received high marks for reliability, while more than half of seniors found college social media a reliable source for information.

**Figure 2: What resources do they find most reliable?**



## Perceptions of digital and traditional communications

Parents and students had differing opinions and preferences when asked about traditional versus digital marketing. Students tended to prefer digital methods over print and traditional marketing communications, while parents were more evenly split. Figure 3 shows results from forced-pair questions that illustrate the communication preferences of students and parents.

**Figure 3: What types of communications do they prefer?**

Communication choices	Seniors	2013 Seniors	Parents
<b>Web-based resources</b> are better for me to learn about colleges and universities.	62%	59%	51%
I prefer <b>phone calls and print materials</b> to learn about colleges and universities.	38%	41%	49%
I'm more likely to consider schools that use traditional ways to communicate with me, like <b>brochures and phone calls</b> .	41%	51%	58%
I'm more likely to consider schools that use <b>email, text messages or social media</b> to communicate with me.	59%	49%	42%
Schools should put more effort into getting prospective students to campus for <b>visits and admissions events</b> .	76%	73%	78%
Schools should put more effort into <b>virtual tours and interactive maps</b> .	24%	27%	22%
If I have to choose between looking at a school's website or Facebook page, I'll <b>opt for the website</b> .	94%	90%	90%
If I have to choose between looking at a school's website or Facebook page, I'll <b>opt for the Facebook page</b> .	6%	10%	10%

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### Recommendation: Maintain a balanced communications portfolio

While growing numbers of students prefer digital marketing methods, traditional marketing such as print mailings and phone calls clearly still have importance. If you're not already using traditional marketing for parents, consider adding them to your existing recruitment communication flows.

## Who influences students and parents?

The survey also asked participants to rate the influence of specific people on the enrollment decision. While the numbers for students and parents were fairly similar, a significantly higher number of parents cited faculty as being influential compared to students.

**Figure 4: Who influences the enrollment decision?**

Influencer	Seniors	2013 Seniors	Parents
Parents/guardians	77%	75%	NA
Your student	NA	NA	89%
Admissions counselor	65%	65%	63%
Friend/relative who attended	58%	55%	59%
High school counselor	57%	58%	58%
Current student at school of interest	45%	46%	50%
Friends	42%	41%	42%
Faculty	41%	46%	54%
Social media poster	15%	16%	15%

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### Is college worth it?

For the first time, the E-Expectations survey asked this question: Is college attendance required to attain career goals?

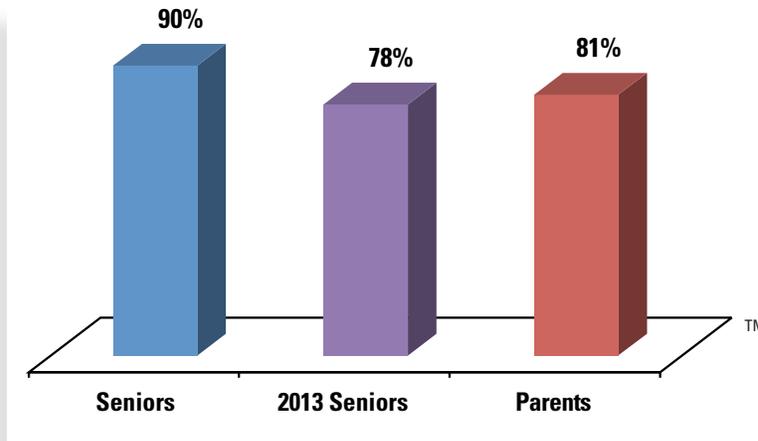
Overwhelmingly, participants said yes, with 87 percent of seniors and 93 percent of parents agreeing. Additionally, they both said that academic program content, statistics on job and graduate school placement, and testimonials from current students, alumni, and faculty were the three best ways to demonstrate educational value on college websites. While many campuses already provide that content, make sure you communicate value in all of your marketing channels with students and parents.

## Mobile browsing

Mobile use among seniors continues to grow, increasing by 12 percentage points since the 2013 E-Expectations study. Most parents also said that they had access to a mobile device.

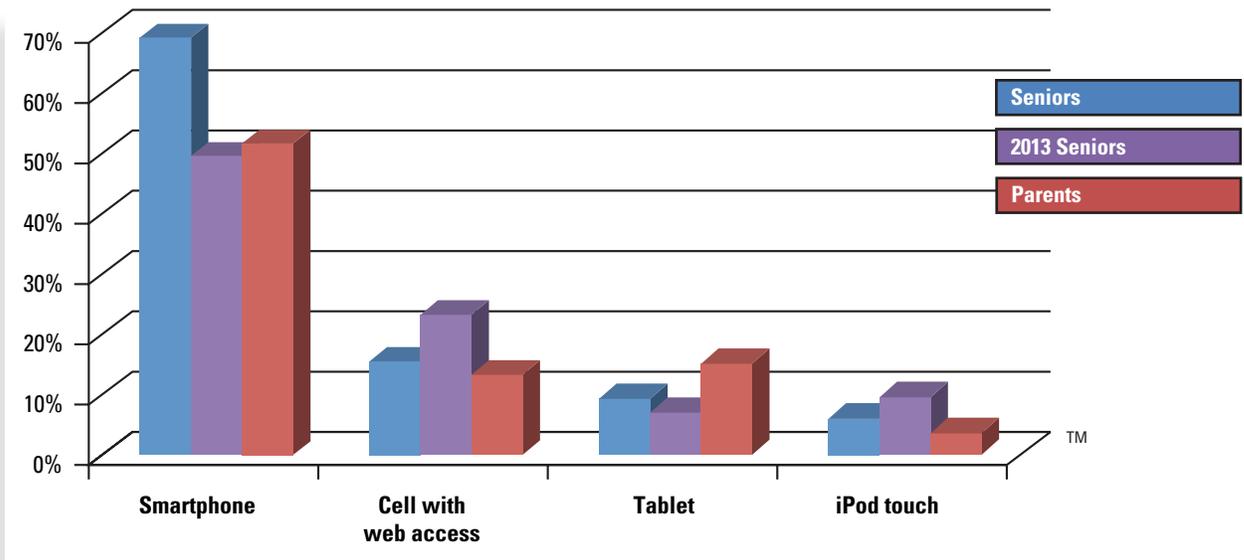
**Figure 5: How many have regular access to a mobile device?**

Both students and parents overwhelmingly said they used smartphones for their mobile browsing.



