

How Colleges Have Responded to Changes
In Student Recruitment as Defined By
Their Level of Web Definition on
Their Official College Web Sites

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ABSTRACT

Increased competition amongst colleges, advances in technology and the changing wants and needs of the target market has influenced colleges to expand their marketing techniques globally through the use of the World Wide Web.

One hundred randomly selected college websites were analyzed for specific criteria found on the main page or any page that can be accessed from the main page. Demographic information was also collected about the colleges to look for potential trends in the level of web definition. The level was web definition was defined by specified criteria in the areas of technology implementation, interactivity and marketing concepts.

The findings show that the area of marketing had the greatest number of colleges assigned to the medium-high level of web definition for both potential and actual number of points assigned and the area interactivity had the greatest number of colleges assigned to the low-medium level of web definition.

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INTRODUCTION

I have worked at a Community College for four years as a Financial Aid Assistant, which falls under the area of Student Services. The Associate Dean of Enrollment Management and Marketing oversees this area of Student Services as well as Admissions. Daily interaction with Admissions staff is crucial for my job and it is important as a professional to be aware of the procedures being used by the admissions staff to recruit new students.

Many colleges over the past few years have experienced steady increases in enrollment in part due to the course offerings over the Internet. Colleges are able to provide students with a new forum for learning through the World Wide Web, which provides students with a method to obtain an education outside of the traditional classroom. The majority of the students however are traditional students that will be taking classes on campus. The Associate Dean of Enrollment Marketing and Marketing's primary responsibility is to create and implement recruitment policies and procedures to attract new students to a college. The Admissions staff is responsible to carry out the policies and procedures being implemented and they work year round to recruit new students through a variety of methods.

If a college experiences decreased enrollment numbers, the effects can be felt in every aspect of the college. One way may be annual college budget, which is based on expected enrollment numbers. Decreased enrollment could lead to budget cuts. These budget cuts could include eliminations of scheduled classes, elimination of previously

authorized expenditures, delays in hiring new employees and decreased expense budgets for individual offices.

A huge effort is made towards recruitment of new students to ensure enrollment numbers increase in upcoming academic years to meet or exceed the college's expectations. Since our offices work so closely together, I have been able to observe the efforts being made by the Admissions staff to increase enrollment. One key item that I have learned over the past few years as a graduate student in the Information Design and Technology program is that it is important to become a technology leader and continually strive to learn, integrate and demonstrate new technologies and new features of current technologies to create a more efficient and productive work environment. As I was researching potential topics for my thesis project, I noticed a link for an Online Open House Event advertisement posted to the LaGuardia Community College website. This was something that I had not heard of before and I became interested in finding out more about Online Open House Events.

Originally, my thesis was intended to be a proposal for implementing an Online Open House Event for the community college where I work. I intended on providing an analysis of Online Open House Events which included an analysis of moderating software needed to host the event and my recommendations for implementing the event, including a detailed time frame, programs to be promoted, key players in the event, promotional tactics and cost analysis.

I feel that implementing this type of event at the college would serve a dual purpose.

- This event would allow prospective Internet Academy Student the ability to gain a sense of connectedness to the college.
- This would also allow prospective students that may have a slight interest in the college the ability to gain insight about the college before traveling to the campus.

As I was reviewing my research I started to see a theme develop with Online Open House Events as just a small piece of a bigger puzzle (How colleges have responded to changes in student recruitment as defined by their level of web definition on their official college Web Sites). College recruitment uses many types of mediums and over the past few decades due to advancing technology and the introduction of a generation of prospective student that are accustomed to using the Internet, more focus is being placed on the College's website. Many colleges have begun to realize that their website can and will play a major role in helping a student decide on what college they will attend. This thesis includes a brief history of the World Wide Web, a description of the target audience "The Social Networking" generation, and current information about college recruitment policies and procedures.

For my thesis I have reviewed one hundred college website and I have compared and contrasted these websites based on specific criteria for the purpose of identifying trends in the levels of web definition on college websites pertaining to new student recruitment and their employment of a variety of marketing concepts. The colleges were randomly chosen from a spreadsheet containing over three thousand colleges. I have used SPSS software and Microsoft Excel to analyze the data that was collected.

REVIEW OF RELATED LITERATURE

College Recruitment and Marketing

Colleges employ the use of Admissions Counselors to recruit new students to their campus. Recruitment refers to the process of implementing a variety of marketing techniques to attract prospective students to enroll at a college. Recruiting is performed year round with many colleges offering prospective students the option to enroll in the college at specific times during the academic year.

“Marketing is a process for creating, communicating and delivering value to customers and for customer relationships that benefit an organization.” (Czinkota and Kotabe 2005). Marketing has been used in businesses since the bartering system. The original focus was bartering off excess agricultural products. During the time of the Industrial Revolution, salesmen, made the use of marketing techniques to sell products more common. (Czinkota and Kotabe 2005). In 1902, the first courses were developed instructing on distribution. In the 1930’s other marketing theories were developed and researchers began to evaluate the consumer and their behavior when making a business decision. The main focus was to sell surplus products (agricultural and non-agricultural). Marketing theories and practices continued to expand during the late 1950’s and 1960’s as the U.S. consumer’s demand grew for goods, spurring competition among businesses. During the 1970’s the ideas that benefited from the surplus of products expanded to the service industry, starting primarily in the retail industry but quickly expanding to the nonprofit sector. As technology and the market composition changes, the marketing

decisions made by organizations are continually being adjusted to meet the wants and needs of the consumer. (Czinkota and Kotabe 2005).

Colleges are selling to the prospective student a service. They are selling the student an education that will provide the student the ability to work and develop their skills in a particular job. Once the student completes the requirements to fulfill a degree they receive a diploma that represents the services rendered during the course of their education. Services are promoted by demonstrating the quality of the organization.

When creating a marketing plan for any organization profit or nonprofit, the organization should outline their mission which identifies the customer groups, customer needs, and the technologies to be used. With college recruitment the marketing plan used should support the college's organizational mission.

Enrollment Management and Marketing Techniques

The task of Enrollment Management and Marketing for a college is to present to students in a clear manner what the college has to offer. This is done by presenting information about the programs that are being offered, the services that the student will be able to receive and the value the student has in the community. The information should connect with the student on a personal level and should demonstrate to the student what they will be able gain when they complete their education. The recruitment information is meant to persuade a student to enroll at a college by creating an emotional attachment. (Perna 2006).

Multiple techniques are used to attract new students to a college. Before the advent of the World Wide Web the colleges relied on view books, school visits, open house events, campus tours, postal mail for letters and brochures.

View Book

View books are graphical publications that are designed to give the students glimpses of the college. They are designed to reinforce marketing concepts that could include state of the art technology in classrooms, a safe campus and a variety of student activities. View books can be published illustrating the college as whole or promoting specific academic programs or departments.

Open House Events

Open house events provide the student an opportunity to come and visit the campus, meet the teachers and learn about the programs that they are interested in. During an open house event the prospective student is given the opportunity to speak with a variety of campus offices and learn about the services that would be available to them.

Campus Tours

Campus tours are provided during open house events, on a regular basis or the prospective student may request a specific time. The campus tour provides the prospective student the ability to view the campus and student housing. Some colleges may allow prospective student to audit a class during the tour.

Letters and Brochures

Postal mail letters and brochures provide information about the college's academics and student life. These brochures can be used to make initial contact or as a

way to follow up with a prospective student that has previously shown interest in the college. Student addresses are obtained from data cards received by college admission representatives during their school visits, inquiries initiated by the prospective students or were bought from companies that specialize in creating mass media mailing lists.

School visits

Admissions representatives spend many weeks on the road visiting high schools across their state, in other states, and internationally. While on their schools visits the Admissions representative gives the student an opportunity to view the college's handbook, catalog, and informational brochures. They are ready to answer questions that students and guidance counselors may have for them. The Admission counselor collects prospective student names on a data card that is later entered into the college database. This starts the first point of contact by the college with the many of their prospective students.

Influences on Enrollment Management and Marketing Techniques

There are many influences that have affected the way that colleges have changed their marketing techniques. Primarily, increased competition among colleges and the use of technological advances have allowed colleges to implement a variety of marketing techniques.

Increased Competition among colleges

From 1975-1980 colleges noticed a dip in the number of students graduating from high school. During this time frame colleges found it difficult to meet the projected budget expenditures. They were faced with a challenge of enrolling new students.

Factors such as increased overhead expenses such as rising health care and energy costs combined with a surge in the number of private colleges can be attributed to an increased level of competition among colleges. (Hallenbeck 2006).

Online Education has also been a factor for the increased competition for colleges. Online courses offer students to learn on their own time, following the guidelines of an instructor. A survey conducted by the Sloan Consortium in 2005 showed there were 2.35 million students enrolled in online college courses. Since then, the average number of students enrolled in online college courses have increased by approximately 360,000 students a year. (ennect 2006).

Private Colleges and State operated colleges have also been faced with a challenge from the increased popularity of the Community College. The community college is primarily a two-year institution offering lower tuition rates. The two-year degrees and certificates earned at community colleges provide the student with ability to enter directly into the workforce or to transfer to into a four- year degree program. The popularity of Community College can be attributed to increased selectivity of the four-year college, increased tuition costs, failure of financial aid sources to keep up with the rising costs and an increase of the non-traditional student. (Hallenbeck 2006).

History of the World Wide Web

The World Wide Web is a service that operates over the Internet. Its origins date back to the 1980's although it was not implemented until the 1990's. Since its implementation the World Wide Web has evolved far beyond what it creators imagined.(Segal 2001).

Originally the World Wide Web was developed as a series of hypertext links that could link from one existing document to the next. After implementing a successful hypertext database, Tim Berners-Lee, founder of the World Wide Web, worked to find a way for physicists around the world to share documents on their computers through the internet. He developed protocol for the World Wide Web on a NeXT computer system. Limited by platform protocol's Tim Berners-Lee invited the Hypertext Newsgroup members to develop and implement new applications. Soon after, multiple browsers were developed, these browsers allowed access to the World Wide Web from any type of computer operating system. (Segal 2001).

During the mid-1990's, the World Wide Web became a new place for businesses to advertise their products and services. As World Wide Web users, became more familiar and comfortable with the two-way communication capabilities of the World Wide Web, new business models started to develop. Traditional Brick and Mortar establishments were being replaced or enhanced by e-commerce business models. Low interest rates and corporate backing led to a boom in the commercialization for the World Wide Web. Many of these businesses failed to make a profit and were forced to close within years of the opening. The companies that remained redefined business practices and invented a new ways to market products and/or services. The popularity of the World Wide Web continues to grow and many technological advances make it easier for integration of new applications.

With advent of the web, colleges have the ability to provide prospective students world wide with valuable information about their college.

Advances in Web Technology

Advances in web technology made it easier for users to develop their own uses for the World Wide Web. These advances include setting up their own websites and creating blogs (online personal diaries). Blogs originally became popular in the political arena and are attributed to creating a new genre of journalism after the first Iraq war. During this time many soldiers used blogs as a method of communication with the world, sharing their personal feelings about the war they were fighting in. Online journals allow for readers to respond to the journal entry by posting their own thoughts and comments, creating a conversation log. Many companies funded by advertisements, host blog sites and offer a free forum for interested web users to set up their own blog. Bloggers are not limited to keeping a text based journal, they can also add in videos, music and pictures.

Podcasting an audio presentation published on the web in an MP3 format. The podcast can be published in a podcast directory for world wide access. The podcast is downloaded to an MP3 player or a iPod and can be heard at the listener's convenience. (Kirk McElhearn 2005).

Social Networking Websites

A popular business model that developed out the booming e-commerce era was the social networking model. Developers of social networking sites provide a moderating forum for web users to interact with other web users. These sites are funded by commercial advertisements and the web-users are not charged for the service. Sites like MySpace offer free accounts to anyone over the age of sixteen to set up their own social networking site. From their MySpace accounts, the user can personalize their site, store music, pictures, and video. The user can invite other MySpace account holders to be their "friend" and personal conversation logs are published. The MySpace account can

be either left open for the public to view or be kept private for only those people who are invited to the site. This type of social interaction has become popular among Generation Y which is also referred to as the “Social Networking” generation. This is the primary target market for college recruitment and they have adapted to using social networking sites and surveys performed by Noel-Levitz indicate this generation prefers electronic communication and e-recruitment.(Roach 2006).

Pew Internet and American Life Project surveyed teenage internet users in 2006 about Social Networking sites their results indicate that fifty-five percent of online youths between the ages of 12-17 use online social networking sites. The majority of which are girls. Teenagers attribute these sites to help them manage their friendships. Out of the fifty-five percent that have used social networking sites, sixty-six percent have created a profile and limit access to their profile.

Search Engine Technology

Another business model that came out the e-commerce era was the search engine. Search engines allow web users the ability to enter in keywords or phrases and obtain a list of website that contained those words or phrases. This technology is free to the user and is funded through a variety of methods which include advertisements and search order preference charges. Technological advances provide search engines with the ability to determine ranking order of the list of websites returned by the search. In order to receive a more favorable ranking order companies have the ability to pay surcharges to the host, (the search engine company). on a pay per click basis. (Mentz 2003). Websites may also provide their own search engine within their site allowing the website user the ability to enter in a keyword and search for possible matches located within the website.

Mobile Devices

In 1982, the FCC allocated an analog frequency for cellular telephones. Since then many advances have been made to the cellular technology including the introduction of a digital frequency in 1990 and advanced speed platforms which have opened the door for many new applications. Mobile phones have become popular with the target market of prospective students. Mobile phone technology has been adapted into their daily routines by staying connected with their friends and family through their telephones. In addition to talking on the telephone, they can text message, listen to and download music and video, access the internet, play games, take pictures and much more.(ITFacts 2007; TechFAQ 2007).

Web Savvy Generation

Many of the prospective students have had access to the World Wide Web since they were in elementary school. Elementary schools show the value of World Wide Web by encouraging students to use the World Wide Web for conducting research projects and producing published documents. Many of the prospective students use the World Wide Web to talk to their friends, listen to their favorite songs and look up information on topics that interest them. They can access the World Wide Web from the convenience of their home, school or public library. These prospective students are able to make the World Wide Web their first point of contact with a college. Surveys conducted show that these prospective students prefer the privacy of online searching, using online forms,

instant messaging their questions, navigating through the web site and reading through the Frequently Ask Questions. (Mentz 2003).

Students are encouraged by government initiatives and private organizations to learn how to use a computer and access the World Wide Web. Programs continue to be developed to assist in providing computers or training students on computers that would not have previously had access to a computer or the World Wide Web.(Staff 2007).

Private companies encourage this generation through other tactics like online gaming and web-based interactive contests like the “MP3/Be A Music Mogul” game and the “Summer Dream Internship” game. The “Be A Music Mogul” game was directly marketed toward high school seniors. They were given a challenge to build a virtual music label consisting of MP3s. In the “Summer Dream Internship” game, the contestant was to write an essay describing their dream summer internship job. (Louise De Sina and Pickard 2001).

Culturally, prospective students, high school student or recent high school graduates between the ages of 16-21, indicated text messaging is their form of email. Out of the sixty-eight percent of the perspective students surveyed by Noel-Levitz that indicated they had a cellular phone sixty-four percent of them use their cellular phone for text messaging. (Geyer 2006).

Changes in college recruitment

Email

Email evolved before the Arpanet and the Internet was invented. In its earliest forms emailing was leaving a file in a directory for someone to view as they logged onto their computer. Using dumb terminals to connect to a mainframe, early computer users

could use mailbox or SNDMSG features to store information on the mainframe for other dumb terminal users. As technology improved and interoffice networks were developed protocols were established on how to create a packet and address the emails. Once the Arpanet was developed hundreds of military users sent messages from around the world. With the introduction of the personal computer, emails could be stored on a person's computer and read and write responses when they were offline, reducing the cost connecting to a network. The first email standard SMTP (simple message transfer protocol) was vulnerable to viruses and worms, as the Internet gained in popularity POP (post office protocol) standard was adapted and would allow different mail systems to work with each other. (Peter 2004). With the introduction Internet the costs for networking connections decreased and emailing became more popular. Currently there are over six hundred million email users.(Peter 2004).

Colleges use Email as a low cost and high speed a medium for disseminating information to prospective students. Colleges collect prospective student email addresses directly from the student or from companies that specialize in creating mailing lists. (Mentz 2003). Studies from Noel-Levitz show that 11.1% of Two-year colleges, 83.6% of Four-year colleges (public) and 77.1% of Four-year colleges (private) purchase mailing lists that contain prospective student email addresses. (Fliegler 2006). The colleges use email to conduct "e-marketing", sending out promotional information, inform students about upcoming events, newsletters, and follow up with a prospective student they have previously made contact with. (Maraviglia 2006). Prospective students can also use the college published email lists and email links on the college website to contact faculty members and initiate inquiries to other college offices.

Instant Messaging

Instant messaging is a way of sending messages electronically over the Internet in real time and is hosted by a web client. Its origins date back to the UNIX operating system, where users could perform real time conversations. During the late 1980's and early 1990's many companies established web clients for the specific purpose of allowing their users to enter into chat rooms. In 1998, the IMPP (instant messaging presence protocol) was established and was later replaced with the Jabber XML protocol. (Smith 2004).

Many colleges now offer prospective students immediate responses to their questions by enabling admission counselors, financial aid, current students and a variety of other offices with technology to instant message with prospective students. Surveys conducted by Noel-Levitz indicate that eight-two percent of prospective college students indicated they would respond to an instant message sent by a college official. (Roach 2006).

Websites

The college website may be their first point of contact with a student. The Noel-Levitz survey indicates that seventy percent of the prospective students surveyed indicated that they and their family have done research on the Internet about Colleges. (Geyer 2006). Colleges strive to make their websites easy to use with clear navigation and highlights of information important to prospective students, current students and parents. Information contained on the website show how the college can benefit the student. To use the website to their advantage colleges are focusing their efforts on

making their website an interactive website with a two-dimensional flow of information. (Hartmen 1998). Information found college websites include:

- ***Prospective Student-Focused Website*** – Colleges are setting up their web pages that follow the logical order that a prospective student would look for information. The website includes a link specifically labeled for a new student or a prospective student either from the Home Page or from the Admissions page. The websites also include clear links to important areas such as financial aid, student life and academic programs. The college websites have reduced loading times by selecting images that load quickly. The websites are set up in a way that multiple navigational methods are used and are clearly illustrated. (Mentz 2003). The student focused websites also include information directly marketed towards parents. As mentioned previously seventy percent of the students survey indicated that their parents shared in researching colleges on the Internet with them.
- ***Electronic Publications*** – Many colleges publish documents in an easy to read or print electronic format. These documents include: college catalogs, view books and course listings. Surveys conducted by Noel-Levitz indicate that fifty-six percent of prospective college students preferred web based brochures compared to paper brochures. (Roach 2006). Colleges, like Georgia Tech, have begun providing tools on the web that allow the students to produce their own brochures. They are using the web as a way to allow the student to choose the information they want to receive. (GeorgiaTech 2003). Fifty-nine percent of the prospective

student survey by Noel-Levitz indicated that they would access an online personalized view book if they could.

- ***Online Applications*** – Colleges offer the student the ability to view, populate and submit an online admissions application and scholarship applications. Studies from Noel-Levitz show that 88.9% of Two-year colleges, 100% of Four-year colleges (public) and 95.4% of Four-year colleges (private) have an electronic application on the Web.
- ***Online RSVP*** – Colleges may hold specific events like testing days, registration days and Open House Events. The college website can provide a way for the student to find out information about the event and register for the event whether the event is held online or on campus.
- ***Online Calendar of Events*** – Colleges publish a calendar of events for the prospective student, current student, and parents. This calendar includes important academic information like registration information, testing date information, final exam information, college start dates and vacation dates. Non-academic information like dates for different sporting events and club activities as well as dates for campus events such as career fairs and special presentations.
- ***Online Information (Academics)*** – Important information about courses and programs, course requirements, potential careers and faculty information are listed on the college websites. Students can gain insight about a particular program through faculty and student blogs. From the 2006 Noel-Levitz survey eighty-three percent of the prospective students survey said that they would read the faculty blog if they could. (Geyer 2006).

