

# 2012 Marketing and Student Recruitment Practices for Master's-Level Graduate Programs

What's working in the area of marketing and recruiting for master's-level graduate programs? To find out, the National Association of Graduate Admissions Professionals (NAGAP) and Noel-Levitz conducted a national, Web-based poll to determine and report the most effective practices.

Highlights from the findings:

- Among the "top 10" most effective practices identified in this study—across Carnegie institution types, private and public—were hosting campus visits for admitted students and maintaining graduate program Web pages to attract inquiries.
- Awarding assistantships to admitted students, and following up by e-mail with students whose applications are incomplete, were also among the top practices across institution types.
- Many of the top 10 practices (at least three of the 10 for each sector examined) were *not* being used by a significant portion of the poll respondents, sometimes more than half.
- A significant percentage of respondents across institution types, up to 75 percent, reported using practices that most respondents of their type judged to be "minimally effective," with the most commonly-rated such practice for doctorate-granting institutions being local television and radio advertising.
- Approximately three-quarters of respondents across institution types indicated that arranging partnership agreements with businesses or agencies to provide education to employees was "very effective" or "somewhat effective" for recruiting adult learners.

Included in the findings are some benchmark admissions funnel data from a limited number of respondents. In addition, don't miss the appendix, available at [www.noellevitz.com/BenchmarkReports](http://www.noellevitz.com/BenchmarkReports) and [www.nagap.org/Research](http://www.nagap.org/Research), for ratings of the primary practices measured in this study, presented by institution type, along with name purchasing practices (i.e., the practice of purchasing names and addresses of prospective students from list services such as GRE and GMAT) and some specific findings for Business, Health, and Education programs.

See the appendix of this report for detailed findings for all of the practices examined in this study.



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## Appendix/Additional findings

Visit [www.noellevitz.com/BenchmarkReports](http://www.noellevitz.com/BenchmarkReports) or [www.nagap.org/Research](http://www.nagap.org/Research) to download the appendix of this report for:

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### Findings color key: (Carnegie classifications)

Private,  
doctorate-granting  
institutions

Public,  
doctorate-granting  
institutions

Private master's institutions/  
baccalaureate colleges/special  
focus institutions

Public master's institutions/  
baccalaureate colleges/special  
focus institutions

**Graduate recruitment and marketing, as a whole, appears to be an evolving set of practices.**

**Many of the practices in this study were also examined at the undergraduate level in a 2011 report<sup>1</sup> from Noel-Levitz, available online at [www.noellevitz.com/BenchmarkReports](http://www.noellevitz.com/BenchmarkReports).**

## About the ratings

A total of 247 respondents participated in this study's national electronic poll, which was e-mailed to master's-degree-granting U.S. institutions in March of 2012. The 247 respondents included 45 respondents from private, doctorate-granting institutions, 33 from public, doctorate-granting institutions, 130 from private master's institutions/baccalaureate colleges/special focus institutions; and 39 from public master's institutions/baccalaureate colleges/special focus institutions.

To identify most and least effective practices for this study, as well as least-used practices, respondents were asked to rate the effectiveness of practices on the following scale:

Very effective    Somewhat effective    Minimally effective    Method not used

To report the findings as accurately as possible, the ratings in this report are based only on the first three choices: "very effective," "somewhat effective," and "minimally effective." Excluding "method not used" responses allows for emerging, less-frequently-used practices to be included in the top 10 lists, i.e., practices currently *not* being used by the majority of institutions but still rated "very effective" by a statistically significant number of institutions.

All of the findings in this report are considered to be statistically significant, except for the findings flagged in **red** on pages 12 and 13 and in the appendix: the less-frequently used practices which were *not* used a statistically significant number of times. The latter are included to provide a glimpse of practices that are not used very often which may still merit some consideration. It is worth noting that many of these same practices are used more frequently at the undergraduate level, at statistically significant levels. The higher number of "method not used" responses at the graduate level in response to survey items that were rated as effective by other graduate-level peers/respondents suggests that graduate recruitment and marketing, as a whole, is an evolving set of practices. It should also be noted that formal research on graduate recruitment and marketing practices has been limited to date and thus represents an emerging body of knowledge.

Note: To identify the proportion of institutions using a particular method, we calculated the inverse of those who selected "method not used." Also, to minimize the time spent completing the poll, respondents were urged to base their responses on information that was readily available to them and to skip over any items requiring time-consuming research.

## Compare the findings to your own practices

This is the first comprehensive study of graduate marketing and recruitment practices undertaken by NAGAP and Noel-Levitz. Readers are encouraged to compare the findings to the most and least effective practices on their campus.

<sup>1</sup> Noel-Levitz (2011). 2011 marketing and student recruitment practices at four-year and two-year institutions. Coralville, Iowa. Author. Retrieved from: [www.noellevitz.com/BenchmarkReports](http://www.noellevitz.com/BenchmarkReports).