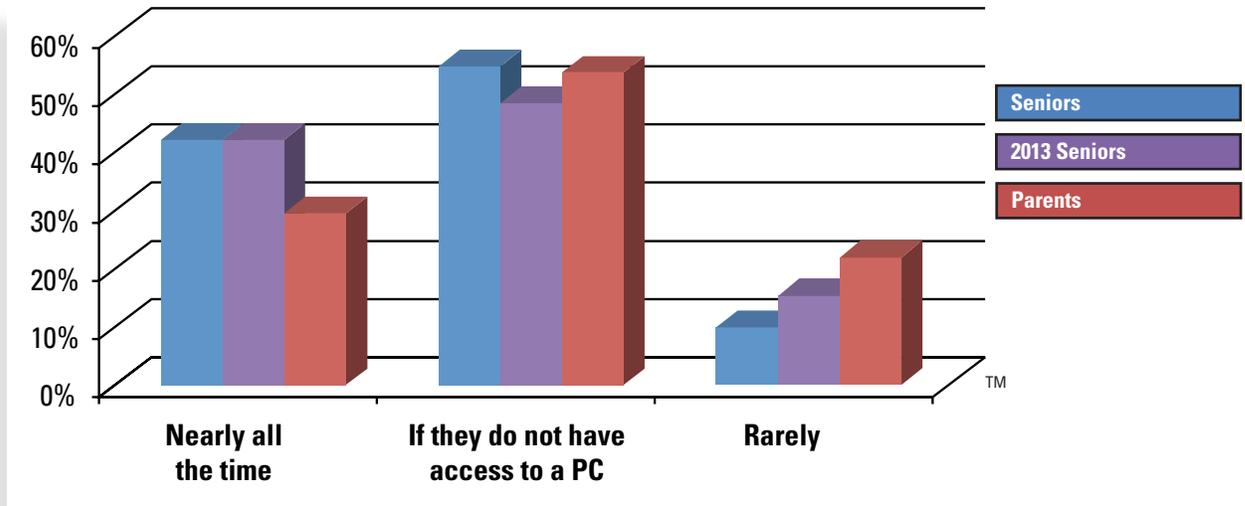
Both students and parents overwhelmingly said they used smartphones for their mobile browsing. This result is consistent with what seniors reported in the 2013 study.

**Figure 6: What type of mobile device do they use?**



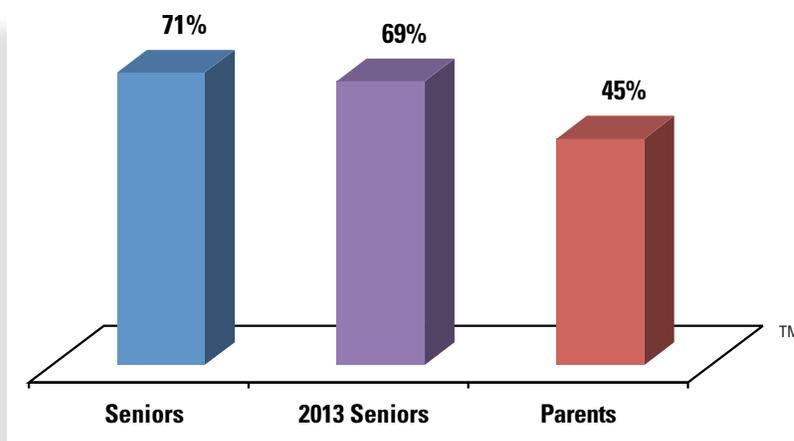
When asked about using a mobile device for web browsing, fewer than one in ten seniors said they rarely browsed on a mobile device, while four in ten said they used a mobile device nearly all the time for their web browsing.

**Figure 7: How often do they use mobile devices for web browsing?**



Most seniors and many parents have also looked at college websites on their mobile devices.

**Figure 8: How many have looked at a college site on a mobile device?**



More importantly, 60 percent of those seniors and 55 percent of their parents said they looked at a site on a mobile device within the past week of being surveyed.

However, more than 85 percent of 2014 seniors and parents also said they preferred to look at college websites on a desktop computer rather than a mobile device. This answer was consistent with responses from seniors in the 2013 survey as well. It's possible that they may find a desktop more suitable for doing certain college search tasks, but it also could be because many campuses do not use adaptive technology where websites automatically adjust for smaller mobile displays.

When asked about completing forms via mobile devices, the 2014 seniors reported that they completed forms less frequently than seniors in 2013, and they were less willing to do so than in the past. Again, this could be due to the lack of adaptive technology used on existing sites.

**Figure 9: Which forms will they complete on a mobile device?**

Form	Have completed			Would complete		
	Seniors	2013 Seniors	Parents	Seniors	2013 Seniors	Parents
Information request	41%	50%	27%	53%	56%	28%
Campus visit request	35%	44%	31%	55%	65%	30%
Open house reservation	29%	35%	27%	57%	66%	31%
Apply for enrollment	40%	40%	27%	33%	40%	27%
Register for a class	17%	20%	19%	52%	57%	30%
Use cost calculator	47%	47%	29%	53%	65%	74%
Estimate scholarships	47%	54%	29%	52%	58%	24%
Register for online event	19%	23%	19%	40%	41%	24%

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**Recommendation: Use adaptive technology for your campus webpages**