- **Online Information (Non – Academics)** – College websites have started publicizing news about college events that go beyond the scope of academia. Prospective students are given a glimpse of the different activities that they could potentially participate in from volunteerism to clubs and organizations. Student blogs provide the student with insight about college living and expectations from their peers. Prospective students prefer to learn about student life from current and former students instead of from college officials. Some colleges choose to select the students that maintain the recruitment blog to be published on the college’s website in an effort to control the type of communication that will be published. The colleges insist upon maintaining some control over the blog due to the fear that negative or grammatically incorrect information will be published that will reflect negatively on the college. (Brumfield 2005). (Hollingsworth 2007).

The non-academic portions of the websites also include statistics pertaining to college statistics that illustrate the demographics of the college such as: teacher to student ratios, boys to girl ratios and ethnicity ratios.

- **Virtual Tours** – Virtual tours are being offered by colleges, these tours can be about the college campus, student housing and classroom instruction. A virtual tour allows the student to obtain a panoramic view of a physical location while remaining in the privacy of their own home. Calvin College is an example of a college that allows prospective students the ability to use a software application called the “Dormulator”. This software application allows the prospective student to arrange virtual furniture in a virtual dormitory room. (Hollingsworth 2007).

- ***Online Open House Events*** - Traditional Open House Events on campus are being supplemented by Online Open House Events. There is a variety of ways for a campus to moderate an Online Open House Event. Moderating software is used to host the event. The prospective student registers to attend the event. Some colleges offer an event designed for one program while others will offer an event that for multiple programs simultaneously. An event with multiple programs requires a student to click on different links and entering into different chat rooms. Each program has the ability to provide a live presentation or a pre-recorded presentation. The prospective student participates by entering into the chat rooms and adding to the chat dialog. A college representative or current students answers questions that are asked.
- ***Mobile Devices*** - Colleges have been able to use mobile technology to help recruit new students. One method is for the college to send out text messages. The text messages can be used for sending reminder messages about upcoming events or to send brief promotional messages. Colleges are also able to tailor their web page for mobile technology. Despite technological advances with mobile technology's data transfer rate, images may take too long to load. By establishing a specialized webpage for mobile technology users, Colleges can use mobile technology as a recruitment tool. College websites are starting to designate a page that eliminates graphics that could take too long to load and provide quick links to text based information. (Rodgers 2007). Studies from Noel-Levitz show that 46.7% of Two-year colleges, 50.9% of Four-year colleges (public) and 34.4%

- of Four-year colleges (private) collect cell phone numbers from applicants. (Fliegler 2006).
- **Keyword Searches** – When a prospective student is using a search engine to look for a college, a list of college names are retrieved by using keyword rich text and Meta tags in the HTML source code, colleges are increasing their chance of being a part of the search result population.(Mentz 2003). Colleges will also “Pay for Inclusion”, that is established with the search engine company. The college can set up a plan with a search engine company that would increase their ranking order. Typically it is on a pay per click basis. The search engine company increases the chances that the college is listed in the search result population. The college is then charged each time their website is accessed as a result of the search.(Mentz 2003).
 - **Podcasts** – Colleges have begun posting Podcasts to their websites. While only nine percent of the prospective students surveyed by Noel-Levitz indicated they have download a college’s Podcast, fifty-four percent indicated that they would if they had the ability to. (Roach 2006). Topics that are beneficial to the prospective and current students like interview tips and career information can be downloaded and listened to at their convenience. (Zeidner 2007).

Benefits of E-Recruitment

There have been many changes to college recruitment policies and tactics and specifically the ultimate goal for the college is to show an improvement in student enrollment. By making recruitment a personal experience via the World Wide Web, the

college is better able to recruit students that have a sincere interest in the college. Prospective students can decide if the college is right for them with the use of the interactive tools on the website before ever stepping foot onto a campus.

Prospective students have the information they need at their fingertips before they choose a school and are able to make an educated decision. The information received by the student prepares the student for the road ahead of them. They are able to learn about the college programs, teachers and student life. They are able find information about the cost of attendance and estimate how much financial aid they will be receiving. By empowering the student with the ability to make an informed decision, the college is able to recruit students who will be more successful in the long run. Successful e-recruitment will allow the college administration to make effective budgeting decisions.

By providing the prospective student the information electronically, print publication costs and postal mail costs can be drastically reduced. The money saved from print publications can be funneled into other budget expenditures. By filtering online applications directly into the college database, there is a reduction in human error and reduction in overhead costs related to application entry. (Rivard 2001).

The prospective student will also find the interactive website as a benefit. They will be able to complete their application quickly within the college's deadline without having to worry about waiting for an application to be sent to them in the mail and then paying for the cost of postage and spending the time to ensure the application is received on time. The student also has the ability to either email or instant message admissions with questions they may have about their application or particular program of study.

By creating an effective policy in e-recruitment, colleges are able to create a brand that instills the concepts they wish to market to prospective students. Branding is a common marketing technique used by organizations world wide and can be an efficient and effective marketing technique. Colleges can use the World Wide Web to get their message to more prospective student than ever before.

The wants and the needs of the target market, which is defined in the market planning process, are satisfied by tailoring the website to the target market. By tailoring the college's websites to the needs of the target market, the college will leave a positive impression with the prospective student, which may lead to an increase in student enrollment.

Risks of E-Recruitment

Although the World Wide Web has changed the way colleges recruit new students it is important for the colleges to use the World Wide Web as a supplement to their marketing techniques and not as a way to replace their previous marketing practices.

Website

Colleges that rely to heavily on their website risk alienating students do not have access to the internet. Colleges also risk losing student interest from students with low speed Internet service if the college's website takes to long to load. Virtual Tours serve the students well as a preview of what they can expect when they take an on-campus tour. Noel-Levitz survey indicates that prospective student prefer an on-campus tour to a virtual tour. (Roach, 2006).

Online Application

Online applications can provide a cost benefit to the college by reducing labor costs related to input the paper application. If the college does not have a method for integrated the online application data directly to the database the application must then be printed and entered manually by a college employee. The manual entry of the application is vulnerable to data entry errors and delays in data entry. Online applications are also at risk for submission errors. Prospective students that apply to a college may be unaware of submission errors and may lead to the student missing application deadline dates.

Emails

Colleges that rely primarily on contacting prospective student via email risk losing prospective student if the prospective student changes their email address or fails to log in frequently and misses important events. As mentioned earlier in the paper, the target generation considers text messaging and instant messaging their form of email.

Instant Messaging

Instant messaging may allow the student to get immediate responses to questions only if the college professional is at their desk at the time the message is received. Due to instant message volume colleges may not have designated a dedicated person to instant messaging. If the college receives a high instant message volume they may need to hire additional staff members to be dedicated to instant messaging. For prospective students that are accustomed to instantaneous responses, delays for failure to respond may lead to disappointment or frustration by the prospective student. The prospective student may give up and not try and contact the college again.

Instant messaging comes with a language of its own. If the college professional is not aware of the meaning of the message they receive the prospective student may feel frustrated by lack of communication.

Some colleges may assign a student to instant message prospective students. By doing so the college is putting themselves at risk by losing control of information being released. Many times students will instant message on topics such as student life and activities, depending upon the prospective student, the responses to the instant message may portray the college in a negative light.

Instant message also leads to a potential of alienating Non-traditional prospective students (non-traditional prospective students are student who are older than the average new student) these students are not as familiar with instant messaging.

Blogs

Many colleges are finding that prospective students are most interested in learning about student life from current or former students and have allowed these students to establish their own blog on the college website. As with the risks for instant messaging, the colleges loses control over what information will be published and the impact that students and parents may feel about the content. Prospective students may also feel that the information is not accurate if they find out the college has prescreened the student blogger. Overhead cost may be incurred by the college to pay for the student blogger participation.

Increased Technology Costs

As colleges increase their level of web definition the cost for technological upgrades for hardware, software and labor have also increased. The college attempting to

provide an interactive website to attract prospective students will continually upgrade and revise their website.

METHODS

Content Analysis

For my data collection, I have conducted a content analysis of one hundred websites, chosen at random from a spreadsheet containing over three thousand two-year and four-college colleges in the United States and the District of Columbia. I have used specific criteria that I obtained from my research articles and from a few randomly selected websites. I have analyzed the home page of the website and every link contained on home page for evidence of specific criteria. Exceptions were made if the evidence of the criteria is unclear and further investigation is needed explanations will be provided of such circumstances in the analysis portion of this thesis. Specific data about the college will be used for demographic purposes. The majority of the criteria will require a Yes or No response. No responses do not indicate the criteria being research doesn't exist on the website. No responses indicate the criteria may be located on a page outside of the research links. Once the data is collected I have used SPSS software and Microsoft Excel to conduct my analysis.

Marketing theories to be used in the context of this thesis include market segmentation and marketing practices. Marketing segmentation is way to analyze the customer groups and target marketing materials specifically to the wants and needs of the "target market". Branding is a marketing practice used to relay specific concepts to the prospective student. The demographic material will be used to compare and contrast the criteria.

Information Collected (purposes other than analysis)

- College Name
- State
- URL

Demographic Criteria

- College Type : Two-Year or Four-Year+
- College Affiliation: State Sponsored or Private

Criteria for Analysis

- Student Body Count (Actual Number)
- Student/Faculty ratio (Actual Number)
- Number of Academic Programs Offered (majors and minors). (Actual Number)
- Semester Tuition Cost (Actual Number)
- Is there a Prospective Student Link from the Home Page? Yes or No
- Is there a Prospective Student Link on the Website not including the Home Page?
Yes or No
- Is there a Financial Aid Estimator on the website? Yes or No
- Is there a Tuition Cost Calculator? Yes or No
- Admission Application Availability: Online, Print, Both, or None
- Is there a Campus Visit Request Form online? Yes or No
- Can the student Instant Message with an Admission Counselor? Yes or No
- Can the student Instant Message with a current student? Yes or No
- Can the student R.S.V.P. to Campus Events online? Yes or No

- Can the student send an email inquiry from the website? Yes or No
- Can the student view Faculty Profiles online? Yes or No
- Can the student view Student Profiles online? Yes or No
- Can the student view Alumni Profiles online? Yes or No
- Can the student send an Email to Faculty members from the website? Yes or No
- Are Faculty Web page accessible from the website? Yes or No
- Are there any blogs available? Faculty, Student, Other, All, Faculty and Student, Faculty and Other, Student and Other, None
- Are there any Virtual Tours? Campus, Housing, Other, All, Campus and Housing, Campus and Other, Housing and Other, None
- Can the student personalize a brochure of information? Yes or No
- Can the student send an Email to current Student from the website? Yes or No
- Is there an Online Catalog available? Yes or No
- Is there an Online View Book available? Yes or No
- Does the college have Camera Feeds? Yes or No
- Does the website Address Campus Life? Yes or No
- Does the website have a link for Parents? Yes or No
- Are there Podcast Presentations Accessible from the website? Yes or No
- Is there a textual platform for Mobile Phone accessibility? Yes or No
- Can the prospective student create a user account and tailor the website for future? Yes or No
- Does the website provide Links to other sites - academics? (outside of institution)Yes or No

- Does the website provide Links to other sites – non-academic? (outside of institution) Yes or No
- Does the website demonstrate different campus activities (not athletics) Yes or No
- Does the website provide information on student clubs and organizations? Yes or No
- Does the website provide information about athletic programs? Yes or No
- Does the website provide a calendar of campus activities? Yes or No
- Does the website provide a calendar of academic events? Yes or No
- Does the website provide a calendar of sporting events? Yes or No
- Does the website have section of Frequently Asked Questions? Yes or No
- Does the website contain an area for news? Yes or No
- Does the website contain a college Slogan? Yes or No
- Does the website promote community involvement by the students? (anything demonstrating student involvement in the community – off campus) Yes or No
- Do they offer Online Open House Events? Yes or No

DATA ANALYSIS

Data was collected on one hundred college websites. The website composition consisted of fifty-two private institutions and forty-eight public institutions. Twenty five of the colleges were two-year colleges while the remaining seventy five colleges offered four year degrees, graduate degrees and/or post graduate degrees. One of the colleges was a hybrid college operating as both a state and private college. For analysis purposes, this college was designated as a public college. One of the two year colleges offered four year degrees. The college's main focus was on the two-year level and was placed in the two year college category.

The process of data collection was a systematic approach of reviewing the main page and links located on the main page to gather answers to the criteria being researched. Certain criteria being researched required additional linking. To formulate a systematic approach the only times that linking occurred beyond the focus area was if there was some type of evidence that leads to the possibility of the criteria existing from an additional link. This was primarily the case for the Financial Aid Estimator, Tuition Cost Calculator and the faculty/staff email, which in the majority of the websites did not exist as a link off of the main page. The categories were found as links within a subcategory. Financial Aid was most typically found under the admissions section of a college's website and the tuition calculator was typically found as a link under the financial aid page. The faculty/staff information was most often found under the academic section of the college's website. In the instances when any of these links were

located on the main page of the website, data collection reverted back to reviewing only the main page and the links that stemmed from that page.

Certain criteria were eliminated from this thesis due to the lack of availability of the information or the inconsistency of the way the information was disseminated. The faculty ratio has been eliminated from this study. Out of the 100 websites only 55% published the student/faculty ratio. Eighty percent of 55 ratios published were done by the two-year college. The other 45 websites either published their information as a straight full-time and adjunct faculty count or the information was not published at all. The “student body count” criteria will be included in this thesis but a zero value was given to those colleges that did not publish the number of students enrolled at their college. Twenty five of the colleges did not publish this information. The percentages used were based on of the 100 websites.

In total, fifteen percent of the colleges had a student body count greater than five thousand and sixty percent had a student body count less than five thousand. Eighty six percent of the colleges offered less than one hundred programs and fourteen percent offered programs of more than one hundred. Academic majors, minors and certificates were included in this count.

Half of the websites displayed a prospective student link from both the main page and on at least one other page linked to from the main page. The title of the link varied from college to college. Some colleges referred to the prospective student as “future” student or “new” student. Sixty-three percent offered the prospective student link from the main page and sixty-five percent offered the prospective student link from a link off of the main page. Fifteen websites provided a prospective student link from a page that

linked off of the main page and did not offer the link on the main page and thirteen colleges offered a prospective student link from the main page only.

Only five colleges offered a financial aid estimator, one of which linked to the FAFSA4CASTER website hosted by the Department of Education. Four colleges offered a tuition calculator for the students to use.

Nineteen colleges provided students with an online application while fifteen colleges provided an application in a .pdf format to be printed and mailed to the college. Sixty-four colleges provided prospective student with the choice to either submit an electronic application or print application .pdf format. Two colleges did not offer either electronic application or an application to be printed. One of these colleges was a medical college and mentioned the application type required and where the student may locate the application. One college, a seminary college, made no mention of an application only to referral letters required.

Twenty-seven of the college websites contained a campus visit request form. Nineteen offered an RSVP to campus event form and ninety three colleges provided prospective students with the ability to inquire online either via email or on a preformatted inquiry form.

Eight colleges offered instant messaging with an admission's counselor and two offered instant messaging with students. The two colleges that offered instant messaging with student also offered instant messaging with an admission's counselor.

Twenty four colleges provided faculty profiles. Thirty colleges provided student profiles. Fifteen colleges provided alumni profiles and five colleges provided profiles of faculty, students and alumni. Forty-seven colleges provided links to faculty email

addresses and eight provided links to student email addresses. Seven colleges provided links to faculty web pages. Out of the Forty-seven colleges providing faculty email addresses only five also provided student email addresses and only four also provided faculty web pages.

Eighteen of the colleges published Online Diaries (Blogs). Seven of these were student blogs, three were published by alumni and eight of these colleges published blogs written by faculty and at least one other author (not faculty). Thirty-seven colleges offered a virtual tour, thirty of which provided a virtual tour of the campus only, one which offered a virtual tour of the campus and student housing facilities, three provided virtual tours of the campus and one other location relating to the college other than housing and one campus provided a tour of an area other than the campus and student housing. Three colleges offered Online Open House Events, two of which also offered virtual tours of either the campus or a college related facility other than the campus and student housing. Ten of the colleges had Podcasts available for prospective students to download twelve of the colleges offered an RSS feed for mobile phones. Three of the colleges offered both a downloadable Podcast and an RSS feed. Thirteen colleges offered Camera feeds. Three offered a Podcast and three offered a RSS feed as well as the camera feed and one college offered all three.

Four of the colleges provided the prospective student with the ability to personalize a brochure. View books were downloadable on fifteen of the college's websites. Catalogs were available on eighty-seven websites including the four websites that offered personalized brochures and fourteen of the websites that offered view books. Fourteen colleges allowed the prospective student to establish a user account and

personalize their information. One of these colleges also allowed the prospective user to personalize their own brochure.

Sixty-nine offered information on campus life and forty-two marketed information directly towards the prospective student's parents. Thirty-six addressed campus life and marketed information towards the parents. Fifty nine websites provided information relating to campus activities and student clubs and organizations, forty-two of which provided information on both. Thirty six of these college websites also included information on campus life and twenty-three of them also marketed to the prospective student's parent. Sixty-seven websites provided information pertaining to athletics or intramurals, twenty-two of which also contained information about campus life, clubs and organizations, and had shown some evidence of marketing towards the prospective student's parents. Thirty-one college websites had a college slogan, fifteen of which also marketed towards the prospective student's parents.

Sixty-two of the college websites provided links to websites other than the college pertaining to general academic information that could be useful to a college student. Seventy-two provided links that a prospective student may find useful for purposes other than academic. Fifty-eight of the colleges provided both. Twenty-four colleges provided neither type of link.

Sixty-eight colleges provided students with a calendar of events, sixty-six provided students with an academic calendar and forty-four provided an athletic calendar. Thirty-two of the colleges provided all three types of calendars. Seventeen colleges did not provide any type of calendar.

Seventy colleges published a link for Frequently Asked Questions and seventy-seven colleges published a link for News. Fifty-five contained both news and a section for Frequently Asked Questions. Twenty-eight provided information about community involvement. Sixteen college websites included all three.

Forty-six of the colleges semester tuition cost was greater than five thousand dollars four of which also had a student body count of greater than five thousand and forty-two which had a student body count of less than five thousand. Two of these colleges were two-year colleges and forty were four year colleges. Thirty-six were private colleges and six were public colleges. Forty-eight of the college's semester cost was less than five thousand.

Two-Year/Four-Year College Analysis

At the two-year college level percentages based on of the total count of twenty five colleges researched was used for analyzing the data. The four-year college percentage is based on of the total count of seventy-five colleges researched.

Eight percent of the two-year colleges and seventeen percent of the four-year college had a student body count of five thousand or greater. Fifty-six percent of the two-year colleges and sixty-one percent of the four-year college had a student body count of less than five thousand. The remaining percentages belong to colleges that did not publish a student body count. Twelve percent of the two-year colleges offered more than one hundred programs and eighty-eight percent of the two-year colleges offered less than one hundred programs. Fifteen percent of the four-year colleges offered more than one

hundred programs and eighty-five percent of the four-year colleges offered less than one hundred programs.

On the two-year college websites, forty-four percent of the websites displayed a prospective student link from both the main page and on at least one other page linked to from the main page. Sixty-eight percent offered the prospective student link from the main page and fifty-two percent offered the prospective student link from a link off of the main page. None of the two-year colleges offered a financial aid estimator and eight percent of the two-year college websites offered a tuition calculator for the prospective students to use. Sixty-one percent of the four-year college websites featured a prospective student link from the main page, sixty-nine percent featured the prospective student link from a page that links off of the main page and fifty-percent included a prospective link from both.