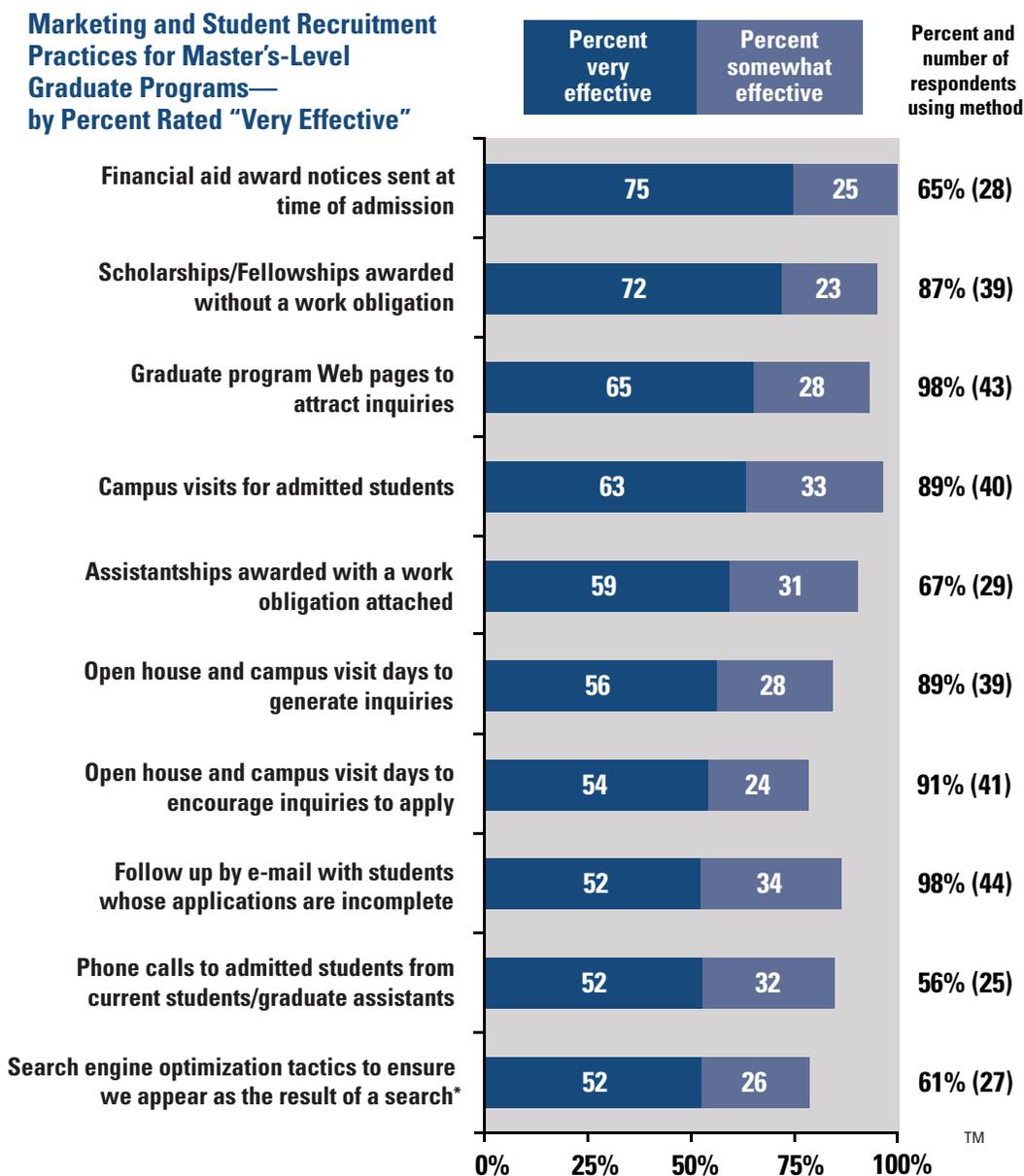
## Top 10 most effective practices by institution type

The first four charts in this report show the 10 items that respondents from each of the four Carnegie institution types (see page 2) rated “very effective” most frequently among the practices that were used a statistically significant number of times. To understand how the ratings were established, see the previous page. For complete findings, please see the appendix of this report.

### Top 10 most effective practices at private, doctorate-granting institutions

Private, doctorate-granting institutions

Offering campus visits and assistantships for admitted students, and following up by e-mail with students who applications are incomplete, were among the top practices for marketing and student recruitment across institution types in spring 2012.



In addition to showing which practices were among the top 10, this chart shows that several of these top practices were not being used by a significant number of private, doctorate-granting institutions, including phone calls to admitted students from current students/graduate assistants, used by only 56 percent of respondents; search engine optimization tactics, used by only 61 percent of respondents; financial aid award notices sent at time of admission, used by 65 percent of respondents; and assistantships awarded with a work obligation attached, used by 67 percent of respondents.