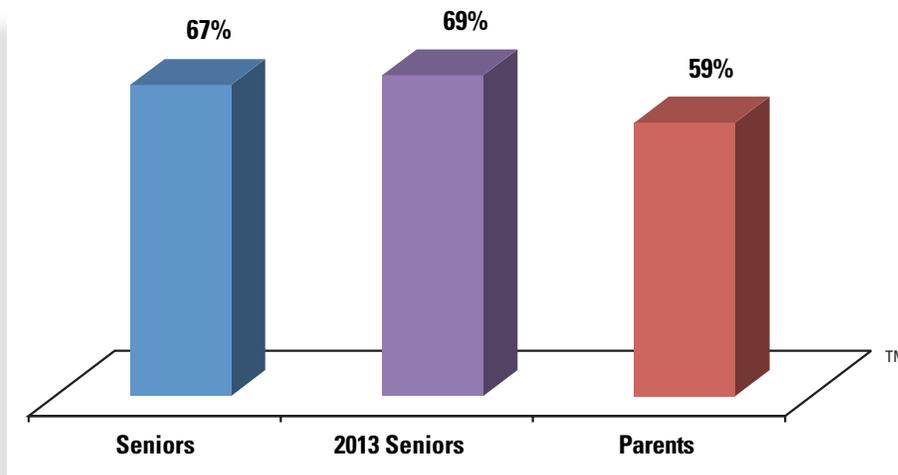
The majority of seniors in the 2014 survey (51 percent) said they wanted college webpages to adapt to their mobile screens. However, according to the *2014 E-Recruiting Practices Report*, only 43 percent of four-year institutions and 26 percent of two-year campuses said they use adaptive technology. Institutions without adaptive display technology could be providing a sub-par mobile experience for users. The same goes for forms: optimize and test your inquiry, visit request, and other key forms on various mobile platforms. (If you'd like to learn more about adaptive displays, email Noel-Levitz at [ContactUs@noellevitz.com](mailto:ContactUs@noellevitz.com).)

## College websites

Given that respondents rated college websites very highly in terms of influence, it is not surprising that most parents and seniors also said that a campus website affects their perception of an institution.

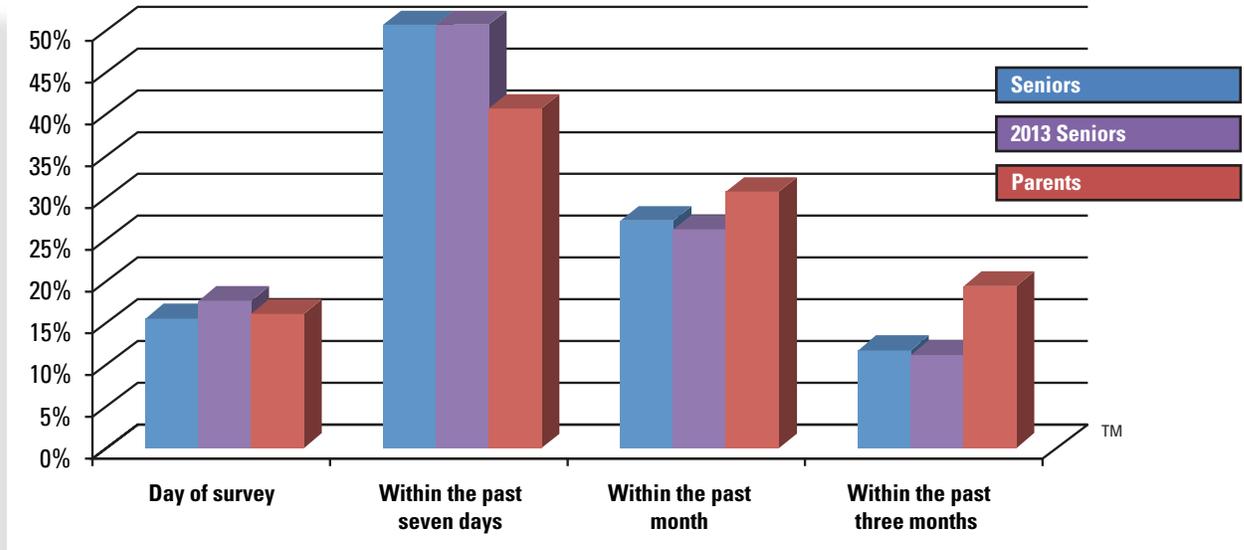
**Figure 10: How many say a college website affects their perception of an institution?**

Among seniors, 64 percent had looked at a college website either the day they were surveyed or within the past week.



This is especially important in light of how frequently parents and students look at college websites. Among seniors, 64 percent had looked at a college website either the day they were surveyed or within the past week; 55 percent of parents answered the same.

**Figure 11: When did they last look at a college website?**

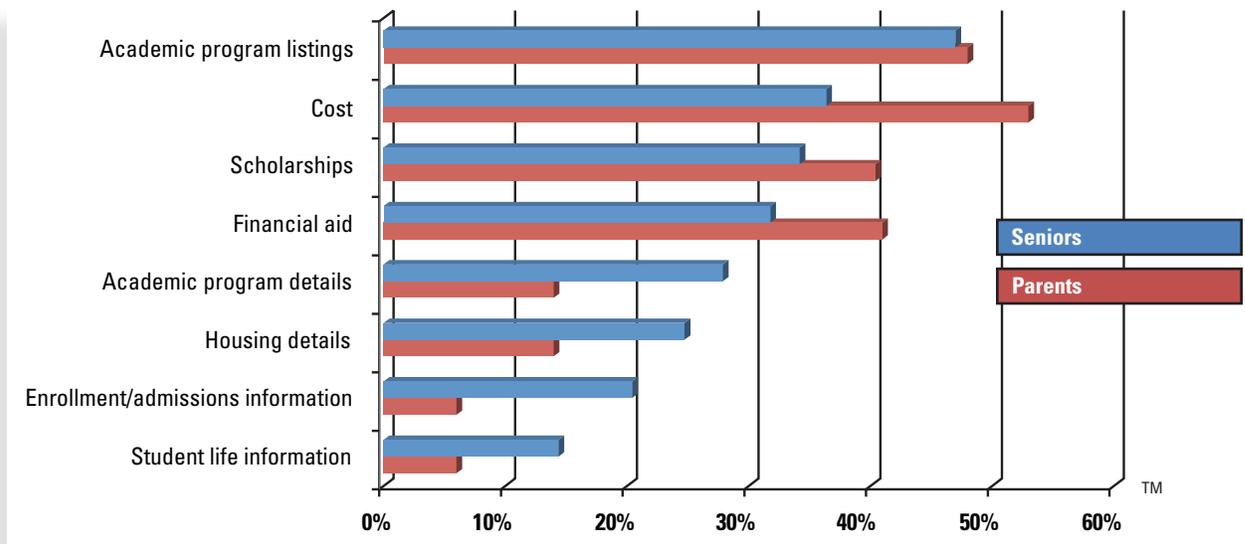


The combination of importance placed on college websites and frequency of students visiting them emphasizes the significance of having strong, helpful, and fresh content available for visitors. Campuses do not want to risk having outdated, erroneous, or unclear information on their sites.

When students and parents access a campus website, what do they look for first? Respondents ranked their top three priorities, which generated the results in Figure 12.