Twenty-eight percent of the two-year colleges and sixteen percent of the four-year colleges provided students with an online application. Sixteen percent of the two-year colleges and fifteen percent of the four-year colleges provided a downloadable application. Fifty-six percent of the two-year colleges and sixty-seven percent of the four year colleges provided prospective student with the choice to either submit an electronic application or print application .pdf format. Three percent of the four-year colleges did not provide either type of application.

Fifty-two percent of the two-year college websites and nineteen percent of the four-year college websites contained a campus visit request form. Eight percent of the two-year colleges and twenty-three percent of the four-year colleges offered an RSVP to a campus event form and eighty-eight percent of the two-year colleges and ninety-five

percent of the four-year college has provided prospective students with the ability to make an online inquiry.

None of the two-year colleges researched offered instant messaging. Eleven percent of the four-year colleges offered instant messaging with an admission's counselor and three percent offered instant messaging with students. The three percent that offered instant messaging with student also offered instant messaging with an admission's counselor.

Twelve percent of the two-year colleges and twenty-eight percent of the four-year colleges provided faculty profiles. Two percent of the two-year colleges and thirty-three percent of the four-year colleges provided student profiles. Four percent of the two-year colleges and nineteen percent of the four-year colleges provided alumni profiles. None of the two-year colleges and seven percent of the four-year colleges provided profiles of faculty, students and alumni. Forty-four percent of the two-year college and forty-eight percent of the four-year colleges provided links to faculty email addresses and eight percent for both the two-year college and the four-year college provided links to student email addresses. Eight percent of the two-year college and four percent of the four-year college websites provided both student and faculty email addresses. Two percent of the two-year colleges and three percent of the four-year colleges provided links to faculty web pages.

Twelve percent of the two-year colleges published blogs and twenty percent of the four-year colleges published blogs. Virtual tours were offered by twenty-eight percent of the two-year colleges and forty percent of the four year colleges. Four percent of the two-year colleges and three percent of the four-year colleges offered Online Open House

Events. Four percent of the two year colleges and nine percent of the four year colleges published blogs and offered virtual tours.

Sixteen percent of the two-year colleges and eight percent of the four-year colleges had Podcasts available for prospective students to download and twenty percent of the two-year colleges and nine percent of the four-year colleges offered an RSS feed for mobile phones. Four percent of the two-year colleges and three percent of the four-year colleges provided both a downloadable Podcast and an RSS feed. Camera feeds were offered by twelve percent of the two-year colleges and thirteen percent of the four-year colleges. Only one percent of the four-year colleges offered a Podcast, a RSS feed and a camera feed.

Four percent of both the two-year colleges and four-year colleges provided the prospective student with the ability to personalize a brochure. Online view books were on twenty percent of the four-year college's websites. Catalogs were available on ninety-two percent of the two-year college's websites and eighty-five percent of the four-year college's websites. Nineteen percent of the four-year colleges offered both an online viewbook and an online catalog. Four percent of both types of colleges offered a personalized brochure and an online catalog. None of the colleges offered all three items: personalized brochure, online catalog and an online view book.

Forty-eight percent of the two-year colleges and seventy-six percent of the four year colleges offered information on campus life. Sixteen percent of the two-year colleges and fifty-one percent of the four-year colleges marketed information directly towards the prospective student's parents. Forty-eight percent of the four-year colleges marketed directly toward the prospective student's parent and addressed campus life.

Forty-eight percent of the two-year colleges and sixty-three percent of the four-year college's website provided information about events on campus. Sixty-eight percent of the two-year colleges and fifty-six percent of the four-year colleges provided prospective students with information about the various clubs and organizations on campus.

Sixty percent of the two-year colleges and fifty-six percent of the four-year college's websites provided information pertaining to athletics or intramurals, twenty-eight percent of the two-year colleges and forty percent of which also contained information about campus events, clubs and organizations. Thirty-one percent of the two-year college websites and thirty-two percent of the four-year college websites had a college slogan. Twelve percent of the two-year college and sixteen percent of the four-year college's websites that had a slogan also marketed towards the prospective student's parents.

Sixty-four percent of the two-year colleges and sixty-one percent of the four-year college's websites provided links to general academic information that could be useful to a college student. Sixty-eight percent of the two-year colleges and seventy-three percent of the four-year college's websites provided links that a prospective student may find useful for purposes other than academic. Thirty-two percent of the two-year colleges and fifty-three percent of the four-year college's websites provided both.

Sixty-four percent of the two-year colleges and sixty-nine percent of the four-year college's websites provided with a calendar of events. Fifty-six percent of the two-year colleges and sixty-nine percent of the four-year college's websites provided students with an academic calendar. Thirty-two percent of the two-year colleges and forty-eight percent of the four-year college's websites provided an athletic calendar. Thirty-two percent of

both the two-year colleges and the four-year college's websites provided all three types of calendars.

Sixty percent of the two-year colleges and seventy-three percent of the four-year college's websites published a link for Frequently Asked Questions. Sixty-eight percent of the two-year colleges and eighty percent of the four-year college's websites provided students with a link for News. Twenty-eight percent of the two-year colleges contained information about community involvement.

Eight percent of the two-year colleges and fifty-nine percent of the four-year college's semester tuition cost was greater than five thousand dollars. Eighty-four percent of the two-year college and thirty-six percent of the two-year college's tuition costs were less than five thousand dollars a semester. The remaining colleges did not have their tuition costs published on their website.

Public/Private College Analysis

The public and private colleges percentages were based on of the total count of websites research per institution type. There were a total of forty-eight public colleges and fifty-two private colleges.

Twenty-five percent of the public colleges and six percent of the private colleges had a student body count of five thousand or greater. Forty-eight percent of the public colleges and seventy-one percent of the private colleges had a student body count of less than five thousand. The remaining colleges did not publish a student body count.

Seventy-seven percent of the public colleges and ninety-four percent of the private colleges offered less than one hundred programs. Twenty-three percent of the public colleges and three percent of the private colleges offered more than one hundred programs.

For the prospective student link, sixty-nine percent of the public colleges and fifty-eight percent of the private colleges displayed a link on the main page and sixty-seven percent of the public colleges and sixty-three percent of the private colleges displayed a link on a page other than the main page. Thirteen percent of both the public and private colleges displayed the prospective student on both the main page and a page other than the main page. Two percent of the public colleges and eight percent of the private colleges offered a financial aid estimator. Eight percent of the public colleges and four percent of the private colleges had a tuition calculator for prospective students to use.

Twenty-seven percent of the public colleges and twelve percent of the private colleges provided students with an online application. Ten percent of the public colleges and nineteen private colleges provided a printable application. Sixty-Three percent of the public and sixty-five percent of the private colleges provided prospective student with the choice to either submit an electronic application or print the application. Four percent of the private colleges did not provide either type of application.

Forty-two percent of the public and fifty-two percent of the private colleges contained a campus visit request form. Fifteen percent of the public colleges and twenty-seven percent of the private colleges offered an RSVP to a campus event form. Ninety-

two percent of the public colleges and ninety-four percent of the private colleges have provided prospective students with the ability to make an online inquiry.

Eight percent of both the public and private colleges offered instant messaging with an admission's counselor. Four percent of the public colleges and six percent of the private colleges offered instant messaging with a student. Four percent of the public colleges offered instant messaging to both admission's counselors and students.

Seventeen percent of the public colleges and thirty-one percent of the private colleges provided faculty profiles. Twenty-seven percent of the public colleges and thirty-three percent of the private colleges provided student profiles. Nineteen percent of the public colleges and twelve percent of the private colleges provided alumni profiles. Four percent of the public and six percent of the private colleges provided profiles of all three criteria: faculty, students and alumni. Forty-six percent of the public colleges and forty-eight percent of the private colleges provided links to faculty email addresses and ten percent of the public and six percent of the private college's links to student email addresses. Eight percent of the public colleges and two percent of the private of the private college websites provided both student and faculty email addresses. Ten percent of the public colleges and four percent of the private colleges provided links to faculty web pages.

Twelve percent of the two-year colleges published blogs and twenty percent of the four-year colleges published blogs. Virtual tours were offered by twenty-eight percent of the two-year colleges and forty percent of the four year colleges. Four percent of the two-year colleges and three percent of the four-year colleges offered Online Open House

Events. Four percent of the two year colleges and nine percent of the four year colleges published blogs and offered virtual tours.

Ten percent of the public and private colleges had Podcasts available for prospective students to download. Seventeen percent of the public colleges and eight percent of the private colleges offered an RSS feed for mobile phones. Four percent of the public colleges and two percent of the private colleges had both a downloadable Podcast and an RSS feed. Camera feeds were offered by nine percent of the public colleges and eight percent of the private colleges. Two percent of the private colleges offered a Podcast, a RSS feed and a camera feed.

Four percent of both the public and private colleges provided the prospective student with the ability to personalize a brochure. Online view books were available on eight percent of the public college websites and twenty-one percent of the private college's websites. Online Catalogs were available on eighty-eight percent of the public and eight-seven percent of the private college's websites. Six percent of the public and twenty-one percent of the private college's websites had both an online view book and an online catalog. Four percent of both types of colleges offered a personalized brochure and an online catalog. None of the colleges offered all three items: personalized brochure, online catalog and an online view book.

Sixty-three percent of the public and seventy-five of the private colleges offered information on campus life. Thirty-five percent of the public and forty-eight percent of the private colleges marketed information directly towards the prospective student's parents. Twenty-seven percent of the public and forty-four percent of the private colleges marketed directly toward the prospective student's parent and addressed campus life.

Fifty-eight percent of the public and sixty percent of the private colleges provided information about events on campus. Forty-six percent of the public colleges and thirty-eight percent of the private colleges provided prospective students with information about the various clubs and organizations on campus. Sixty-seven percent of both the public and private colleges provided information pertaining to athletics or intramurals, of which, forty-six public and thirty-eight private colleges also provided information about campus events, clubs and organizations.

Thirty-one percent of the websites for both public and private college's contained a slogan. Seventeen percent of the public colleges and thirteen percent of the private colleges also marketed towards the prospective student's parents.

Sixty-seven percent of the public colleges and fifty-eight percent of the private colleges provided links to general academic information that could be useful to a college student. Seventy-seven percent of the public colleges and sixty-seven percent of the private colleges provided links that a prospective student may find useful for purposes other than academic. Fifty-two percent of the public colleges and forty-four of the private college's websites provided both.

Sixty-nine percent of the public colleges and sixty-seven percent of private colleges had calendar of events and an academic calendar. Forty-two percent of the public colleges and forty-six percent of the private colleges provided an athletic calendar. Thirty-one percent of the public colleges and thirty-three percent of the private colleges contained all three types of calendars

Seventy-one percent of the public and sixty-nine percent of the private college's websites published a link for Frequently Asked Questions. Seventy-one percent of the

public colleges and eighty-three percent of the private college's websites provided students with a link for News. Thirty-five percent of the public and forty percent of the private colleges contained information about community involvement.

Seventeen percent public colleges and seventy-three private college's semester tuition cost was greater than five thousand dollars. Seventy-seven percent public college and twenty-one percent private college's tuition costs were less than five thousand dollars a semester. The remaining colleges did not have their tuition costs published on their website.

DATA FINDINGS

A successful marketing plan is important for student recruitment. It is important for colleges to be aware of who their target market is and how to best connect with them. As my research indicated the target market for new student recruitment are high school students or recent high school graduates between the ages of sixteen and twenty-one. Students that fall within this age range were born between 1986 and 1991. All were born after the introduction of the first personal computer in 1984 and were in elementary school during the time of the introduction of the World Wide Web in 1993. Over the past fourteen years, since the introduction of the World Wide Web, the number of teenagers in the United States using the Internet has reached eighteen million and is expected to increase to twenty-two million by 2008. (ITFacts 2007).

Colleges like many other businesses have turned to the World Wide Web to market their products and services. For colleges this means turning their college website into a recruitment tool and focusing on the wants and needs of their prospective students. To gain an understanding on how colleges are reacting to the growing popularity of the World Wide Web and the changing needs of their target audience, one hundred websites were reviewed for specific criteria that focused on the recruitment of new students.

Each of the criteria was assigned a one point for yes responses in the following three concepts: technology implementation, interactivity of the website and marketing techniques used. Once each of the criteria was assigned a point value, the criteria points

were totaled and the college websites were assigned a category to depict the level of usage.

The category selection was determined by choosing the range of point values assigned to colleges within each category. The ranges differed for each concept depending upon the high point value, low point value, median point value and average point values. The concept categories were then labeled low –medium and medium-high. Low-Medium represents a minimal utilization of the criteria within the concept by the colleges analyzed, Medium-High represents an average and above average utilization of the criteria within the concept by the colleges analyzed. Definition of the categories differed per concept and will be discussed within the concept’s findings.

Technology

Criteria requiring similar technology were clustered together. College websites containing one or more of the items in the cluster were assigned one point and colleges that lacked all of the criteria in the cluster were assigned zero points. For criteria that were not clustered yes responses were assigned one point and no responses were assigned zero points.

The criteria and clustered criteria used to evaluate the websites web definition for Technology were:

- Information on Web Pages
- Links
- Mathematical Software responding to user input
- Forms requiring reading of user input
- Additional Software responding to user input

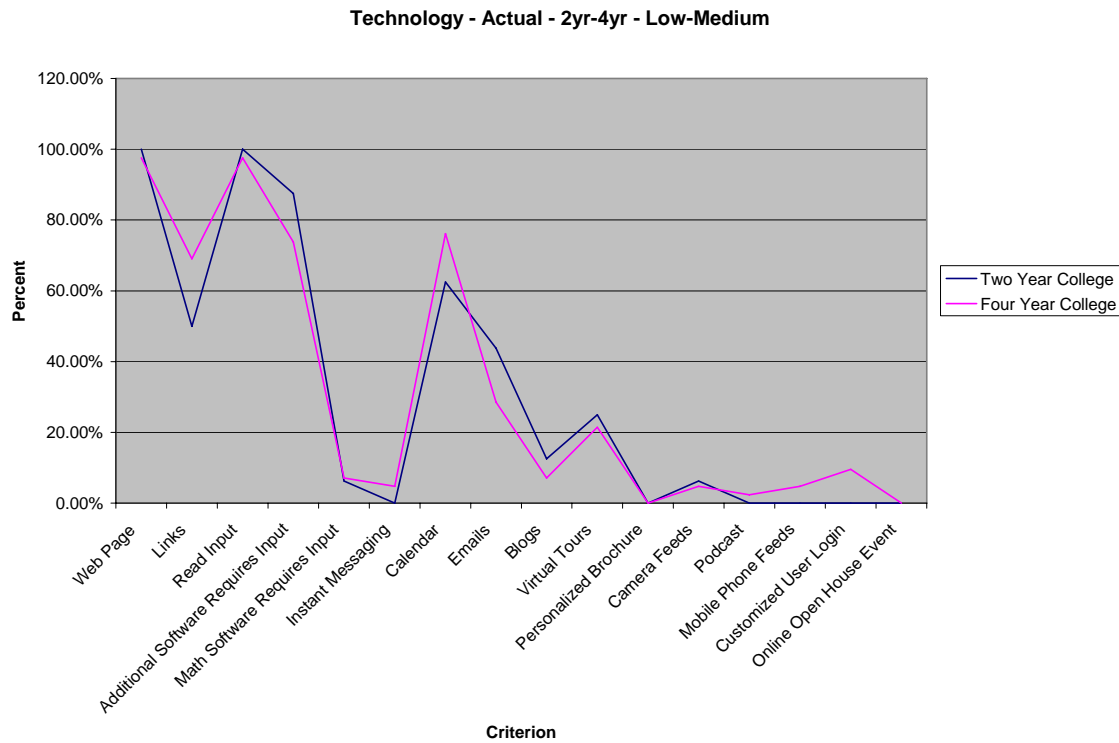
- Instant Messaging
- Calendars
- Emails
- Blogs
- Virtual Tours
- Personalized Brochures
- Camera Feeds
- Downloadable Podcast
- Mobile Phone Feeds
- Customized User Login
- Virtual Open House

Actual Points assigned by Two-Year colleges and Four-Year Colleges

The least number of points assigned to a two-year college was three and the greatest number of points assigned to a college was nine. The least number of points assigned to a four-year college was three and the greatest number of points assigned to a four-year college was eleven. The mean number of points for a two year college was 5.84 and the median value was six. The mean number of points for a four-year college was 6.44 and the median value six. The mid-point value for two-year and four-year colleges combined of 5.5 was rounded up to 6 and is being used as a marker determine category placement. All colleges with points of less than or equal to six were placed in the Low-Medium category and all colleges with points totaling more than six were placed in a Medium-High category.

Category Range for Actual Points Earned

Low – Medium	3- 6
Medium - High	7-9

Figure 1a

**Figure 1a shows the percent of the college websites containing the specified criterion for actual points earned by two-year and four-year colleges measuring the web definition for Technology. Percentages were derived by taking the actual number of points assigned per criterion within the Low-Medium category and dividing it by the total number of colleges within that category. See Appendix A, Table 2a for the table of percentages used for two-year and four-year colleges in the Low-Medium category.*

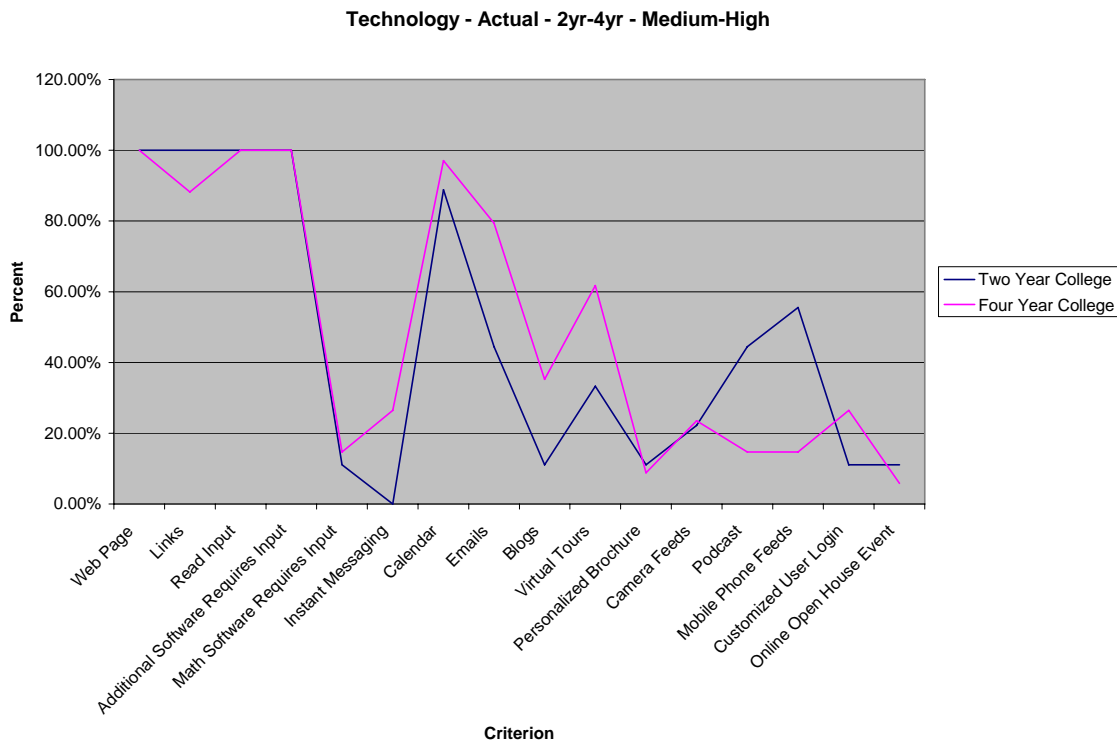
Low - Medium

For the two-year and four-year college level, the low-medium level category websites showed minimal amount of technological features geared towards the prospective students. Fifty-Seven colleges fell in this category. Sixteen were two-year colleges and forty-one were four-year colleges. Fifty percent or more of these colleges within both the two-year and the four-year college levels offered the following criteria:

- Multiple Web Pages
- Links

- Forms requiring reading of user input
- Additional software needed requires user input
- Calendars

Figure 1b



**Figure 1b shows the percent of the college websites containing the specified criterion for actual points earned by two-year and four-year colleges for actual points assigned in the Medium-High category. Percentages were derived by taking the actual number of points assigned per criterion within the category and dividing it by the total number of colleges within that category. See Appendix A, Table 1b for the table of percentages use.*

Medium-High

For the medium-high level category, websites that fell into this category showed an average to high amount of technological features geared towards the prospective

students compared to the other colleges researched. Forty-three colleges fell in this category. Nine were two-year colleges and thirty-four were four-year colleges.