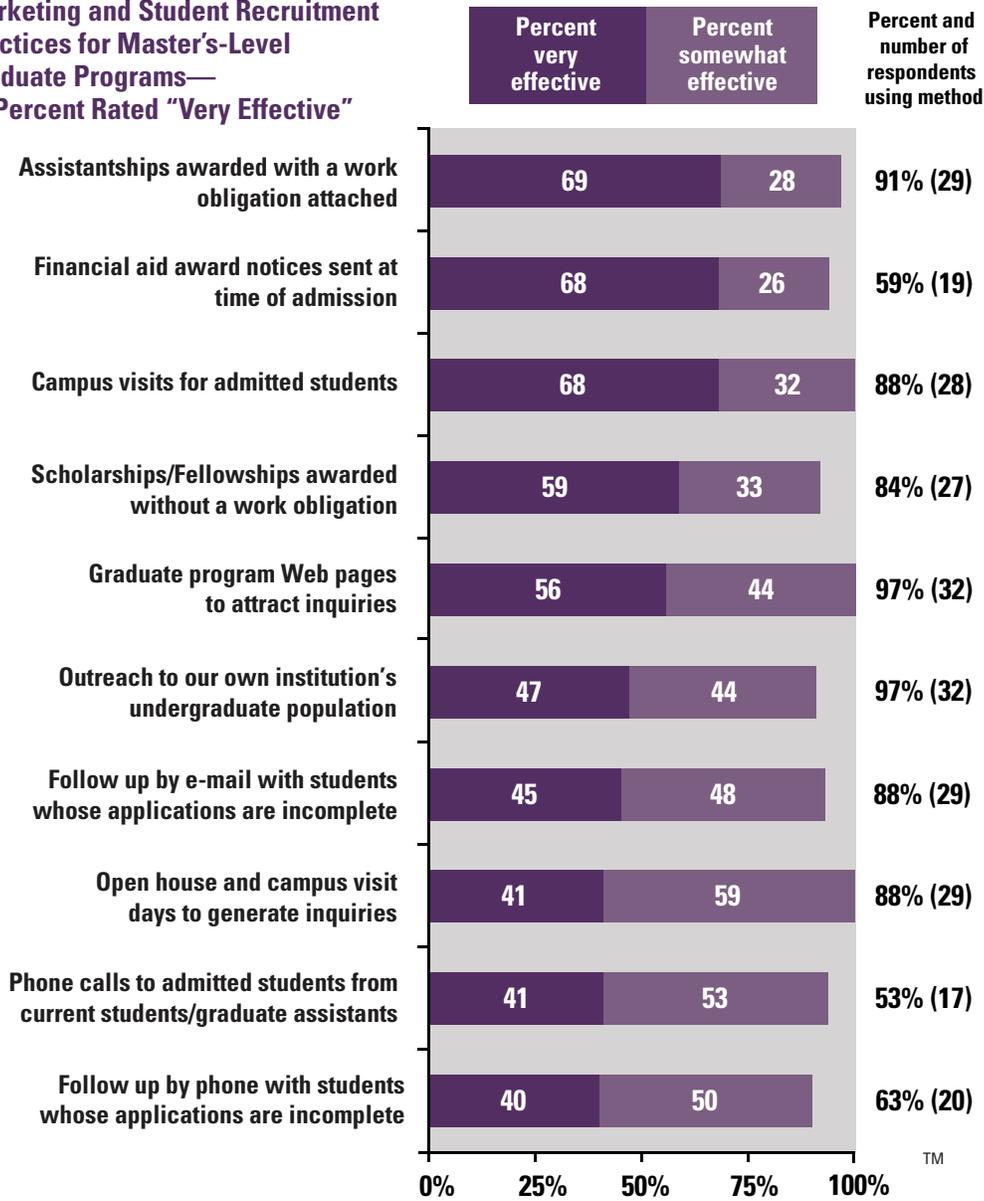
\* Full wording of this item on poll was as follows: “Use search engine optimization tactics to ensure our institution, college(s), and/or program(s) appear as a result of a search.”

## Top 10 most effective practices at public, doctorate-granting institutions

### Public, doctorate-granting institutions

The practice of sending financial aid award notices at the time of admission was used by only 59 percent of the respondents from public, doctorate-granting institutions, but 94 percent of respondents who were using the practice rated it “very effective” or “somewhat effective.”

### Marketing and Student Recruitment Practices for Master’s-Level Graduate Programs—by Percent Rated “Very Effective”



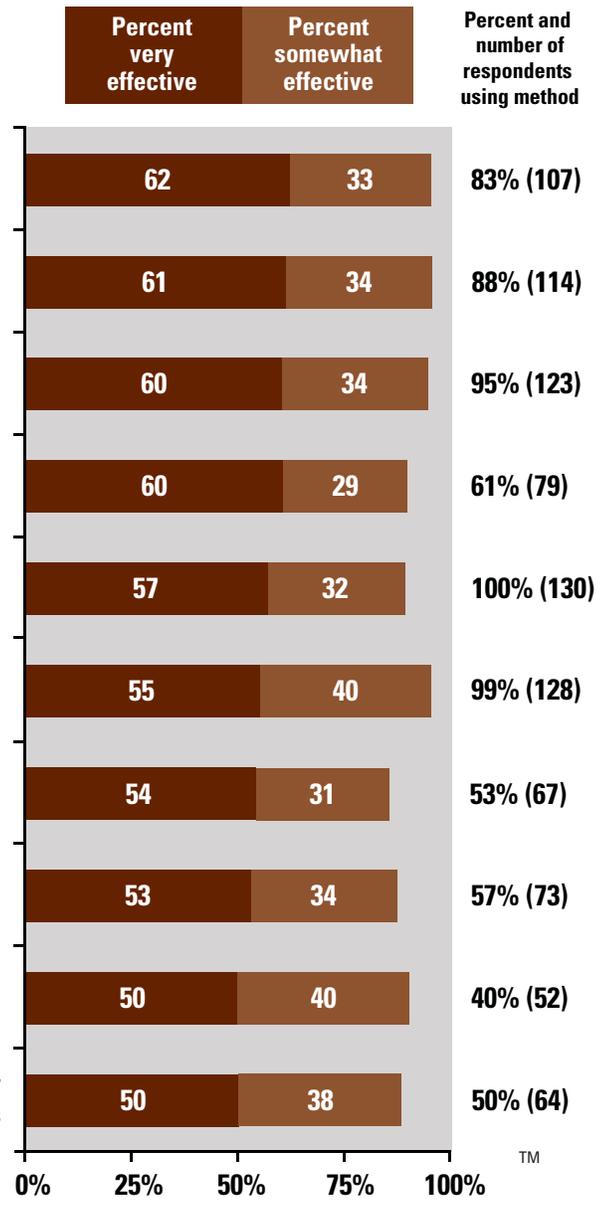
In addition to showing which practices were among the top 10, this chart shows that several of these top practices were *not* being used by many of the respondents from public, doctorate-granting institutions, including phone calls to admitted students from current students/graduate assistants, used by only 53 percent of the respondents; financial aid award notices sent at time of admission, used by only 59 percent of the respondents; and following up by phone with students who applications are incomplete, used by only 63 percent of the respondents.

**Top 10 most effective practices at private master's institutions, baccalaureate colleges, and special focus institutions**

**Private master's/bacc./special focus institutions**

The practice of having current students contact admitted students by telephone was used by only 40 percent of respondents from private master's institutions, baccalaureate colleges, and special focus institutions, but 90 percent of respondents who were using this practice rated it "very effective" or "somewhat effective."