**Figure 12: What are their content priorities when visiting a college website?**  
(Asked for top 3 priorities; aggregate results below)

**With the emphasis students place on academic program information, campuses must realize that their academic pages need to be optimized for search.**



Academic and cost information dominated their content priorities. More than half of parents listed cost as their top priority, while students had academic program listings as their top choice. The emphasis on listings implies that students (and many parents) want to make sure that a campus offers their preferred areas of study.

**Recommendation: Practice strategic search engine optimization (SEO) for your academic programs and other key pages**

With the emphasis students place on academic program information, campuses must realize that their academic pages need to be optimized for search. Many students are no longer coming to the home page and navigating to information on academic offerings, but instead typing search terms related to programs of study and going directly to a department or program page.

Yet according to the *2014 E-Recruiting Practices Report*, only 57 percent of four-year private, 41 percent of four-year public, and 37 percent of two-year public institutions practice SEO for their content pages. Campuses need to be much more strategic and technologically advanced so that they remain near the top of rankings for their core academic offerings. If an institution lacks systematic, strategic SEO expertise internally, it should consider bringing in outside experts instead of risking the loss of students to more optimized competitors.

## Email

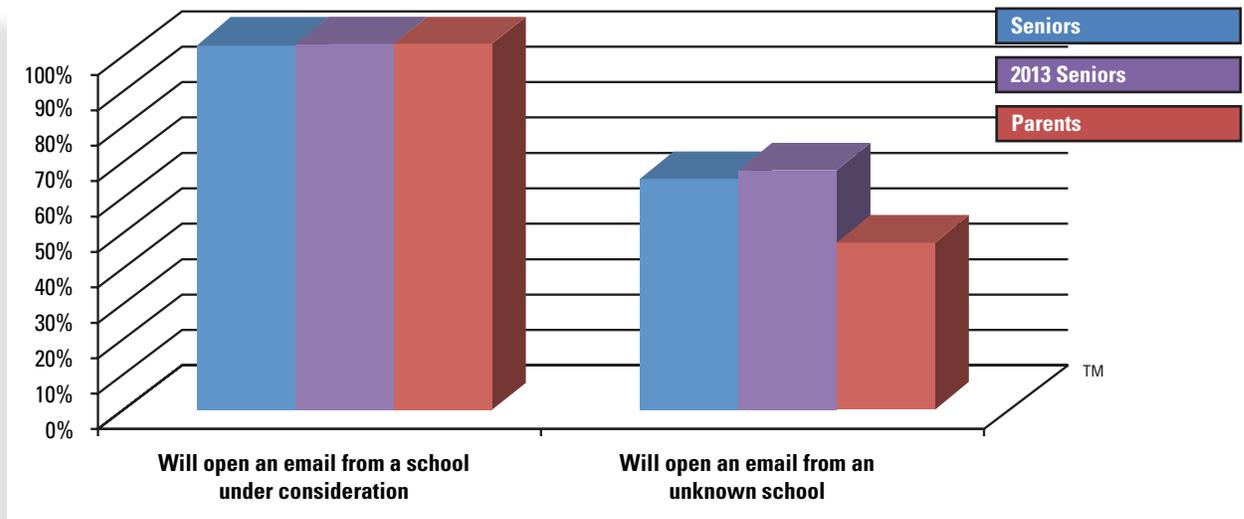
Year after year, the E-Expectations research has reiterated the value of email in e-recruitment. 2014 is no exception, as respondents made it clear they not only use email frequently, but are highly likely to open emails from colleges, even those they do not know.

**93 percent of seniors in the 2014 survey said they use email at least once per week, an increase from 82 percent in 2013.**

Ninety-three percent of seniors in the 2014 survey said they use email at least once per week, an increase from 82 percent in the 2013 study. For parents, 77 percent said they use email once per week.

When it came to communicating with colleges via email, 96 percent of seniors and 85 percent of parents said they would offer an email address when asked by a campus. They were also very willing to open emails from colleges, especially those that they are considering.

**Figure 13: How many will open emails from campuses?**

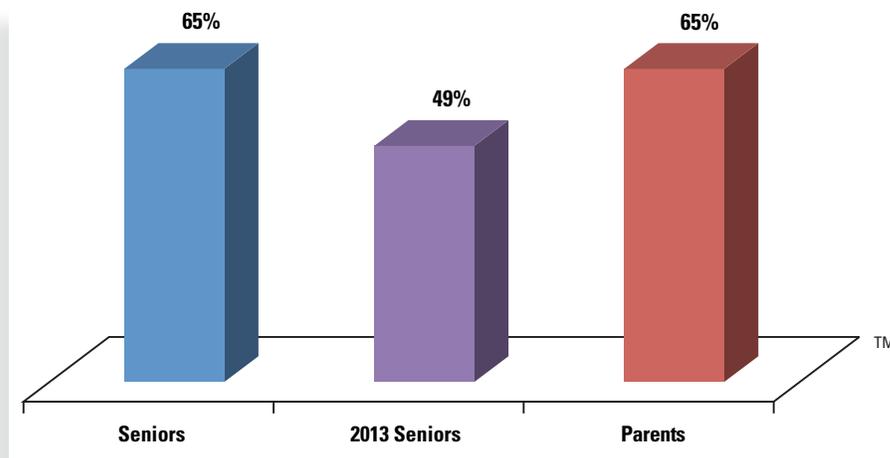


Many also save or forward those emails. Eighty-three percent of seniors and 75 percent of parents said they saved those emails in their inbox, while 42 percent of seniors and 49 percent of parents said they put them in a special email folder. Nearly 40 percent of parents also said they forwarded the emails to their children.

Campuses are in step with students with regard to email, as nearly all institutions surveyed in the 2014 *E-Recruiting Practices Report* have active email communication campaigns. In addition, 69 percent of four-year privates and 60 percent of four-year publics surveyed in the *E-Recruiting Practices Report* communicate with parents. However, only 12 percent of two-year institutions reported doing so. Even though two-year colleges tend to enroll more adult learners, these institutions are likely missing out on a chance to influence the parents of traditional-aged students who are considering community or technical colleges.

More and more students are checking email via mobile devices. Two-thirds of seniors and parents said they check email at least once per day on a mobile device (see Figure 14). Note the significant jump compared to seniors in the 2013 survey.