Fifty percent or more of the two-year colleges and four-year colleges offered the following criteria:

- Multiple Web Pages
- Links
- Forms requiring reading of user input
- Additional software needed
- Requires user input
- Calendars

In addition to the above criteria, fifty percent or more of the two-year colleges also offered Mobile Phone Feeds and fifty percent or more of the four-year colleges also offered Emails and Virtual Tours.

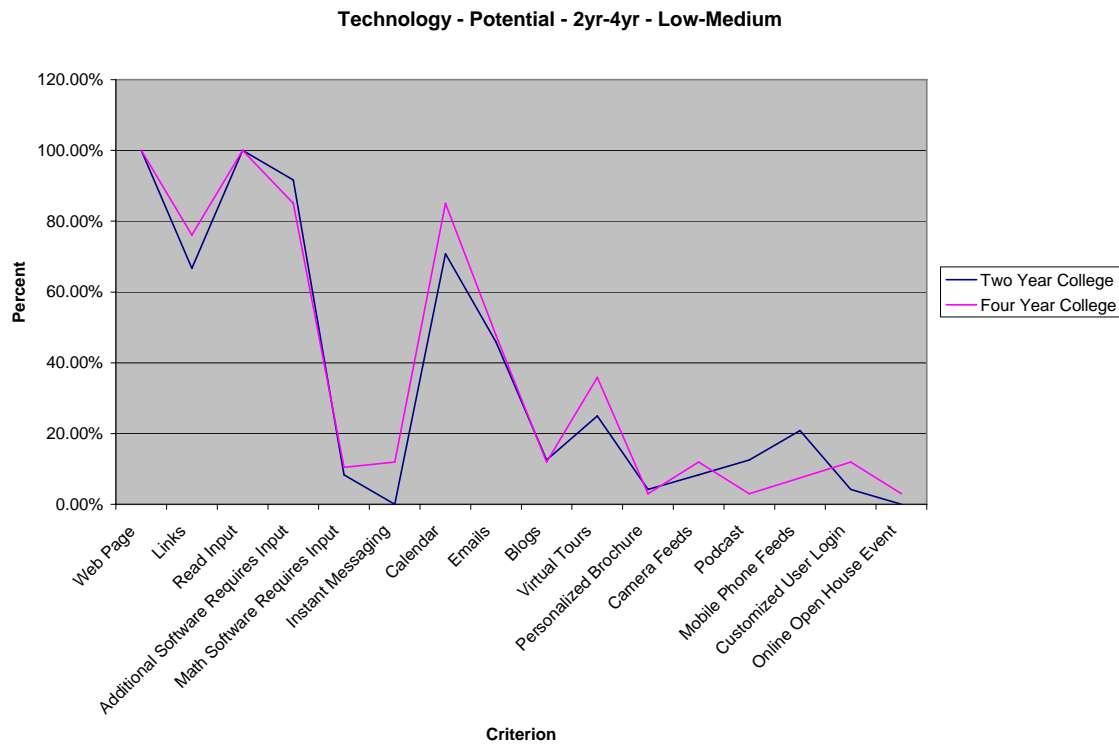
Potential Points assigned by Two-Year colleges and Four-Year Colleges

The maximum number of points a college could be assigned was 16. The least number of points that could be assigned to a two-year college and four-year college was zero. The mid-point value of eight is being used as a marker to determine category placement. All colleges with points of less than or equal to eight were placed in the Low-Medium category and all colleges with points totaling more than eight were placed in a Medium-High category.

Category Range for Potential Points

Low – Medium 0-8

Medium - High 9-16

Figure 1c

**Figure 1c shows the percent of the college websites containing the specified criterion for potential points earned by two-year and four-year colleges in the Low-Medium category. Percentages were derived by taking the actual number of points assigned per criterion and dividing by the total number of colleges within that category. See Appendix A, Table 1c for the table of percentages used.*

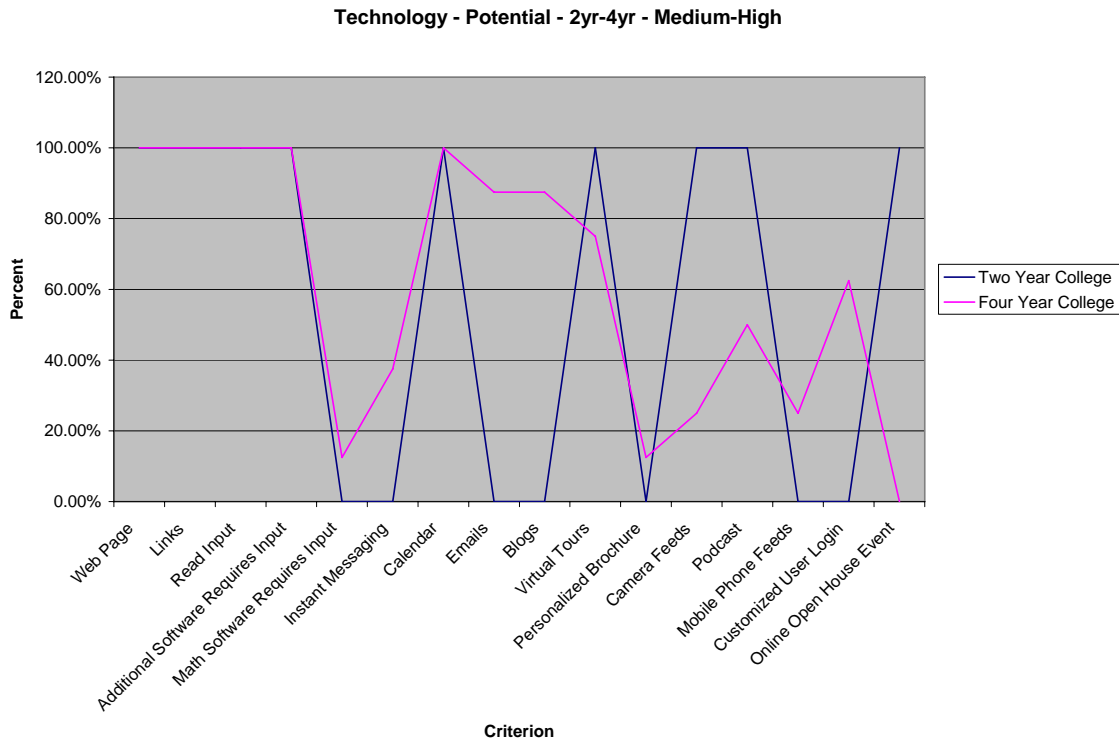
Low - Medium

For the two-year and four-year college level, the low-medium level category websites showed minimal amount of technological features geared towards the prospective students. Ninety-one of the colleges fell in this category. Twenty-four were two-year colleges and sixty-six were four-year colleges. More than fifty percent of the two-year and four-year colleges offered the following criteria:

- Multiple Web Pages
- Links

- Forms requiring reading of user input
- Additional software needed requires user input
- Calendars

Figure 1d



**Figure 1d shows the percent of the college websites containing the specified criterion for potential points earned by two-year and four-year colleges in the Medium-High category. Percentages were derived by taking the actual number of points assigned per criterion and dividing by the total number of colleges within that category. See Appendix A, Table 1d for the table of percentages used.*

Medium-High

For the medium-high level category, websites that fell into this category showed an average to high amount of interactive features geared towards the prospective students compared to the other colleges researched. Nine colleges fell into this category. One was a two-year college and eight were four-year colleges.

The two-year college and more than fifty percent of the four-year colleges offered the following criteria:

- Multiple Web Pages
- Links
- Forms requiring reading of user input
- Additional software needed requires user input
- Calendars
- Virtual Tours
- Podcasts

In addition the two year college also offered Camera Feeds and an Online Open House Event. More than fifty percent of the four-year colleges also offered a Customized User Login.

Actual Points assigned by Public and Private Colleges

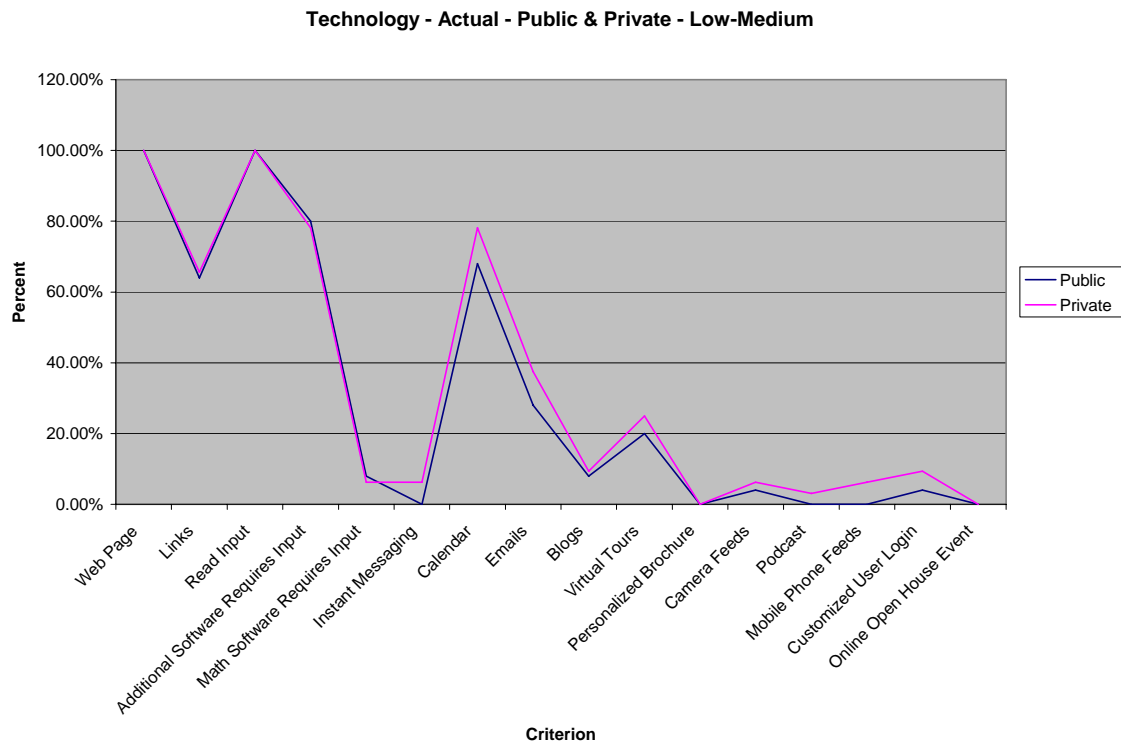
The least number of points assigned to public and private colleges was three and the greatest number of points assigned to a college was eleven. The mean number of points for public colleges was 6.21 and the median value was six. The mean number of points for a private college was 6.37 and the median value was also six. The mid-point value for the public and private colleges actual number of points earned of 5.5 was rounded up to 6 and is being used as a marker determine category placement. All

colleges with points of less than or equal to six were placed in the Low-Medium category and all colleges with points totaling more than six were placed in a Medium-High category.

Category Range for Actual Points Earned

Low – Medium	1- 6
Medium - High	7-11

Figure 1e



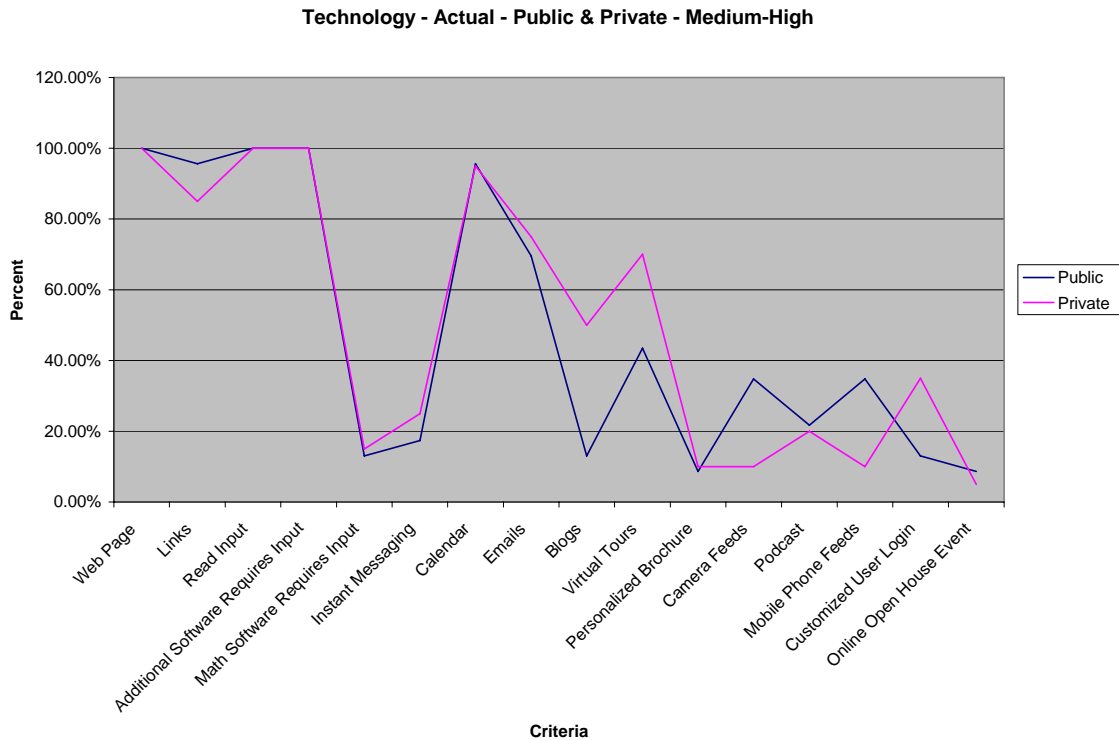
**Figure 2e shows the percent of the colleges’ websites containing the specified criterion for actual points earned by public and private colleges for Technology. Percentages were derived by taking the actual number of points assigned per criterion within the Low-Medium category and dividing it by the total number of colleges within that category. See Appendix A, Table 2e for the table of percentages used for public and private colleges in the Low-Medium category.*

Low - Medium

For the public and private colleges, the low-medium level category websites showed minimal amount of technological features geared towards the prospective students. Fifty-seven colleges fell in this category. Twenty-five were public colleges and thirty-two were private colleges. Fifty percent or more of these colleges within both the public and private college sectors offered the following criteria:

- Multiple Web Pages
- Links
- Forms requiring reading of user input
- Additional software needed
- Requires user input
- Calendars

Figure 1f



**Figure 1f shows the percent of the colleges' websites containing the specified criterion for potential points earned by public and private colleges in the Medium-High category. Percentages were derived by taking the actual number of points assigned per criterion within the Medium-High category and dividing by the total number of colleges within that category. See Appendix A, Table 1f for the percentages used.*

Medium-High

For the medium-high level category, websites that fell into this category showed an average to high amount of technological features geared towards the prospective students compared to the other colleges researched. Forty-Three colleges fell in this category. Twenty-three were public colleges and twenty were private colleges.

Fifty percent or more of the public and private colleges offered the following criteria:

- Multiple Web Pages
- Links
- Forms requiring reading of user input
- Additional software needed
- requires user input
- Calendars
- Emails

In addition to the previous list fifty percent of the private colleges also offered Blogs and Virtual Tours.

Potential Points assigned by Public and Private Colleges

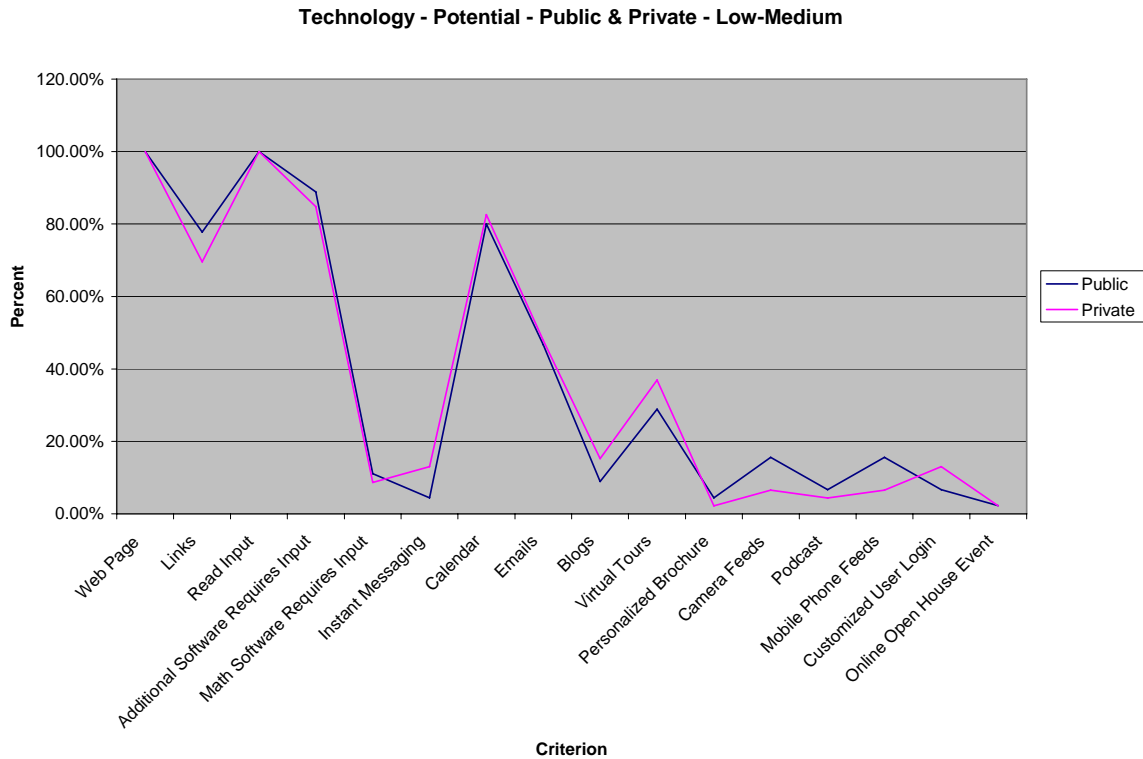
The maximum number of points a college could be assigned was sixteen. The least number of points that could be assigned to a two-year college and four-year college was zero. The mid-point value of eight is being used as a marker to determine category placement. All colleges with points of less than or equal to eight were placed in the Low-Medium category and all colleges with points totaling more than eight were placed in a Medium-High category.