**Marketing and Student Recruitment Practices for Master's-Level Graduate Programs—by Percent Rated "Very Effective"**



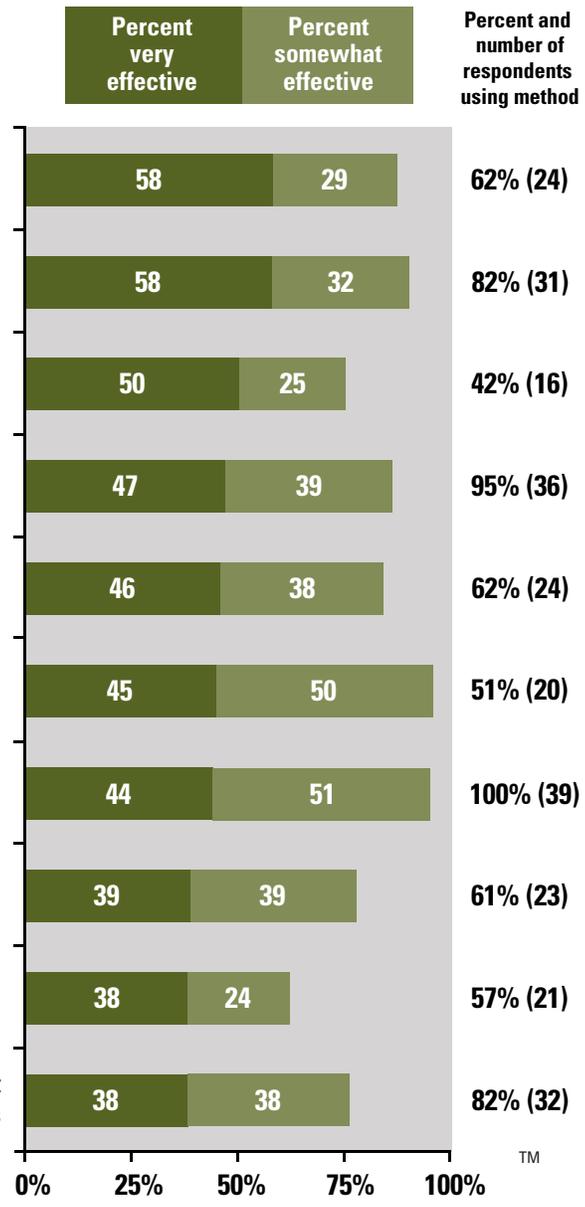
In addition to showing which practices were among the top 10, this chart shows that many of these top practices were *not* being used by a significant number of private master's institutions/baccalaureate colleges/special focus institutions, including phone calls to admitted students from current students/graduate assistants, used by only 40 percent of respondents; phone calls to inquiries by faculty members, used by only 50 percent of respondents; and scholarships/fellowships awarded without a work obligation attached, used by only 53 percent of respondents.

**Top 10 most effective practices at public master’s institutions, baccalaureate colleges, and special focus institutions**

**Public master’s/bacc./special focus institutions**

The practice of having faculty from a student’s program of interest contact admitted students by telephone was used by only 51 percent of the respondents from public master’s institutions, baccalaureate colleges, and special focus institutions, but 95 percent of the respondents who were using this practice rated it “very effective” or “somewhat effective.”

**Marketing and Student Recruitment Practices for Master’s-Level Graduate Programs—by Percent Rated “Very Effective”**



In addition to showing which practices were among the top 10, this chart shows that many of the top practices were not being used by many of the respondents from public master’s institutions/baccalaureate colleges/special focus institutions, including search engine optimization tactics, used by only 42 percent of the respondents; phone calls to admitted students from faculty members in students’ programs of interest, used by 51 percent of respondents; and Web pages designed to enhance international student interest, used by only 57 percent of the respondents.

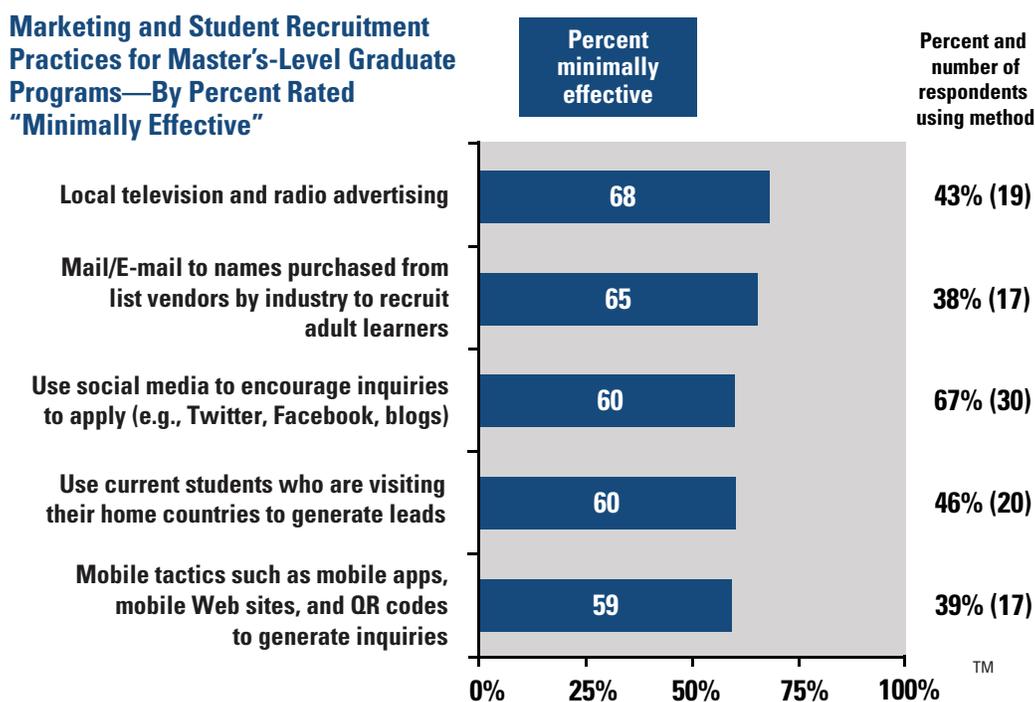
\* Full wording of this item on poll was as follows: “Use search engine optimization tactics to ensure our institution, college(s), and/or program(s) appear as a result of a search.”