**Figure 14: How many check email at least once per day on a mobile device?**



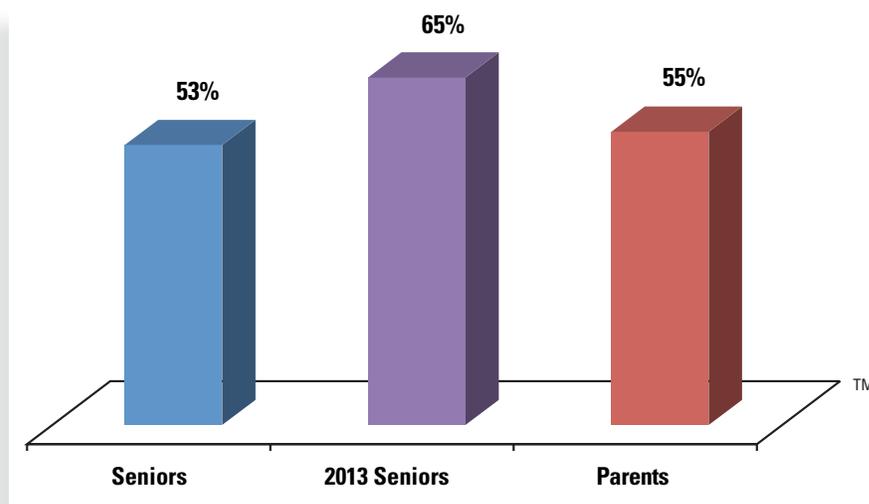
**Recommendation: Optimize your emails for mobile users**

The percentage of students and parents checking email on mobile devices will only continue to increase. Therefore, campuses should make sure their recruitment emails look good and work well on mobile devices, especially on the small screens of smartphones. Make sure the landing pages also adapt to mobile screens, so that students can easily read the content and complete the call to action.

**Texting**

Seniors showed a significant decline in their willingness to receive text messages from campuses, but the majority of seniors and parents still said they were open to receiving them.

**Figure 15: How many are willing to receive text messages from colleges?**



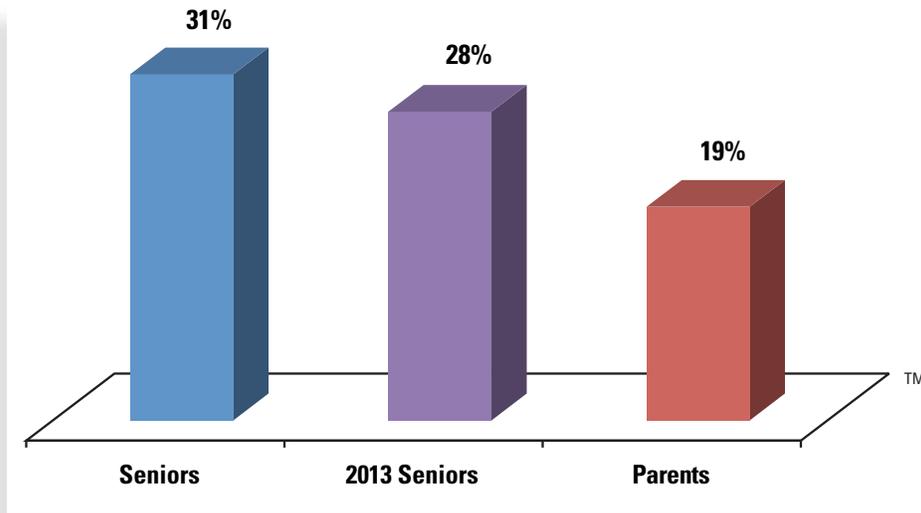
Among those who said they did not want to receive texts from colleges, 59 percent of seniors and 55 percent of parents said they didn't want to be bothered with commercial/ad texts. Their concerns relate to broader privacy issues that they voiced during the survey (see Figure 22).

Despite the decline in willingness from seniors, colleges may be missing an opportunity here. While 42 percent of four-year privates said they send individual text messages, only 19 percent of four-year publics and 13 percent of two-year institutions reported doing so. Fewer than 20 percent of all institution types said they sent mass text messages.

## Paid interactive marketing

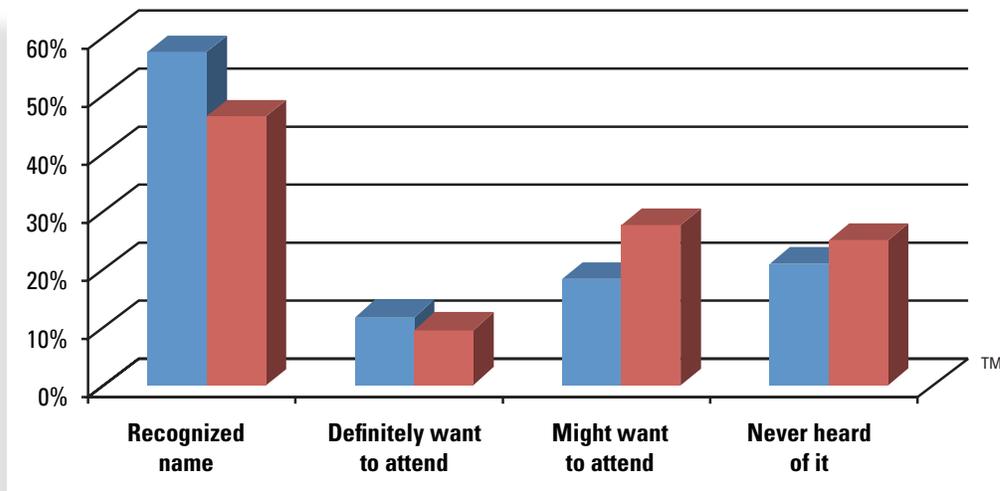
Paid interactive marketing includes tactics such as targeting ads at prospective audiences who are using search engines while searching for your institution and its programs, ads seen by those who are browsing social media sites, and ads delivered to prospective audiences who have previously visited your website. Given the importance of internet search and social media use among prospective college students and their parents, campuses have begun using these tactics in greater numbers. Nearly one in three seniors reported clicking on one of these ads.

**Figure 16: How many have clicked on a paid ad in search results or social media?**



Among those who clicked on a paid interactive ad, 45 percent of seniors and 38 percent of parents did so on a Google search results page. Approximately 30 percent of seniors and parents clicked on ads listed on a Facebook page, the second-highest result, with other search engine pages and webpages making up the rest of the results. Name recognition appears to have played a major role in clicking on the ad.