Category Range for Potential Points

Low – Medium 0-8

Medium - High 9-16

Figure 1g



**Figure 1g shows the percent of the college websites containing the specified criterion for potential points earned by public and private colleges. Percentages were derived by taking the actual number of points assigned per criterion within the Low-Medium category and dividing it by the total number of colleges within that category. See Appendix A, Table 1g for the percentages used.*

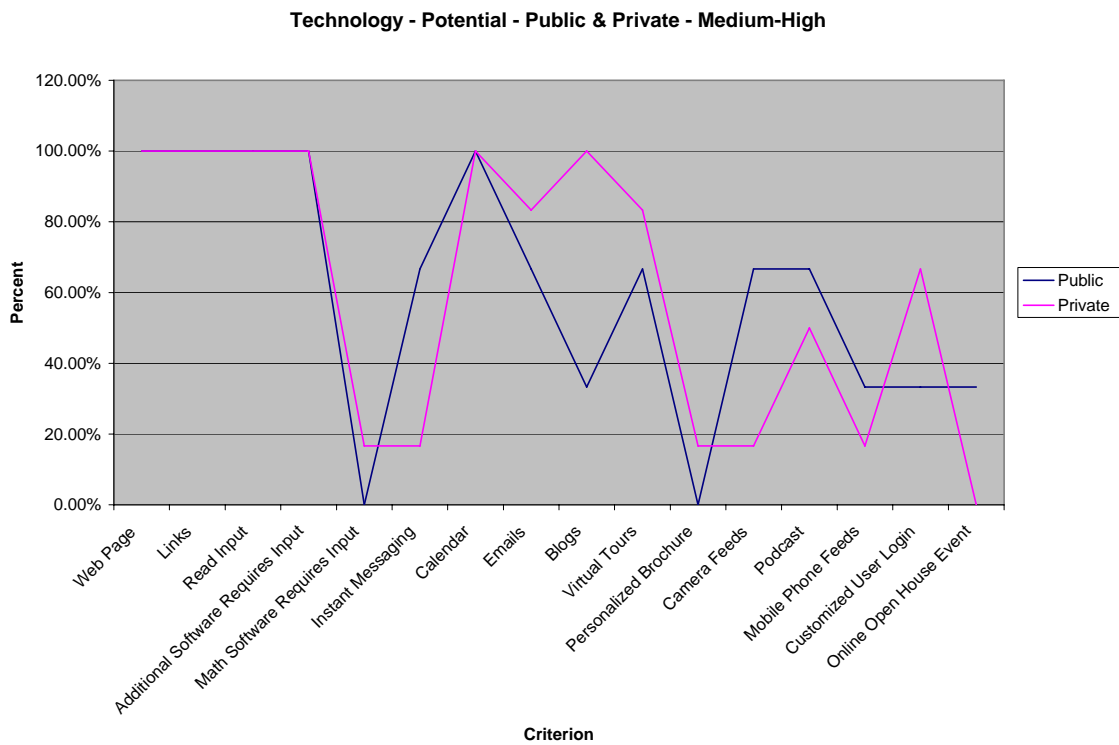
Low - Medium

For the public and private colleges, the low-medium level category websites showed minimal amount of technological features geared towards the prospective students. Ninety-one of the colleges fell in this category. Forty-five were public colleges

and forty-six were private colleges. More than fifty percent of the public and private colleges that fell within this category offered the following criteria:

- Multiple Web Pages
- Links
- Forms requiring reading of user input
- Additional software needed
- Requires user input
- Calendars

Figure 1h



**Figure 1h shows the percent of the college websites containing the specified criterion for potential points earned by public and private colleges. Percentages were derived by taking the actual number of points assigned per criterion within the Medium-High category and dividing it by the total number of colleges within that category. See Appendix A, Table 1h for the table of percentages used.*

Medium-High

For the medium-high level category, websites that fell into this category showed an average to high amount of technological features geared towards the prospective students compared to the other colleges researched. Nine colleges fell into this category. three were public colleges and six were private colleges.

More than fifty percent of the public and private colleges that fell into this category offered the following features:

- Multiple Web Pages
- Links
- Forms requiring reading of user input
- Additional software needed requires user input
- Calendars
- Virtual Tours
- Podcasts
- Emails

In addition to the above listed criteria, more than fifty percent of the public colleges also offered Instant Messaging, Camera Feeds and Online Open House Events. More than fifty percent of the private colleges also offered Blogs and Customized User Login.

Interactivity

Only criteria that required responses, generated by a college professional, student, or specialized software were evaluated in the area for Interactivity. Yes responses were assigned a point value of 1 and no responses were assigned a point value of 0.

The criteria used to evaluate the websites web definition for Interactivity were:

- Financial Aid Estimator
- Tuition Calculator
- Electronic Application
- Campus Visit Request Form
- Instant Messaging Student
- Instant Messaging College Professional
- RSVP College Events
- Online Inquiry
- Faculty Email
- Student Email
- Blogs
- Virtual Tours
- Personalized Brochures
- Camera Feeds
- Downloadable Podcast
- Mobile Phone Feeds
- Customized User Login
- Virtual Open House

Actual Points assigned by Two-Year colleges and Four-Year Colleges

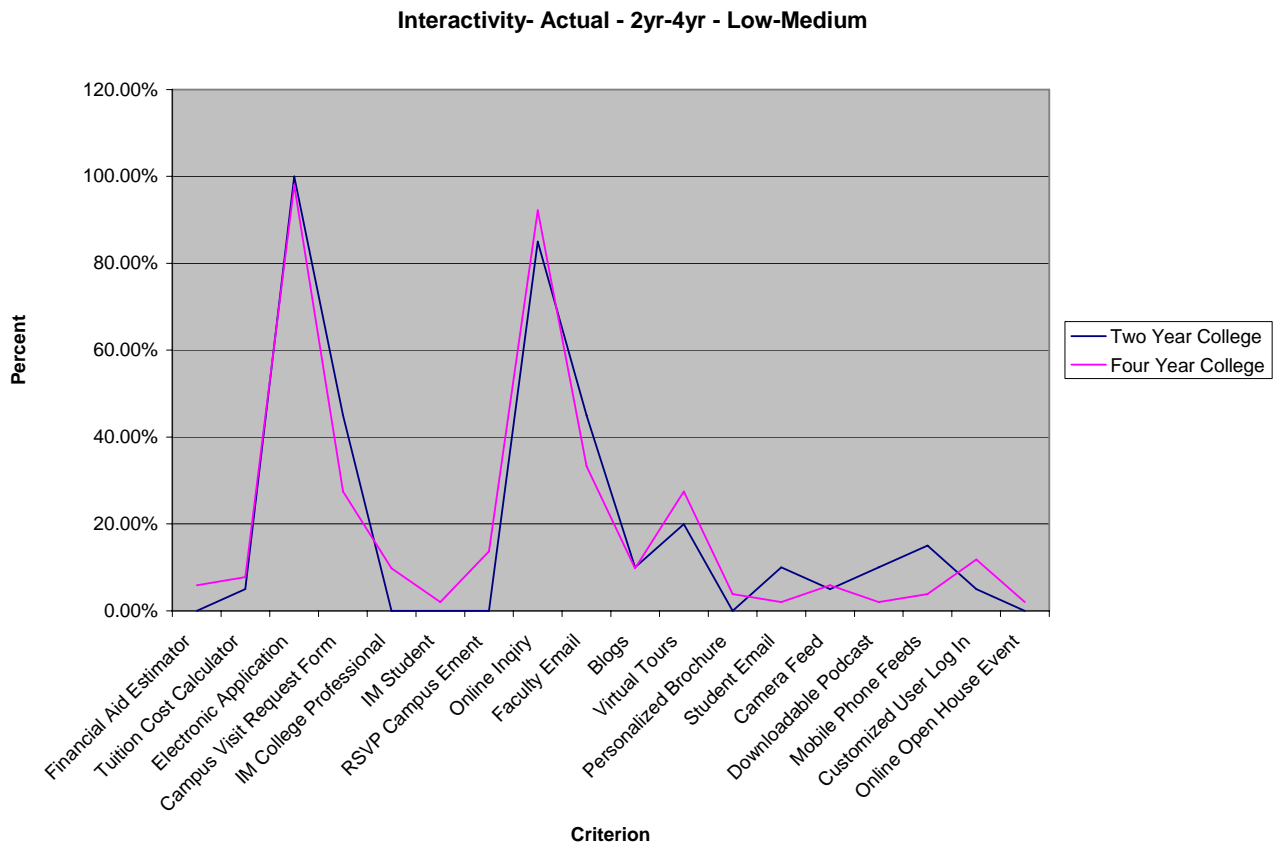
The least number of points assigned to a two-year college was one and the greatest number of points assigned to a college was seven. The least number of points assigned to a four-year college was two and the greatest number of points assigned to a four-year college was ten. The mean number of points for a two year college was 4.08 and the median value was four. The mean number of points for a four-year college was five and the median value five. The mid-point value for two-year and four-year colleges

combined of five is being used as a marker determine category placement. All colleges with points of less than or equal to five were placed in the Low-Medium category and all colleges with points totaling more than five were placed in a Medium-High category.

Category Range for Actual Points Earned

Low – Medium	1- 5
Medium - High	6-10

Figure 2a

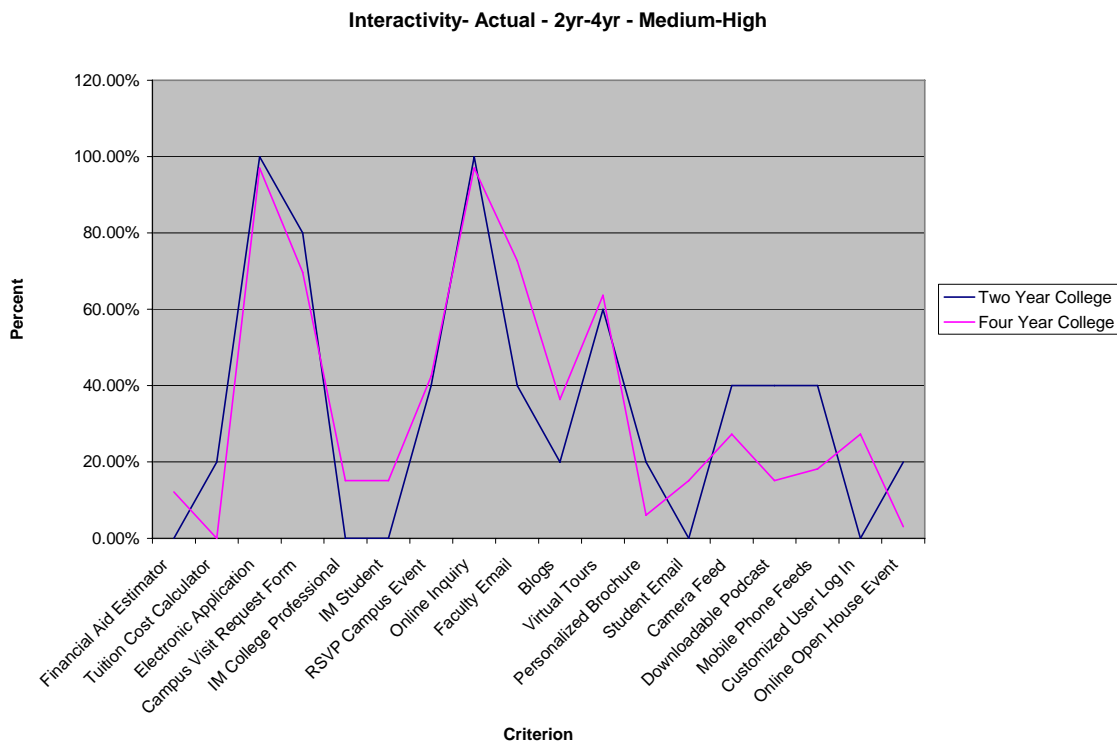


**Figure 2a shows the percent of the college websites containing the specified criterion for actual points earned by two-year and four-year colleges in the Low-Medium Category. Percentages were derived by taking the actual number of points assigned per criterion and dividing it by the total number of colleges within that category. See Appendix B, Table 2a for the table of percentages used.*

Low - Medium

For the two-year and four-year college level, the low-medium level category websites showed minimal amount of interactive features geared towards the prospective students. Seventy-One colleges fell in this category. Twenty were two-year colleges and fifty-one were four-year colleges. Fifty percent or more of these colleges within both the two-year and the four-year college levels offered an electronic application and the ability to send an online inquiry.

Figure 2b



**Figure 2b shows the percent of the college websites containing the specified criterion for actual points earned by two-year and four-year colleges in the Medium-High category. Percentages were derived by taking the actual number of points assigned per criterion within the category and dividing it by the total number of colleges within that category. See Appendix B, Table 2b for the table of percentages use.*

Medium-High

For the medium-high level category, websites that fell into this category showed an average to high amount of interactive features geared towards the prospective students compared to the other colleges researched. Twenty-nine colleges fell in this category. Five were two-year colleges and twenty-four were four-year colleges.

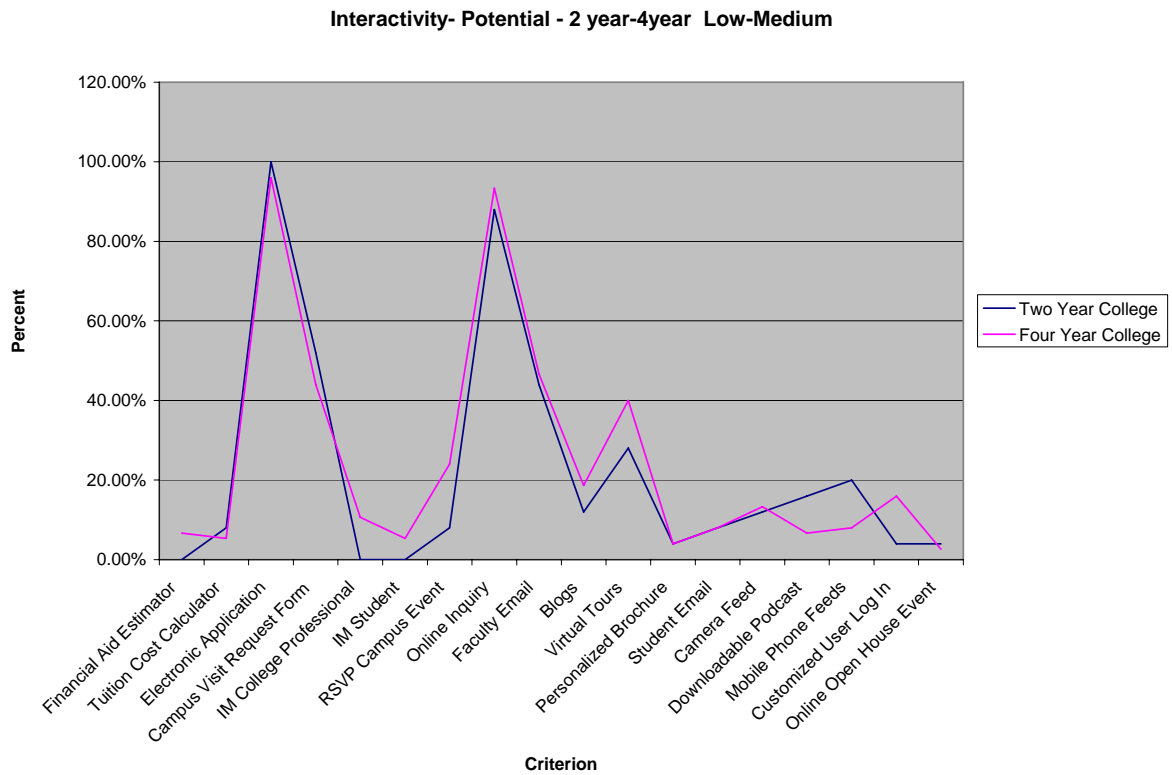
Fifty percent or more of the two-year colleges offered an electronic application, online inquiry and virtual tours. Fifty percent or more of the four-year colleges offered an electronic application, campus visit request form, online inquiry, faculty emails and virtual tours.

Potential Points assigned by Two-Year colleges and Four-Year Colleges

The maximum number of points a college could be assigned was 18. The least number of points that could be assigned to a two-year college and four-year college was zero. The median value of nine is being used as a marker to determine category placement. All colleges with points of less than or equal to nine were placed in the Low-Medium category and all colleges with points totaling more than nine were placed in a Medium-High category.

Category Range for Potential Points

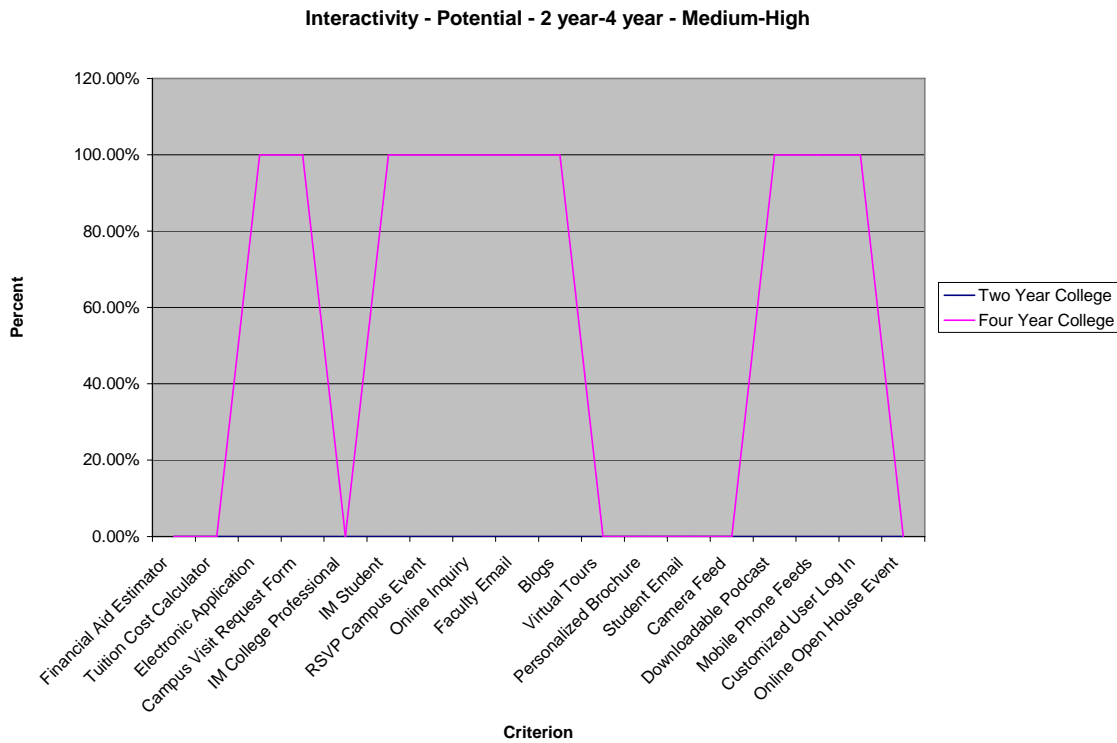
Low – Medium	0-9
Medium - High	10-18

Figure 2c

**Figure 2c shows the percent of the college websites containing the specified criterion for potential points earned by two-year and four-year colleges in the Low-Medium category. Percentages were derived by taking the actual number of points assigned per criterion and dividing by the total number of colleges within that category. See Appendix B, Table 2c for the table of percentages used.*

Low - Medium

For the two-year and four-year college level, the low-medium level category websites showed minimal amount of interactive features geared towards the prospective students. Ninety-nine of the colleges fell in this category. All of the two-year colleges and seventy-four were four-year colleges. More than fifty percent of the two-year and four-year colleges offered an Electronic Application and an Online Inquiry Form. In addition, more than fifty percent of the two-year colleges also offered an Online Campus Visit Request Form.

Figure 2d

**Figure 2c shows the percent of the college websites containing the specified criterion for potential points earned by two-year and four-year colleges in the Medium-High category. Percentages were derived by taking the actual number of points assigned per criterion and dividing by the total number of colleges within that category. See Appendix B, Table 2d for the table of percentages used.*

Medium-High

For the medium-high level category, websites that fell into this category showed an average to high amount of interactive features geared towards the prospective students compared to the other colleges researched. Only one college fell into this category. This was a four-year college.