## Least-effective and least-used practices

The following charts and tables show items that respondents from each institution type rated “minimally effective” most frequently among the practices that were used a statistically significant number of times, followed by the items that were least used.

Note: To ensure statistical significance, the five least-effective practices shown for each sector exclude practices that were being used by fewer than 15 respondents. To see the complete findings, please refer to the appendix of this report.

### Least-effective practices at private, doctorate-granting institutions



**Private, doctorate-granting institutions**

Local television and radio advertising was being used by 43 percent of respondents for private doctorate-granting institutions, despite being rated among the five least-effective practices for this sector.

In addition to showing the five least-effective practices for this sector, the table above shows 38 to 67 percent of respondents from private, doctorate-granting institutions were using these five practices. Of the five practices, using “social media to encourage inquiries to apply” was being used by the most respondents.

### Least-used practices at private, doctorate-granting institutions

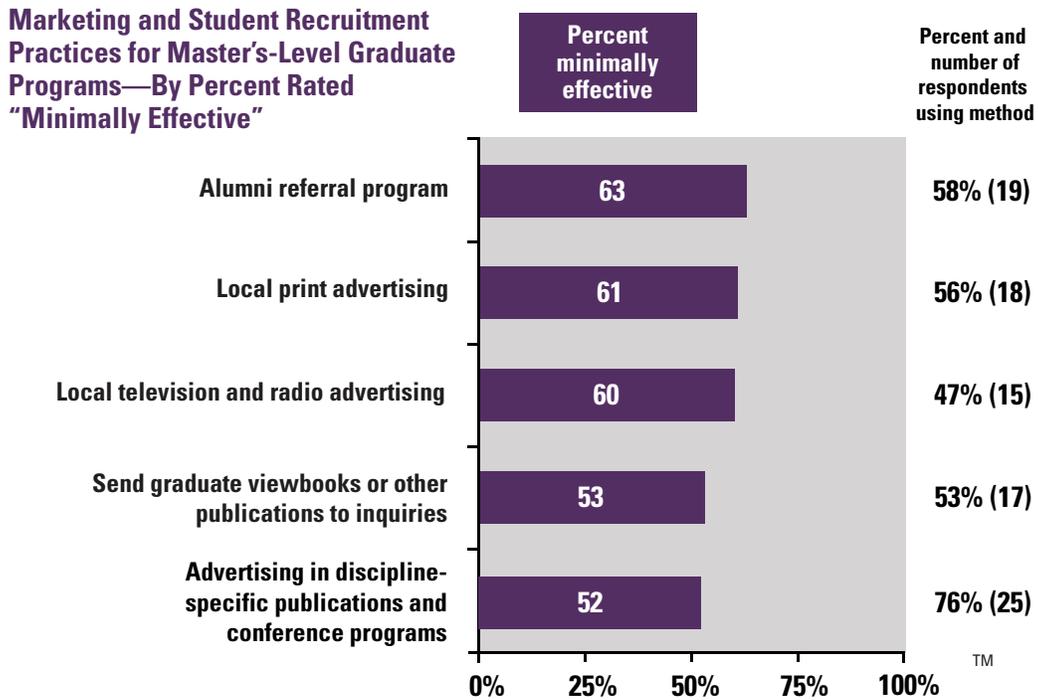
| Marketing and Student Recruitment Practices for Master’s-Level Graduate Programs—By Lowest Percent Using Method | Percent and number of respondents using method |
|---|--|
| Church referral program   | 4% (2)   |
| Multiple text messages to inquiries   | 9% (4)   |
| Referral program as part of institutional consortium  | 11% (5)  |
| On-the-spot admissions or instant admissions days to encourage inquiries to apply                               | 13% (6)  |
| Assign recruiters overseas to represent the institution on a commission basis                                   | 14% (6)  |

Even though only six respondents from private, doctorate-granting institutions reported using on-the-spot admissions or instant admissions days, five of these six rated these practices as “somewhat effective” or “very effective,” as shown in the appendix of this report. Similarly, five of six respondents gave positive ratings to assigning paid recruiters overseas.

## Least-effective practices at public, doctorate-granting institutions

Public, doctorate-granting institutions

Various types of advertising appear among the five practices that were rated “minimally effective” most often by respondents from public, doctorate-granting institutions.



In addition to showing the five practices that respondents most frequently rated “minimally effective,” the table above shows approximately half or more of respondents were using the five practices.

## Least-used practices at public, doctorate-granting institutions

| Marketing and Student Recruitment Practices for Master’s-Level Graduate Programs—By Lowest Percent Using Method | Percent and number of respondents using method |
|---|--|
| Church referral program   | 6% (2)   |
| Tuition discounts to students who received a bachelor’s degree from our institution                             | 9% (3)   |
| On-the-spot admissions or instant admissions days to encourage inquiries to apply                               | 9% (3)   |
| Circulate a course schedule or flyer via direct mail or newspaper   | 13% (4)  |
| Incentive to current students to refer prospective students   | 13% (4)  |