**Figure 17: How would they describe the institution in the ad they clicked?**



Note: This question was not asked in the 2013 survey.

After clicking on the ad, 83 percent of seniors and 74 percent of parents said they looked at the information on the page. However, less than 10 percent filled out a form to get more information.

### Recommendation: Provide a compelling call to action for paid interactive ad landing pages

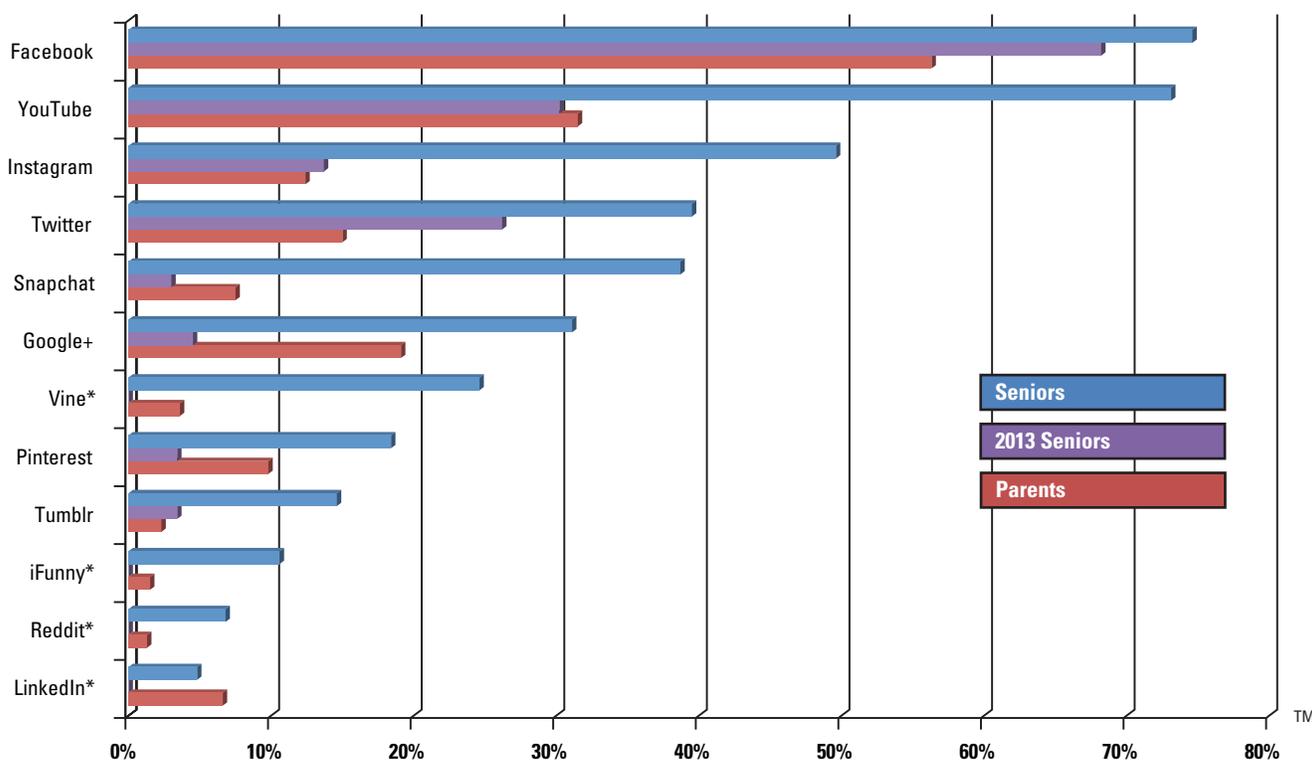
Paid interactive marketing can provide a solid boost to an e-recruitment campaign, but it's imperative for campuses to think about more than just getting students to click on the ads. A landing page with a lackluster or clunky call to action wastes an engagement opportunity with a potential student. Give a visitor who took the initiative to click on an ad a compelling reason to make contact.

## Social media

As the list in Figure 18 shows, students have a wide range of ever-changing social media channels to use for communicating. With the 2014 respondents, two image-based social media services—Instagram and Snapchat—had particularly notable increases compared to the previous year.

Figure 18: Which social media channels do they use?

The largest gaps in use of social media channels between students and parents were YouTube (42 percent), Instagram (37 percent), and Snapchat (31 percent).



\* No 2013 Senior data available.

Facebook use showed an increase among respondents after it dipped between the 2012 and 2013 E-Expectations studies. Parents reported wide use of Facebook, but their reported use of other social media channels tapered off significantly after that. The largest gaps between students and parents were YouTube (42 percent), Instagram (37 percent), and Snapchat (31 percent).

YouTube use by students also nearly doubled compared to the year before. One thing to keep in mind about YouTube usage figures is that YouTube serves as both a social medium and as a method for video distribution that increasingly underlies several other major social media (Facebook, Twitter, Google+). It stands to reason that many users of social media would report using it. If we were to ask how many visit YouTube and/or have an account, the numbers might look different.

## Social media variations by gender

Several responses to the social media question differed significantly by gender.

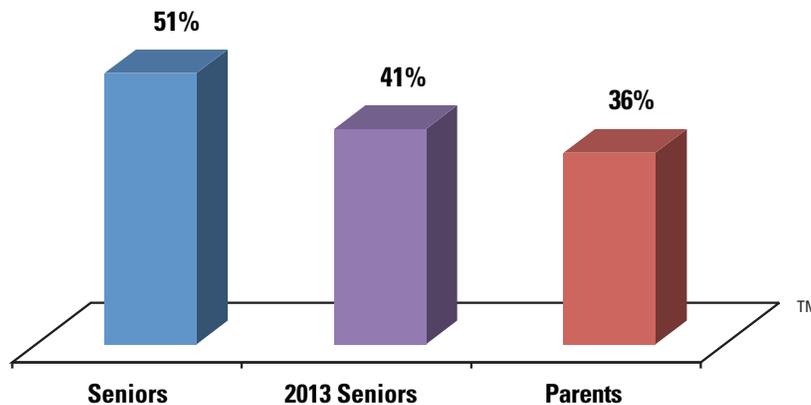
Social media	Female use	Male use
Instagram	55%	43%
Pinterest	28%	7%
Tumblr	19%	9%
iFunny	7%	16%
Reddit	3%	12%
Facebook (among parents)	63%	50%

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Campuses may want to keep these differences in mind if creating paid interactive marketing ads for these channels. It may make sense to create ads that target specific genders.