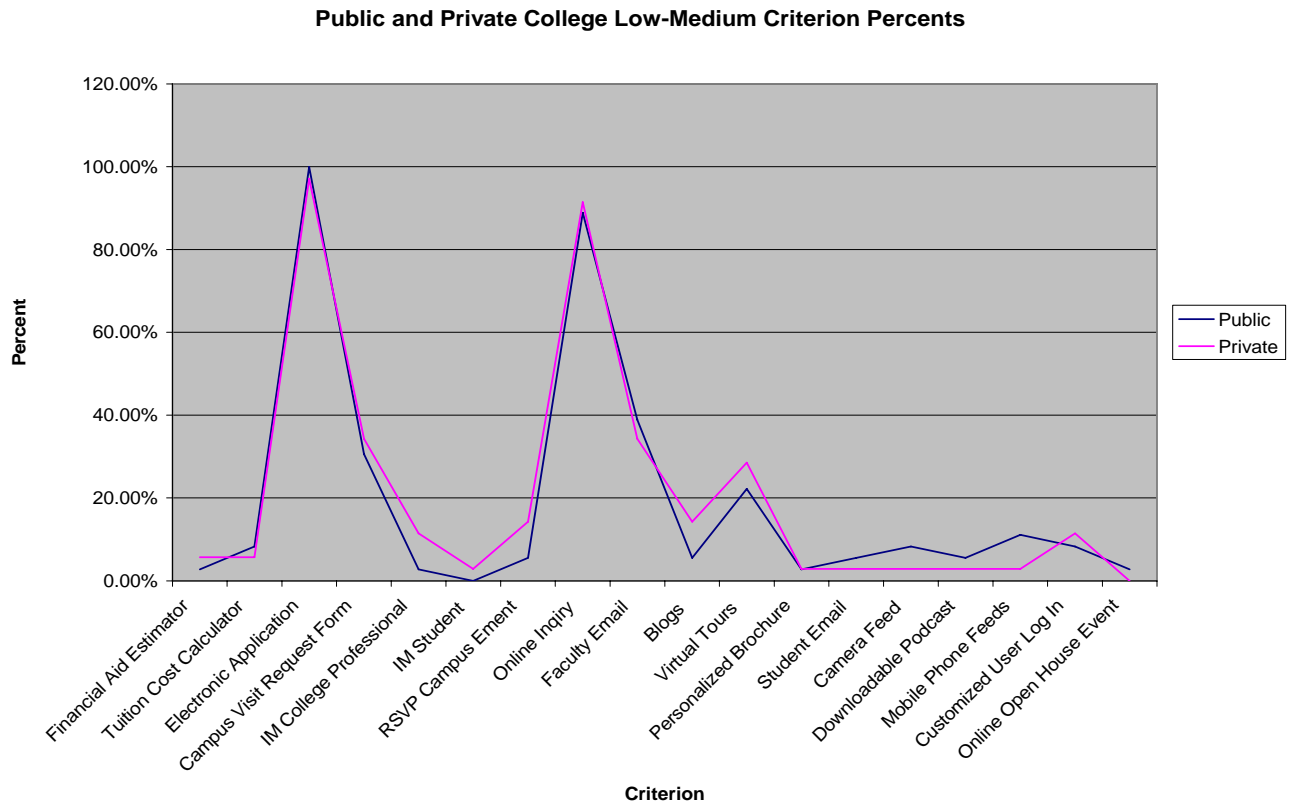
The four-year college that fell into this category offered features such as: Electronic Application, Campus Visit Request form, Instant Messaging with students, RSVP to campus events, Faculty emails, Blogs, Downloadable Podcast, Mobile Phone feeds and Customized User Account set up.

Actual Points assigned by Public and Private Colleges

The least number of points assigned to a public college was one and the greatest number of points assigned to a college was nine. The least number of points assigned to a private college was two and the greatest number of points assigned to a four-year college was ten. The mean number of points for public colleges was 4.31 and the median value was four. The mean number of points for a private college was 4.59 and the median value four. The mid-point value for the public and private colleges actual number of points earned of five is being used as a marker determine category placement. All colleges with points of less than or equal to five were placed in the Low-Medium category and all colleges with points totaling more than five were placed in a Medium-High category.

Category Range for Actual Points Earned

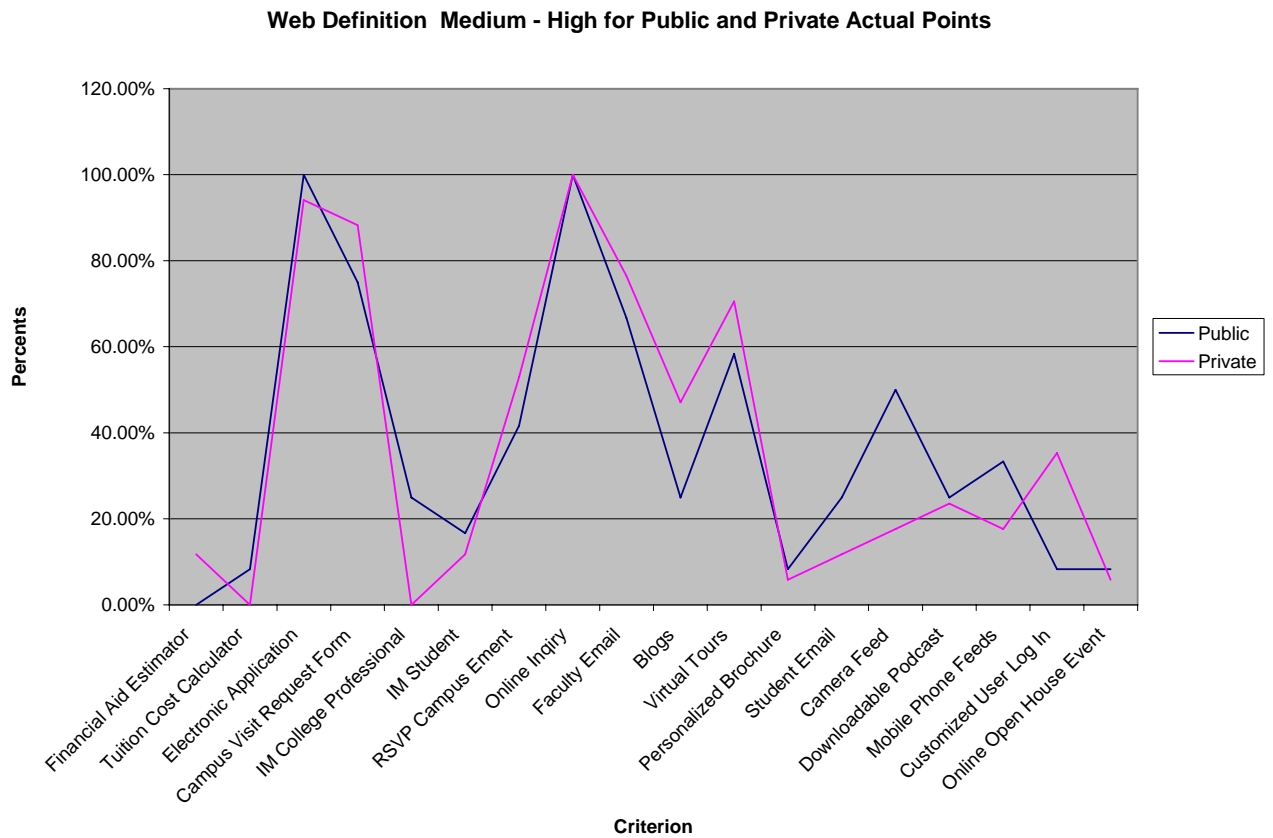
Low – Medium	1- 5
Medium - High	6-10

Figure 2e

**Figure 2e shows the percent of the colleges' websites containing the specified criterion for actual points earned by public and private colleges in the Low-Medium category. Percentages were derived by taking the actual number of points assigned per criterion and dividing it by the total number of colleges within that category. See Appendix B, Table 2e for the table of percentages used.*

Low - Medium

For the public and private colleges, the low-medium level category websites showed minimal amount of interactive features geared towards the prospective students. Seventy-One colleges fell in this category. Thirty-six were public colleges and thirty-five were private colleges. Fifty percent or more of these colleges within both the public and private college sectors offered an electronic application and the ability to send an online inquiry.

Figure 2f

**Figure 2f shows the percent of the colleges' websites containing the specified criterion for potential points earned by public and private colleges in the Medium-High category. Percentages were derived by taking the actual number of points assigned per criterion and dividing it by the total number of colleges within that category. See Appendix B Table 2f for the table of percentages use.*

Medium-High

For the medium-high level category, websites that fell into this category showed an average to high amount of interactive features geared towards the prospective students compared to the other colleges researched. Twenty-nine colleges fell in this category. Twelve were public colleges and seventeen were private colleges.

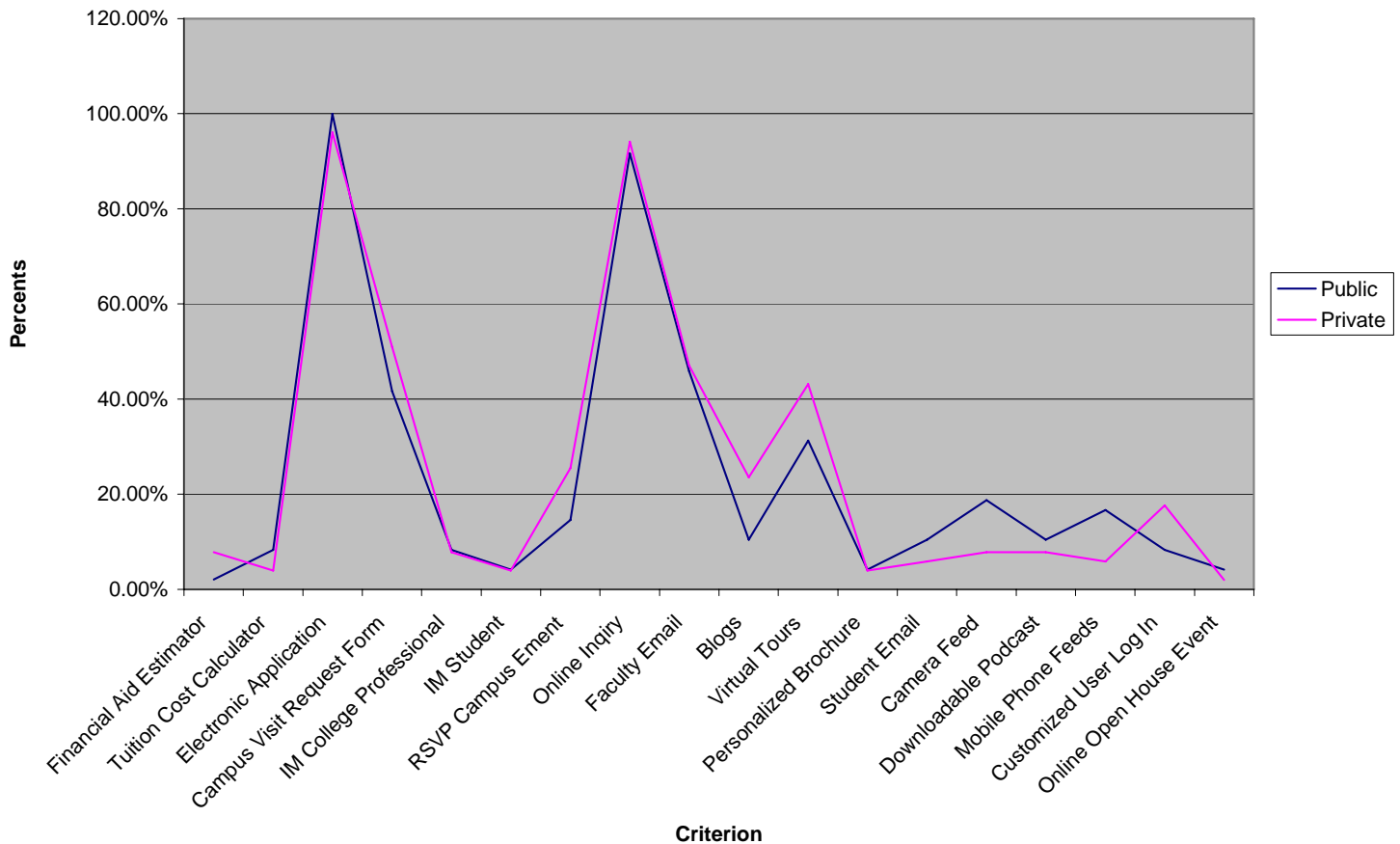
Fifty percent or more of the public and private colleges offered an electronic application, campus visit request form, online inquiry, faculty email and virtual tours. In addition to the previous list fifty percent of the public colleges also offered camera feeds.

Potential Points assigned by Public and Private College

The maximum number of points a college could be assigned was 18. The least number of points that could be assigned to a two-year college and four-year college was zero. The median value of nine is being used as a marker to determine category placement. All colleges with points of less than or equal to nine were placed in the Low-Medium category and all colleges with points totaling more than nine were placed in a Medium-High category.

Category Range for Potential Points

Low – Medium	0-9
Medium - High	10-18

Figure 2g**Web Definition Low-Medium Potential Points Public and Private Colleges**

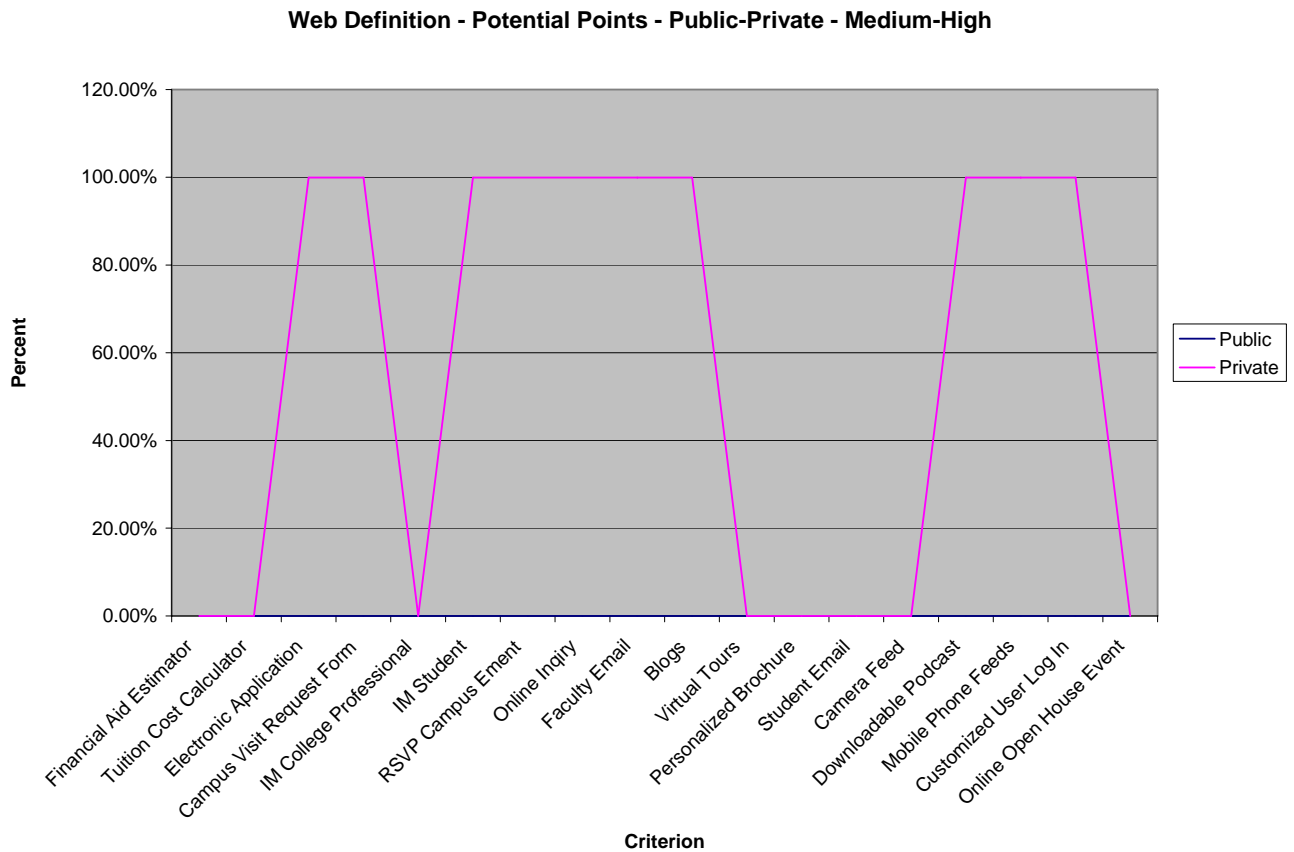
**Figure 2g shows the percent of the colleges' websites containing the specified criterion for potential points earned by two-year and four-year colleges in the Low-Medium category. Percentages were derived by taking the actual number of points assigned per criterion and dividing it by the total number of colleges within that category. See Appendix B, Table 2g for the table of percentages used.*

Low - Medium

For the public and private colleges, the low-medium level category websites showed minimal amount of interactive features geared towards the prospective students. Ninety-nine of the colleges fell in this category. Forty-eight were public colleges and fifty-one were private colleges. More than fifty percent of the public and private colleges that fell within this category offered and online application and an online inquiry form.

In addition more than fifty percent of the private colleges also offered an online campus visit request form.

Figure 2h



**Figure 2h shows the percent of the colleges' websites containing the specified criterion for potential points earned by public and private colleges in the Medium-High category. Percentages were derived by taking the actual number of points assigned per criterion and dividing it by the total number of colleges within that category. See Appendix B, Table 2h for the table of percentages used.*

Medium-High

For the medium-high level category, websites that fell into this category showed an average to high amount of interactive features geared towards the prospective students

compared to the other colleges researched. Only one college fell into this category. This was a private college.

The private college that fell into this category offered features such as: Electronic Application, Campus Visit Request form, Instant Messaging with students, RSVP to campus events, Faculty emails, Blogs, Downloadable Podcast, Mobile Phone feeds and Customized User Account set up.

Marketing Concepts

To determine the point assignment for usage of marketing techniques, each criterion was evaluated by the evidence of marketing theory applied. Every part of the college website is considered a piece of their marketing and all of the information contained on the website can contribute to the college's marketing campaign. Zero points were assigned to college for a particular criterion if they did not incorporate the criterion in the researched area of the website. Yes responses were assigned a point value of 1 and no responses were assigned a point value of 0.