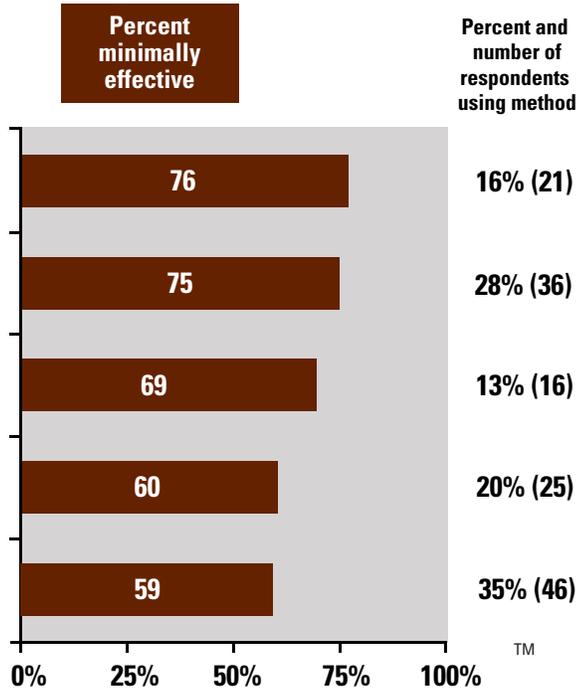
Even though only three respondents from public, doctorate-granting institutions reported using on-the-spot admissions or instant admissions days, all three rated these practices as “somewhat effective” or “very effective,” as shown in the appendix of this report. Similarly, three of three respondents gave positive ratings to the practice of offering tuition discounts to students who received a bachelor’s degree from their institution.

**Least-effective practices at private master’s institutions, baccalaureate colleges, and special focus institutions**

**Private master’s/bacc./ special focus institutions**

More than one-third of respondents from this sector reported using mobile tactics to generate inquiries, a practice that was among the sector’s five least-effective practices.

**Marketing and Student Recruitment Practices for Master’s-Level Graduate Programs—By Percent Rated “Minimally Effective”**



Only 13 to 35 percent of respondents were using the above five practices that were most-frequently rated “minimally effective.” Of the five practices, the practice of using “mobile tactics such as mobile apps, mobile Web sites, and QR codes to generate inquiries” was being used by the most respondents.

**Least-used practices at private master’s institutions, baccalaureate colleges, and special focus institutions**

| Marketing and Student Recruitment Practices for Master’s-Level Graduate Programs—By Lowest Percent Using Method | Percent and number of respondents using method |
|---|--|
| Assign recruiters overseas to represent the institution without compensation                                    | 13% (16)                                       |
| Multiple text messages to inquiries   | 14% (18)                                       |
| Referral program as part of institutional consortium  | 16% (21)                                       |
| Assign recruiters overseas to represent the institution on a commission basis                                   | 17% (21)                                       |
| Referral program for faculty at other institutions  | 19% (24)                                       |

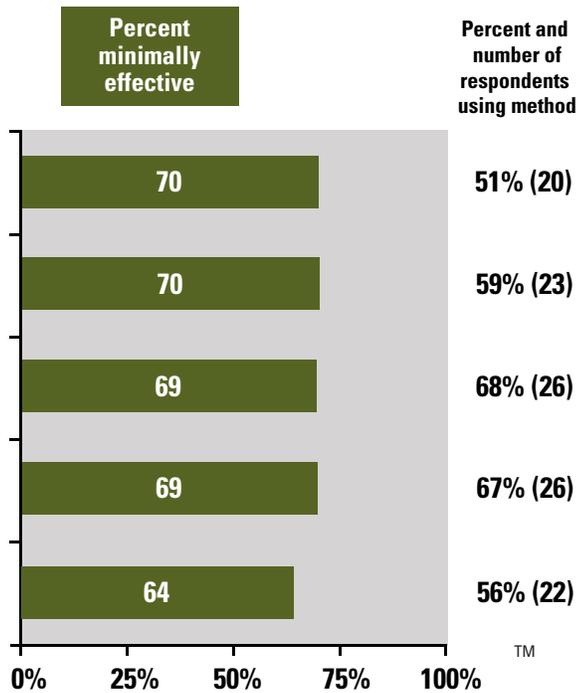
Even though only 17 percent of respondents reported that they assigned recruiters overseas to represent the institution on a commission basis, 76 percent of these respondents rated this practice “very effective” or “somewhat effective,” as shown in the appendix of this report.

**Least-effective practices at public master’s institutions, baccalaureate colleges, and special focus institutions**

**Public master’s/bacc./ special focus institutions**

Various types of advertising appear among the five practices that were rated “minimally effective” most often by respondents from public, master’s institutions, baccalaureate colleges, and special focus institutions.

**Marketing and Student Recruitment Practices for Master’s-Level Graduate Programs—By Percent Rated “Minimally Effective”**



In addition to showing the five practices that respondents from this sector most-frequently rated “minimally effective,” the table above shows half to two-thirds of respondents were using these five practices.

**Least-used practices at public master’s institutions, baccalaureate colleges, and special focus institutions**

| Marketing and Student Recruitment Practices for Master’s-Level Graduate Programs—By Lowest Percent Using Method | Percent and number of respondents using method |
|---|--|
| Church referral program   | 3% (1)   |
| Multiple text messages to inquiries   | 5% (2)   |
| Tuition discounts to students who received a bachelor’s degree from our institution                             | 8% (3)   |
| Incentive to current students to refer prospective students   | 8% (3)   |
| On-the-spot admissions or instant admissions days to encourage inquiries to apply                               | 8% (3)   |

Even though only three respondents from this sector reported awarding tuition discounts to students who received a bachelor’s degree from their institution, all three rated these practices as “somewhat effective” or “very effective,” as shown in the appendix of this report.