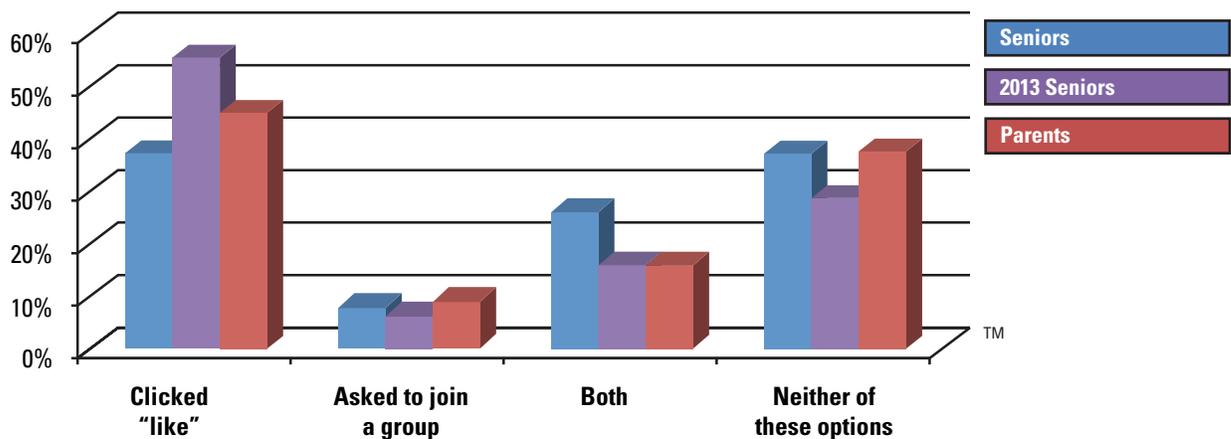
Facebook remains the most widely used social media outlet, and the majority of seniors reported visiting a campus Facebook page, as well as about a third of parents.

**Figure 19: How many have visited a college's Facebook page?**



Although visits by seniors to a Facebook page increased significantly from 2013 to 2014, those who visited in 2014 were less likely to take action on those campus pages.

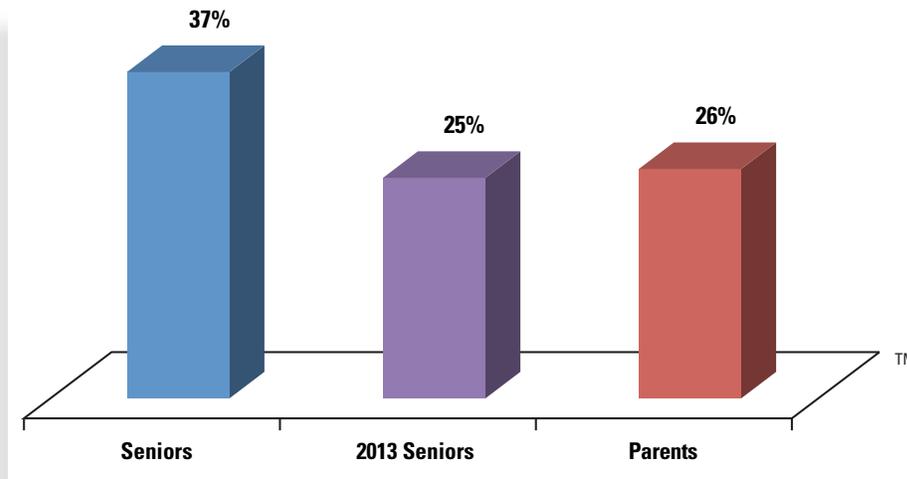
**Figure 20: What have they done on a college Facebook page?**



These results for Figure 20 show that campuses need to create compelling content that gives students a strong reason to “like” their posts. Higher levels of engagement improve the likelihood that the content will be shared virally in other Facebook feeds.

Seniors also had a big jump in their use of Twitter, rising from 26 percent in 2013 to 40 percent in 2014. In addition, they showed a greater likelihood of following a college’s Twitter feed than a year ago.

**Figure 21: How many who use Twitter follow a college?**



While only 15 percent of parents said they used Twitter, a quarter of those who did followed a college feed as well.

**Recommendation: Have an active Twitter feed that students and parents can follow**

Twitter may not be a main channel for recruitment, but it is a very worthwhile addition to a well-rounded e-recruiting portfolio. While it does require frequent updates and monitoring, the 140 character limit per tweet makes it easier for campuses to plan and deliver multiple daily messages, helping keep their feeds active. Its interactive nature allows campuses to engage in ongoing dialogue with active Twitter users among students, prospective students, and other important constituencies.

According to the *2014 E-Recruiting Practices Report*, two-thirds of four-year public campuses (68 percent) have Twitter accounts. That number drops to 48 percent for four-year privates and just 24 percent for two-year institutions. Campuses without Twitter accounts should start one and use it to send out updates about important dates, links to notable programs or alumni, and other items that students may find interesting and willing to retweet to their own followers.

**Privacy concerns among students and parents**

The explosion of digital marketing, social media, and the electronic collection and sharing of information has triggered many concerns about privacy. For the first time, the E-Expectations survey asked respondents if they had privacy concerns about the kinds of information collected and actions taken by colleges during the recruitment process.

Parents and students responded to a series of privacy issues. Percentages in Figure 22 reflect how many respondents were “concerned” or “extremely concerned” about these issues.

**Figure 22: How many were concerned about the following privacy issues?**

Parents in particular showed more concern about privacy, but quite a few students were concerned about social media interactions or providing email addresses.

Privacy issue	Seniors	Parents
Posting personal content on social media channels that might have a bearing on an enrollment decision by admissions officers	25%	55%
Sharing a mobile number	30%	45%
Entering their home address in a form to receive more information from a college or university	37%	48%
Sharing their contact information in an online application for admission	44%	62%
Participating in an online event	50%	51%
Entering their name and email address to receive more information from a college or university	52%	50%
Liking or asking to join a group on a social media channel	53%	41%

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Parents in particular showed more concern about privacy, but quite a few students were concerned about social media interactions or providing email addresses (although, as mentioned in the section on email, 96 percent said they gave campuses their email address when asked).