The criteria used to evaluate the websites web definition for Marketing Concepts were:

- Application (print or online)
- Email
- Financial Aid Estimator
- Tuition Cost Calculator
- Calendars
- Prospective Student Link (not on main page)
- Application (both)
- Forms (entry/submit)
- Instant Messaging
- Links (excluding prospective student)
- Web pages (tuition, student body, news, community)
- Web page (faculty maintained)
- Emails
- Profiles
- Blogs
- Web pages (all other college maintained – excluding parent)

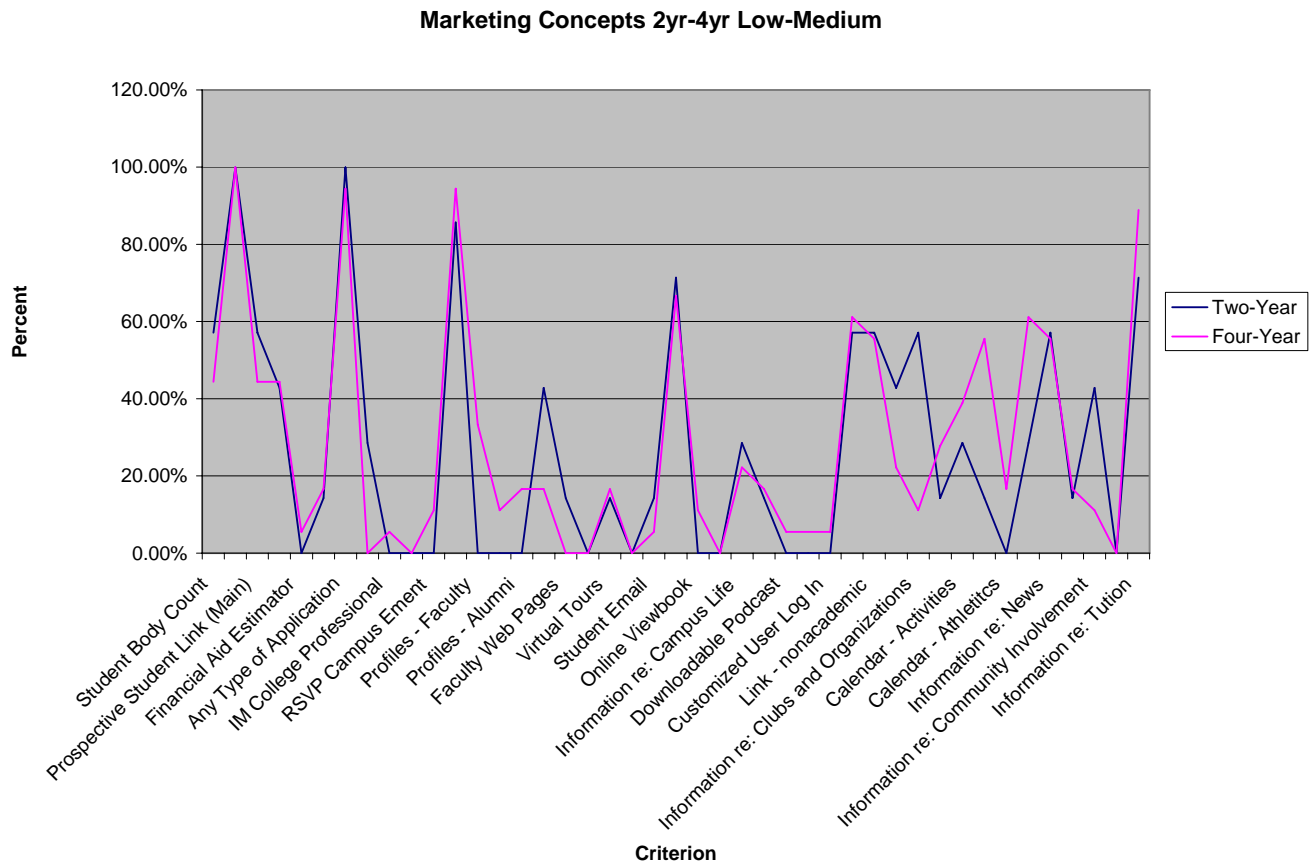
- Prospective Student Link (main page)
- Virtual Tours
- Online Open House Events
- Personalized Brochure
- Online Catalog/Viewbook
- Web pages (parent)
- Slogan

Actual Points assigned by Two-Year colleges and Four-Year Colleges

The least number of points assigned to a two-year college was nine and the greatest number of points assigned to a college was twenty-three. The least number of points assigned to a four-year college was eight and the greatest number of points assigned to a four-year college was twenty-nine. The mean number of points for a two year college was 16.48 and the median value was 17. The mean number of points for a four-year college was 19.04 and the median value 19. The midpoint value for two-year and four-year colleges was 14.5, I have rounded up using 15 as being used as a marker determine category placement. All colleges with points of less than or equal to 15 were placed in the Low-Medium category and all colleges with points totaling more than 15 were placed in a Medium-High category.

Category Range for Actual Points Earned

Low – Medium	8- 15
Medium - High	16-29

Figure 3a

**Figure 3a shows the percent of the colleges' websites containing the specified criterion for actual points earned by two-year and four-year colleges in the Low-Medium category. Percentages were derived by taking the actual number of points assigned per criterion and dividing it by the total number of colleges within that category. See Appendix C, Table 3a for the table of percentages used.*

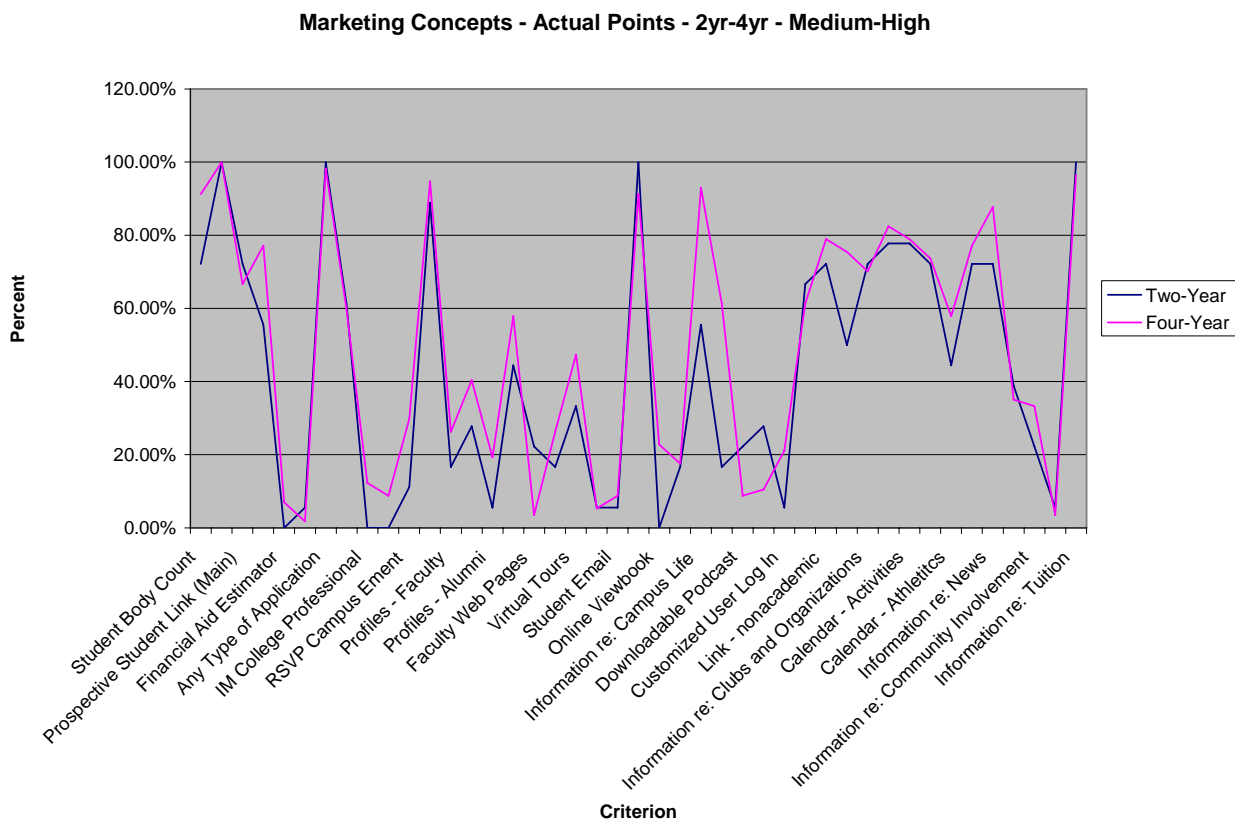
Low - Medium

For the two-year and four-year college level, the low-medium level category websites showed minimal amount of interactive features geared towards the prospective students. Twenty-five of the colleges fell in this category. Seven were two-year colleges and eighteen were four-year colleges. The marketing concepts used by more than fifty percent of the two-year colleges were:

- Student Body Count
- Programs Offered
- Prospective Student Link (Main Page)
- Electronic or Print Application
- Online Inquiry
- Online Catalog
- Link – Academic
- Link – Non-Academic
- Information re: Clubs and Organizations
- Information re: News
- Information re: Tuition

The marketing concepts used by more than fifty percent of the four-year colleges were:

- Programs Offered
- Prospective Student Link (Main Page)
- Online Inquiry
- Online Catalog
- Link – Academic
- Link – Non-Academic
- Information re: FAQ's
- Information re: News
- Information re: Tuition
- Calendar - Academics

Figure 3b

**Figure 3b shows the percent of the colleges' websites containing the specified criterion for actual points earned by two-year and four-year colleges measuring the web definition for Marketing Concepts in the Medium-High category. Percentages were derived by taking the actual number of points assigned per criterion within the Medium-High category and dividing it by the total number of colleges within that category. See appendix C, Table 3b for the table of percentages.*

Medium-High

For the medium-high level category, websites that fell into this category showed an average to high amount of interactive features geared towards the prospective students compared to the other colleges researched. Seventy-five colleges fell in this category. Eighteen were two-year colleges and fifty-seven were four-year colleges.

Fifty percent or more of the two-year and four year colleges offered:

- Student Body Count
- Programs Offered
- Prospective Student Link (Main page)
- Prospective Student Link (not Main)
- Any type of application
- Campus Visit Request Form
- Online Inquiry
- Online Catalog
- Information re: Campus Life
- Links – Academic
- Links – Non-Academic
- Information re: Campus Activities
- Information re: Clubs and Organizations
- Information re: Athletics
- Calendar – Activities
- Calendar – Academics
- Information re: FAQ's
- Information re: News
- Information re: Tuition

In addition to the above list more than fifty percent of the four-year colleges also offered faculty email, parent link and faculty email.

Potential Points assigned by Two-Year colleges and Four-Year Colleges

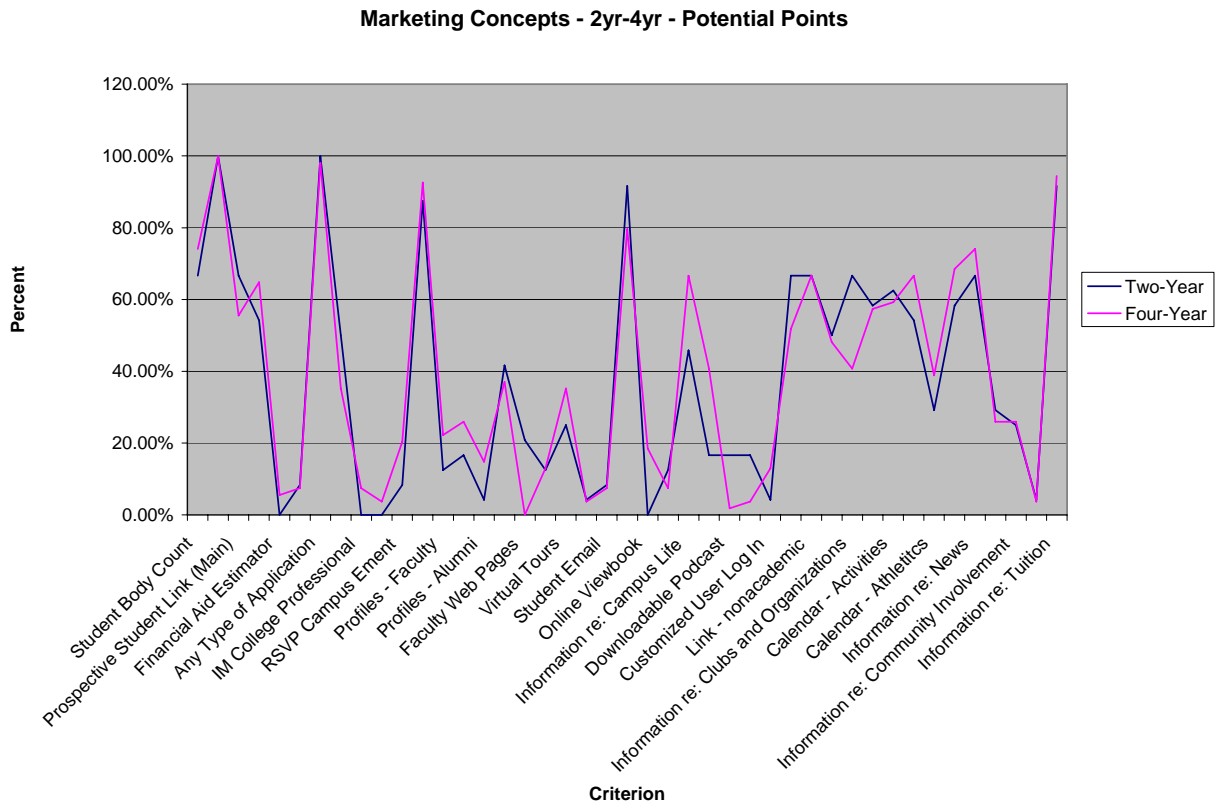
The maximum number of points a college could be assigned was 43. The least number of points that could be assigned to a two-year college and four-year college was zero. The mid-point value was of 21.5, I have rounded up using 22 as a marker to determine category placement. All colleges with points of less than or equal to 22 were placed in the Low-Medium category and all colleges with points totaling more than 22 were placed in a Medium-High category.

Category Range for Potential Points

Low – Medium 0-22

Medium - High 23-43

Figure 3c



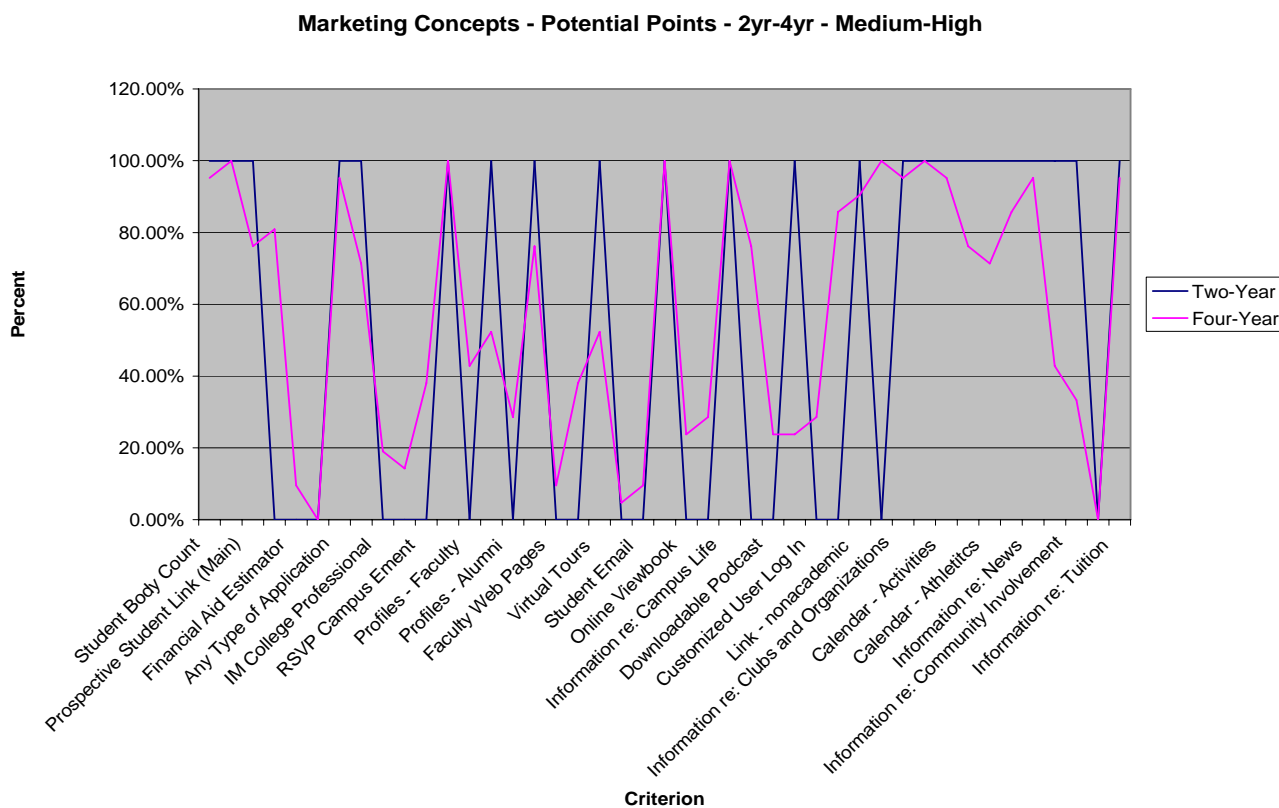
**Figure 3c shows the percent of the colleges' websites containing the specified criterion for potential points earned by two-year and four-year colleges in the Low-Medium category. Percentages were derived by taking the actual number of points assigned per criterion within the Low-Medium category dividing it by the total number of colleges within that category. See Appendix C, Table 3c for the percentages*

Low - Medium

For the two-year and four-year college level, the low-medium level category websites showed minimal amount of marketing concepts geared towards the prospective students. Seventy-eight of the colleges fell in this category. Twenty-four were two-year colleges and fifty-four were four-year colleges. The marketing concepts used by more than fifty percent of the two-year colleges were:

- Student Body Count
- Programs Offered
- Prospective Student Link (Main page)
- Prospective Student Link (not Main)
- Any type of application
- Online Inquiry
- Online Catalog
- Links – Academic
- Links – Non-Academic
- Information re: Campus Activities
- Information re: Clubs and Organizations
- Information re: Athletics
- Calendar – Activities
- Calendar – Academics
- Information re: FAQ's
- Information re: News
- Information re: Tuition

In addition to the list above more than fifty percent of the two-year colleges also offered a Campus Visit Request form and more than fifty percent of the four-year colleges also offered Information re: Campus Life.

Figure 3d

**Figure 3d shows the percent of the colleges' websites containing the specified criterion for potential points earned by two-year and four-year colleges in the Medium-High category. Percentages were derived by taking the actual number of points assigned per criterion within the Medium-High category dividing it by the total number of colleges within that category. See Appendix C, Table 3d for percentages.*

Medium-High

For the medium-high level category, websites that fell into this category showed an average to high amount of marketing concepts geared towards the prospective students compared to the other colleges researched. Twenty-two colleges fell into this category. One was a two-year college and twenty-one were four-year colleges.

The two-year college that fell into this category offered:

- Student Body Count
- Programs Offered
- Prospective Student Link (Main page)

- Any type of application
- Campus Visit Request Form
- Online Inquiry
- Student Profiles
- Faculty Email
- Virtual Tours
- Online Catalog
- Information re: Campus Life
- Mobile Phone Feeds
- Links – Non-Academic
- Information re: Clubs and Organizations
- Information re: Athletics
- Calendar – Activities
- Calendar – Academics
- Calendar - Athletics
- Information re: FAQ's
- Information re: News
- Information re: Tuition
- Published College Slogan
- Information re: Community Involvement

More than fifty percent of the four-year colleges that fell into this category offered:

- Student Body Count
- Programs Offered
- Prospective Student Link (Main page)
- Prospective Student Link (Not Main Page)
- Any type of application
- Campus Visit Request Form
- Online Inquiry
- Student Profiles
- Faculty Email
- Virtual Tours
- Online Catalog
- Information re: Campus Life
- Parent Link
- Mobile Phone Feeds
- Links - Academic
- Links – Non-Academic

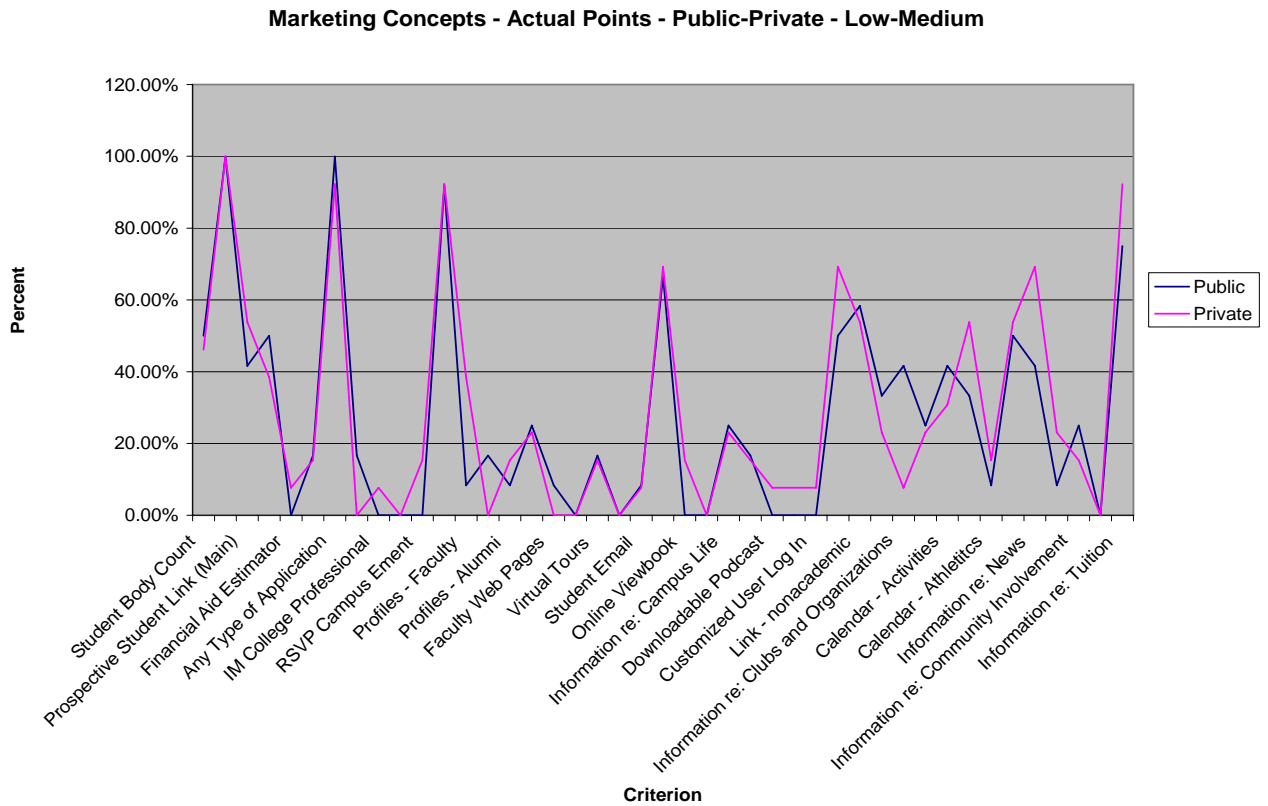
- Information re: Campus Activities
- Information re: Clubs and Organizations
- Information re: Athletics
- Calendar – Activities
- Calendar – Academics
- Calendar - Athletics
- Information re: FAQ's
- Information re: News
- Information re: Tuition

Actual Points assigned by Public and Private Colleges

The least number of points assigned to a public college was eight and the greatest number of points assigned to a college was twenty-nine. The least number of points assigned to a public college was eight and the greatest number of points assigned to a public college was twenty-nine. The least number of points assigned to a private college was nine and the greatest number of points assigned to a private college was twenty-eight. The mean number of points for public colleges was 18.27 and the median value was 18.5. The mean number of points for a private college was 19 and the median value 19. The mid-point value for the public and private colleges actual number of points earned of 14.5, I rounded up using 15 as a marker determine category placement. All colleges with points of less than or equal to 15 were placed in the Low-Medium category and all colleges with points totaling more than 15 were placed in a Medium-High category.