## Sampling of findings for adult learner recruitment

Included among the practices examined in this study were seven practices that specifically focused on adult learner recruitment. Among these seven practices were the following two practices:

| Marketing and Student Recruitment Practices for Master's-Level Graduate Programs—Sampling of Findings for Recruiting Adult Learners | Percent of Respondents Rating Practice “Very Effective” or “Somewhat Effective” |   |   |  |
|---|---|---|---|--|
|   | Private, doctorate-granting institutions  | Public, doctorate-granting institutions | Private master's institutions/ baccalaureate colleges/ special focus institutions | Public master's institutions/ baccalaureate colleges/ special focus institutions |
| Partnership agreements with businesses or agencies to provide education to employees  | 78.2%   | 80.0%*                                  | 79.3%   | 70.6%  |
| Tuition discounts to students from particular employers   | 76.5%   | 60.0%*                                  | 84.9%   | 77.7%*   |

TM

Approximately three-quarters of respondents across institution types indicated that arranging partnership agreements with businesses or agencies to provide education to employees was “very effective” or “somewhat effective” for recruiting adult learners.

## Sampling of findings for international student recruitment

Included among the practices examined in this study were 10 practices that specifically focused on international student recruitment. Among these 10 practices, maintaining “Web pages designed to enhance international student interest” was the top practice across institution types.

| Marketing and Student Recruitment Practices for Master's-Level Graduate Programs—Sampling of Findings for Recruiting International Learners | Percent of Respondents Rating Practice “Very Effective” or “Somewhat Effective” |   |   |  |
|---|---|---|---|--|
|   | Private, doctorate-granting institutions  | Public, doctorate-granting institutions | Private master's institutions/ baccalaureate colleges/ special focus institutions | Public master's institutions/ baccalaureate colleges/ special focus institutions |
| Web pages designed to enhance international student interest  | 66.7%   | 76.5%                                   | 61.4%   | 61.9%  |
| Build relationships with influencers in embassies, governments, or other international services   | 68.4%   | 73.4%                                   | 60.8%   | 42.8%*   |

TM

A wide variety of practice was evident across institution types in the area of international student recruitment. However, approximately two-thirds of respondents across institution types agreed that maintaining Web pages designed to enhance international student interest was “very effective” or “somewhat effective.”

\* These findings had limited statistical validity due to the low number of respondents in the sector that were using this practice. However, we believe these findings are useful to our readers and, ultimately, leave that judgment to them.

For additional findings on adult learner and international student recruitment practices, download the appendix at [www.noellewitz.com/BenchmarkReportsorwww.nagap.org/Research](http://www.noellewitz.com/BenchmarkReportsorwww.nagap.org/Research).

## Admissions funnel metrics

Admissions funnel metrics are provided below to assist with benchmarking an institution's funnel metrics.

Note: The metrics in this table are presented in categories that are different from the categories shown on the preceding pages in order to help ensure a statistically significant number of survey respondents. (This was only partly successful—please see the note at the bottom of this page.) Specifically, the findings contrast **all doctorate-granting institution respondents (private and public, combined) vs. all respondents from master's colleges and universities, baccalaureate colleges, and special focus institutions (private and public, combined)** and also contrast **all private institution respondents regardless of Carnegie institution type vs. all public institution respondents regardless of Carnegie institution type**.

| Admissions Funnel Metrics for Master's-Level Graduate Programs by Institution Type<br><i>(Caution: Limited statistical validity; see note below)</i> | Statistic      | VS.   |  | All Private Institution Respondents, Regardless of Carnegie Institution Type | All Public Institution Respondents, Regardless of Carnegie Institution Type |
|--|----------------|---|--|--|---|
|  |                | All Respondents From Doctorate-Granting Institutions (Private and Public) | All Respondents From Master's Colleges and Universities, Baccalaureate Colleges, and Special Focus Institutions (Private and Public) |  |   |
| Conversion rate from inquiry to application  | Median         | 63.2%   | 27.5%  | 28.2%  | 37.5%   |
|  | First Quartile | 14.8%   | 9.4%   | 6.7%   | 16.5%   |
|  | Third Quartile | 79.1%   | 37.1%  | 34.4%  | 62.5%   |
|  | N              | 6   | 24   | 19   | 11  |
| Admit rate from application to admit   | Median         | 51.1%   | 60.6%  | 64.0%  | 51.4%   |
|  | First Quartile | 21.8%   | 53.8%  | 54.5%  | 42.6%   |
|  | Third Quartile | 57.3%   | 70.7%  | 71.1%  | 59.2%   |
|  | N              | 6   | 14   | 12   | 8   |
| Admit rate from complete application to admit  | Median         | 56.0%   | 71.3%  | 70.3%  | 62.4%   |
|  | First Quartile | 46.8%   | 59.3%  | 56.7%  | 50.3%   |
|  | Third Quartile | 66.4%   | 88.6%  | 88.2%  | 71.4%   |
|  | N              | 21  | 52   | 49   | 24  |
| Yield rate from admission to enrollment  | Median         | 55.2%   | 73.9%  | 65.9%  | 75.4%   |
|  | First Quartile | 40.9%   | 61.5%  | 50.1%  | 60.0%   |
|  | Third Quartile | 55.2%   | 82.8%  | 77.6%  | 83.3%   |
|  | N              | 17  | 52   | 49   | 20  |
| Melt rate from deposit/confirmed to enrollment   | Median         | 4.4%  | 3.3%   | 4.4%   | 0.0%  |
|  | First Quartile | 0.9%  | 0.0%   | 1.4%   | 0.0%  |
|  | Third Quartile | 8.7%  | 8.2%   | 10.6%  | 6.3%  |
|  | N              | 9   | 39   | 33   | 15  |
| Percentage of applicants not completing application process  | Median         | 20.3%   | 16.3%  | 16.3%  | 18.8%   |
|  | First Quartile | 8.6%  | 7.4%   | 8.9%   | 5.5%  |
|  | Third Quartile | 52.0%   | 32.4%  | 35.3%  | 37.2%   |
|  | N              | 4   | 12   | 10   | 6   |
| Percentage of students not identifying themselves before application   | Median         | 36.8%   | 72.5%  | 71.8%  | 62.5%   |
|  | First Quartile | 18.2%   | 62.6%  | 63.1%  | 25.0%   |
|  | Third Quartile | 97.7%   | 91.7%  | 94.1%  | 85.3%   |
|  | N              | 6   | 24   | 19   | 11  |

The funnel benchmarks shown here provide a basis for benchmarking an individual institution's funnel metrics. For example, a 75 percent median yield rate from admission to enrollment was reported by all public institution respondents (regardless of Carnegie institution type) vs. a 66 percent median yield rate reported by all private institution respondents.