Many campuses collect data to personalize their marketing efforts, but can this go too far in students' eyes? Students were asked to rate four common personalization practices as "helpful" or "creepy." Generally speaking, they found personalization more helpful than bothersome.

**Figure 23: How do students feel about personalization? (2014 seniors only)**

Personalization activity	Helpful	Neutral	Creepy
Student's name appears on a printed brochure	37%	44%	19%
Content in a printed brochure is customized based on student's location	30%	48%	22%
Email messages reflect whether the student has visited campus	40%	51%	10%
Email messages reflect whether the student has applied	47%	48%	6%

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**Recommendation: Reassure students and parents about privacy, and be good stewards of their information**

Campuses need to collect data on students; the more data they have, the more ways they can tailor communications to students' needs and make informed decisions about e-recruitment efforts. However, it is important to let students and their parents know that data will be used responsibly. Post clear, visible notices about respecting their privacy when collecting information, and provide opportunities to opt out. While campuses hate to lose students from a communication flow, making an effort to be transparent will likely convey a sense of trustworthiness.

## Six takeaways from the 2014 E-Expectations results

- 1) Balance your e-recruitment channels.** While the website is the anchor for any campus digital marketing effort, students and parents use a wide variety of electronic methods for communicating. Even those used by 20-25 percent of students can translate into a large number of individuals you can reach. Try to find a balance of electronic communications that you can actively manage and that are used by a significant enough number of students in your target markets.
- 2) Reach out to parents.** This year's E-Expectations results reinforce the influence parents often have in recruiting traditional-aged college students. Make sure you target them with specific messages that help turn them into advocates for your campus. Reiterating outcomes, academic offerings, and the value of a degree from your campus are just three compelling messages you can deliver.
- 3) Practice strategic search engine optimization.** Internet search rankings can be the difference between a student coming to your website or missing it completely. Make sure you research and optimize for key search terms, not just for your homepage, but for academic pages as well. Given the complexity of this task, hiring outside experts can often be beneficial.
- 4) Keep website content fresh and up to date.** When students do arrive on your site, they need to find accurate, compelling content to keep them engaged. And, given that most prospective college students visit college websites frequently, fresh content can give them a reason to come back.
- 5) Adapt your webpages and emails to mobile displays.** Adaptive display technology is the best way to make sure that your carefully crafted online content looks presentable and readable on any screen. Be sure to optimize and test forms so mobile users can make contact with you easily.
- 6) Collect and use information responsibly.** The results in Figure 22 show that many students and parents are already wary about privacy when interacting with campuses. Let them know in clear language that you respect their privacy, and then make them happy with e-recruitment communications that are informative and inviting. Nothing will ease privacy concerns faster than recipients of your messages believing that providing you with their contact information was worthwhile.

## Appendix: About the respondents

Please note: Percentages may not equal 100 percent due to rounding.

### Number of participants

- 1,000 college-bound high school seniors
- 533 parents

Gender	Students	Parents
Male	47%	53%
Female	53%	47%
Race/Ethnicity	Students	Parents
White	37%	43%
Hispanic	20%	25%
African American	10%	6%
Asian American	7%	3%
American Indian	2%	1%
Middle Eastern	1%	<1%
Other/Multiracial	14%	9%
Prefer not to respond	10%	12%
Family income	Students	Parents
\$1 - \$14,999	11%	11%
\$15,000 - \$19,999	5%	4%
\$20,000 - \$29,999	10%	7%
\$30,000 - \$39,999	9%	9%
\$40,000 - \$49,999	10%	9%
\$50,000 - \$59,999	9%	8%
\$60,000 - \$69,999	9%	9%
\$70,000 - \$79,999	10%	11%
\$80,000 - \$89,999	4%	3%
\$90,000 - \$99,999	4%	5%
\$100,000 - \$124,999	9%	9%
\$125,000 - \$149,999	5%	6%
\$150,000 or more	6%	9%
Interested in the following college types:	Students	Parents
Private four-year	42%	45%
Public four-year	87%	89%
Community/junior college	15%	12%
Vocational/technical college	14%	14%
Enrollment stage	Students	Parents
Prospect	13%	9%
Inquiry	7%	4%
Applied	31%	27%
Accepted	49%	60%

## Questions about this report or optimal strategies for your web communications?

We welcome your questions and comments about the E-Expectations study. We are also available to discuss your specific goals and challenges for your online communication initiatives. Send an email to [ContactUs@noellevitz.com](mailto:ContactUs@noellevitz.com) or call 1-800-876-1117, and we will be happy to answer your questions.

## About the survey sponsors

**Noel-Levitz** is a recognized leader in higher education consulting and research. For more than 40 years, they have partnered with more than 3,000 campuses to optimize enrollment management and student success through experienced consultation, advanced analytic tools, and campus assessments.

**OmniUpdate** is the leading web content management system (CMS) provider for higher education. The company focuses on providing an exceptional product and customer experience to its OU Campus™ CMS users who manage more than 700 web and mobile sites in the U.S. and around the world.

**CollegeWeekLive** provides their higher education clients a modern and far more effective way of engaging with the right types of students throughout the entire enrollment process—from awareness to enrollment.

**NRCCUA** (National Research Center for College & University Admissions) conducts the nation's largest educational planning survey among high school students. This valuable program facilitates a key link between the individual educational goals and preferences of students and the vast offerings of colleges and universities.

### Citations

1. S. Jaschick, "Jobs, Value and Affirmative Action: A Survey of Parents About College," *Inside Higher Ed*, 20 March 2013 <http://www.insidehighered.com/news/survey/jobs-value-and-affirmative-action-survey-parents-about-college>
2. Noel-Levitz, *2014 E-Recruiting Practices Report for Four-Year and Two-Year Institutions* (Coralville, IA: Noel-Levitz, 2014) <https://www.noellevitz.com/papers-research-higher-education/2014/2014-e-recruiting-practices-report-for-four-year-and-two-year-institutions>
3. See Noel-Levitz, et al, *2013 E-Expectations Report: The Impact of Mobile Browsing on the College Search Process* (Coralville, IA: Noel-Levitz, 2013) <https://www.noellevitz.com/papers-research-higher-education/2013/2013-e-expectations-report>

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