**Caution: Findings above that show fewer than 15 respondents (N < 15) have limited statistical (this section of the study was presented as optional for respondents).** However, we believe these findings are useful to our readers and, ultimately, leave that judgment to them. Further research with a larger pool of survey respondents will be necessary to establish valid funnel benchmarks.

## Differences in the ratings for institutions with predominantly full-time enrollments vs. institutions with predominantly part-time enrollments

Note: This section again combines the findings from Carnegie institution types in the following four categories. This was done to ensure a statistically significant number of survey respondents.

### Categories:

1. All doctorate-granting institution respondents (private and public, combined)
2. All respondents from master's colleges and universities, baccalaureate colleges, and special focus institutions (private and public, combined)
3. All private institution respondents regardless of Carnegie institution type
4. All public institution respondents regardless of Carnegie institution type

### 1. Doctorate-granting institutions

The following practice was significantly more likely to be rated "very effective" by respondents from institutions with predominantly part-time enrollments than by respondents from institutions with predominantly full-time enrollments across the doctorate-granting institutions (private, doctorate-granting institutions *combined with* public, doctorate-granting institutions):

**Use current students who are visiting their home countries to generate leads**

In addition, the following two practices were significantly more likely to be rated "minimally effective" by respondents from institutions with predominantly part-time enrollments than by respondents from institutions with predominantly full-time enrollments across the Carnegie, doctorate-granting institution types, private and public:

**Mobile tactics such as mobile apps, mobile Web sites, and QR codes**

**Recruiter visits to feeder colleges to encourage inquiries to apply**

### 2. Master's colleges and universities, baccalaureate colleges, and special focus institutions

The following two practices were significantly more likely to be rated "very effective" by respondents from master's colleges and universities, baccalaureate colleges, and special focus institutions with predominantly full-time enrollments than by respondents from these institutions with predominantly part-time enrollments. Note that this finding is based on an examination of the combined responses from *private and public* master's colleges and universities, baccalaureate colleges, and special focus institutions.

**On-the-spot admissions or instant admissions days to convert inquiries to applicants**

**Individual meetings with prospective students away from campus to generate inquiries**

In addition, the following practice was significantly more likely to be rated "very effective" by respondents from master's colleges and universities, baccalaureate colleges, and special focus institutions with predominantly part-time enrollments than by respondents from these institutions with predominantly full-time enrollments. Note that this finding is also based on the combined responses from *private and public* master's colleges and universities, baccalaureate colleges, and special focus institutions.

**Local print advertising**

***Master’s colleges and universities, baccalaureate colleges, and special focus institutions, continued...***

Also, the following practice was significantly more likely to be rated “minimally effective” by respondents from institutions with predominantly part-time enrollments than by respondents from institutions with predominantly full-time enrollments across the private and public master’s colleges and universities, baccalaureate colleges, and special focus institutions:

**Institutional aid awarded based on student financial need**

**3. Private institutions**

The following five practices were significantly more likely to be rated “very effective” by respondents from institutions with predominantly full-time enrollments than by respondents from institutions with predominantly part-time enrollments across the Carnegie private institution types (private doctorate-granting institutions *combined with* private master’s institutions, baccalaureate colleges, and special focus institutions):

**On-the-spot admissions or instant admissions days to convert inquiries to applicants**

**Personalized Web page to convert inquiries to applicants**

**Individualized meetings with prospective students away from campus to generate inquiries**

**Receptions or group meetings away from campus to generate inquiries**

**Open house and campus visit days to generate inquiries**

In addition, the following practice was significantly more likely to be rated “very effective” by respondents from institutions with predominantly part-time enrollments than by respondents from institutions with predominantly full-time enrollments across the Carnegie private institution types:

**Local print advertising**

Also, the following two practices were significantly more likely to be rated “minimally effective” by respondents from institutions with predominantly part-time enrollments than by respondents from institutions with predominantly full-time enrollments across the Carnegie private institution types:

**Institutional aid awarded to attract students from diverse ethnic groups**

**Institutional aid awarded based on student financial need**

**4. Public institutions**

The following practice was significantly more likely to be rated “very effective” by respondents from institutions with predominantly full-time enrollments than by respondents from institutions with predominantly part-time enrollments across the Carnegie public institution types (public doctorate-granting institutions *combined with* public master’s institutions, baccalaureate colleges, and special focus institutions):

**Direct mail to homes in a specific geographic region**

In addition, the following practice was significantly more likely to be rated “very effective” by respondents from institutions with predominantly part-time enrollments than by respondents from institutions with predominantly full-time enrollments across the Carnegie public institution types:

**Open house and campus visit days to generate inquiries**

## Questions about this report?

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**We invite  
your  
questions  
and  
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The National Association of Graduate Admissions Professionals is devoted exclusively to the issues of individuals working in the graduate enrollment management environment. NAGAP convenes an annual conference and development institutes, plus provides a membership directory, monthly E-News and *Perspectives* newsmagazine, mentor program, and chapter affiliations—all to share knowledge and help facilitate communication among members. In addition, the NAGAP Research and Global Issues Committee designs and implements research projects in a continuing effort to provide relevant comparative data on issues that affect graduate school policies and requirements.

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