Category Range for Actual Points Earned

Low – Medium	8-15
Medium - High	16-29

Figure 3e

**Figure 3e shows the percent of the colleges' websites containing the specified criterion for actual points earned by public and private colleges in the Low-Medium category. Percentages were derived by taking the actual number of points assigned per criterion within the Low-Medium category and dividing it by the total number of colleges within that category. See Appendix C, Table 3e for the table of percentages used for public and private colleges in the Low-Medium category.*

Low - Medium

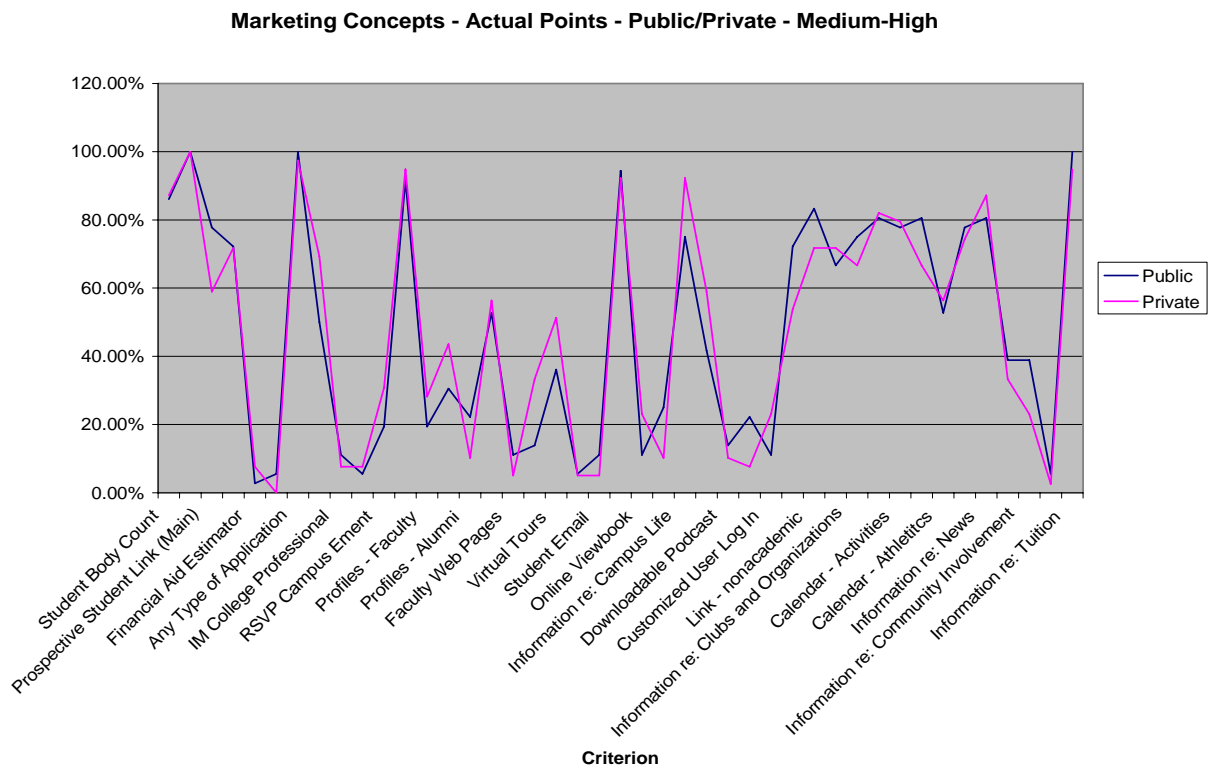
For the public and private colleges, the low-medium level category websites showed minimal amount of marketing concepts geared towards the prospective students. Twenty-five colleges fell in this category. Twelve were public colleges and thirteen were private colleges. Fifty percent or more of these colleges within both the public and private college sectors offered the following criteria:

- Programs Offered
- Any type of application

- Online Inquiry
- Online Catalog
- Links - Academic
- Links – Non-Academic
- Information re: FAQ's
- Information re: Tuition

In addition to the list above more than fifty percent of the public colleges also offered a Student Body Count and a Prospective Student link from a page other than the main page. More than fifty percent of the private colleges also offered a Prospective Student Link from the main page, a Calendar for Academics and Information re: News.

Figure 3f



**Figure 3f shows the percent of the colleges' websites containing the specified criterion for actual points earned by public and private colleges in the Medium-High category. Percentages were derived by taking the actual number of points assigned per criterion within the Medium-High category and dividing it by the total number of colleges within that category. See Appendix C Table 3f for the table of percentages used.*

Medium-High

For the medium-high level category, websites that fell into this category showed an average to high amount of marketing concepts geared towards the prospective students compared to the other colleges researched. Seventy-five colleges fell in this category. Thirty-six were public colleges and thirty-nine were private colleges.

Fifty percent or more of the public and private colleges offered the following criteria:

- Student Body Count
- Programs Offered
- Prospective Student Link (Main page)
- Prospective Student Link (Not Main Page)
- Any type of application
- Campus Visit Request Form
- Online Inquiry
- Faculty Email
- Online Catalog
- Information re: Campus Life
- Links - Academic
- Links – Non-Academic
- Information re: Campus Activities
- Information re: Clubs and Organizations
- Information re: Athletics
- Calendar – Activities
- Calendar – Academics
- Calendar - Athletics
- Information re: FAQ's
- Information re: News
- Information re: Tuition

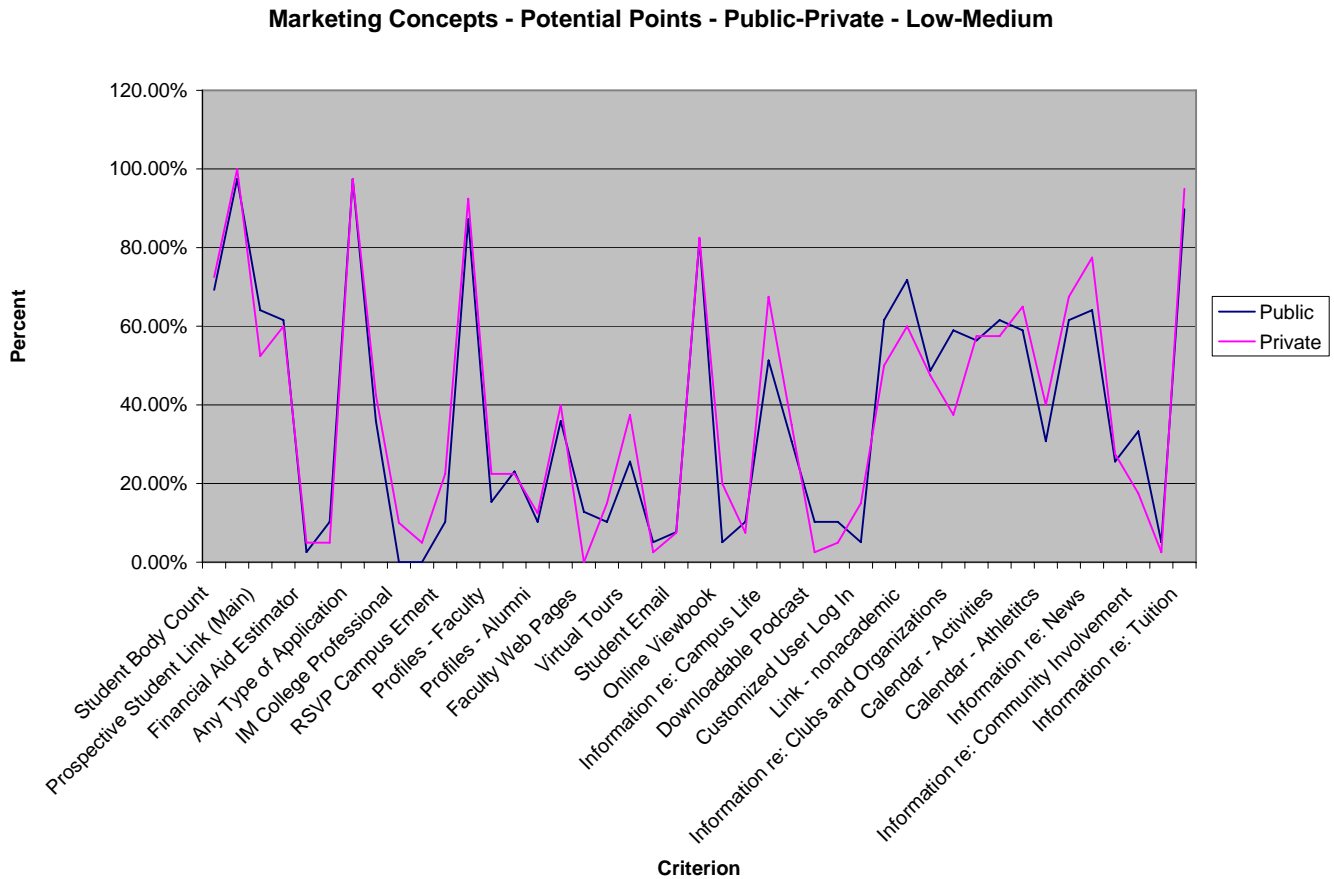
In addition to the criteria listed above more than fifty percent of the private colleges also offered Virtual Tours and a Parent Link.

Potential Points assigned by Public and Private Colleges

The maximum number of points a college could be assigned was 43. The least number of points that could be assigned to public and private colleges was zero. The midpoint value is 21.5. I rounded up using 22 as being used as a marker to determine category placement. All colleges with points of less than or equal to twenty-two were placed in the Low-Medium category and all colleges with points totaling more than twenty-two were placed in a Medium-High category.

Category Range for Potential Points

Low – Medium	0-22
Medium - High	22-43

Figure 3g

**Figure 3g shows the percent of the colleges' websites containing the specified criterion for potential points earned by public and private colleges in the Low-Medium category. Percentages were derived by taking the actual number of points assigned per criterion within the Low-Medium category by dividing the points earned by the total number of colleges within that category. See Appendix C, Table 3g for the percentages used.*

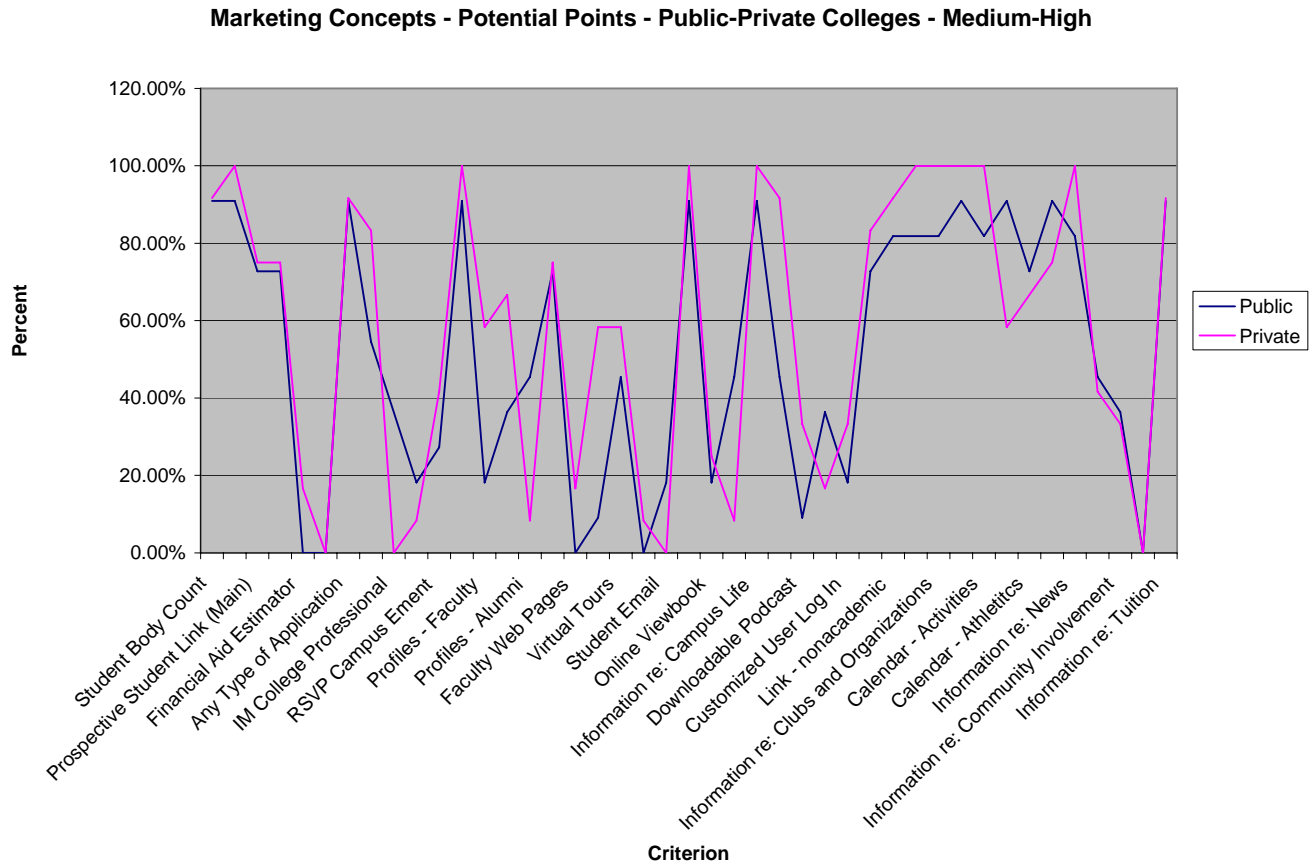
Low - Medium

For the public and private colleges, the low-medium level category websites showed minimal amount of marketing concepts geared towards the prospective students. Seventy-eight of the colleges fell in this category. Thirty-eight were public colleges and forty were private colleges. More than fifty percent of the public and private colleges that fell within this category offered the following criteria:

- Student Body Count
- Programs Offered

- Prospective Student Link (Main page)
- Prospective Student Link (Not Main Page)
- Any type of application
- Online Inquiry
- Online Catalog
- Information re: Campus Life
- Links - Academic
- Links – Non-Academic
- Information re: Clubs and Organizations
- Information re: Athletics
- Calendar – Activities
- Calendar – Academics
- Information re: FAQ's
- Information re: News
- Information re: Tuition

In addition more than fifty percent of the public colleges also Information re: Clubs and Organizations.

Figure 3h

**Figure 3h shows the percent of the colleges' websites containing the specified criterion for potential points earned by public and private colleges in the Medium-High category. Percentages were derived by taking the actual number of points assigned per criterion within the Medium-High category and dividing it by the total number of colleges within that category. See Appendix B, Table 3h for the table of percentages used.*

Medium-High

For the medium-high level category, websites that fell into this category showed an average to high amount of marketing concepts geared towards the prospective students compared to the other colleges researched. Twenty-two colleges fell into this category. Ten were public colleges and twelve were private colleges.

More than fifty percent of the public and private colleges that fell into this category offered the following features:

- Student Body Count
- Programs Offered
- Prospective Student Link (Main page)
- Prospective Student Link (Not Main Page)
- Any type of application
- Campus Visit Request Form
- Online Inquiry
- Faculty Email
- Online Catalog
- Information re: Campus Life
- Links - Academic
- Links – Non-Academic
- Information re: Campus Activities
- Information re: Clubs and Organizations
- Information re: Athletics
- Calendar – Activities
- Calendar – Academics
- Calendar - Athletics
- Information re: FAQ's
- Information re: News
- Information re: Tuition

In addition, more than fifty percent of the private colleges also offered Faculty and Student Profiles, Blogs, Virtual Tours and Parent Link.

SUMMARY

Since the advent of the World Wide Web in 1993, colleges have expanded their recruitment marketing practices to include the use of the World Wide Web.

Technological advances over the past decade have made implementing new technologies easier and less costly. The college can use their website as a tool to provide information to prospective students globally. The colleges' level of web definition is a key element when competing with other colleges around the world. The website could be their first contact with the student and potentially their last if the college's website is outdated or does not appeal to the prospective student.

The college's target market is high schools student and recent high school graduates between the ages of 16-21. These students have grown up during a time when the Internet and the World Wide Web was accessible either at home, school or in their public library. There are approximately eighteen million teenagers online in the United States. They spend their time using social networking sites, downloading or listening to music, talking to friends, researching information for school or researching products.

The amount and type of information and technological features that the college uses on their website defines the websites level of web definition. Increased costs may be experienced due to the continual need of human and technological resources to maintain and update the features on the college's website. Some colleges may also fear a loss of control by allowing students to publish blogs and respond to prospective student emails about the college. Many colleges are willing to absorb the increased costs and other potential risks in hopes of increased student enrollment.

One hundred websites were reviewed and analyzed to determine their level of web definition in three areas (marketing information, interactivity, and technological features) as defined by specific criteria. Once analyzed the websites were categorized to be in either a low-medium web definition category or a medium-high web definition category for actual points assigned and for potential points assigned.

In the area of technology, fifty-seven colleges were placed in the low-medium category for actual points assigned to a college. Sixteen were two-year colleges and forty-one were four-year colleges. Twenty-five were public colleges and thirty-two were private colleges. Forty-three colleges were placed in the medium-high category. Nine were two-year colleges and thirty-four were four-year colleges. Twenty-three were public colleges and twenty were private colleges.

Ninety-one colleges were placed in the low-medium category for the potential points earned. Twenty-four were two-year colleges and sixty-six were four-year colleges. Twenty-five were public colleges and thirty-two were private colleges. Nine colleges were placed in the medium-high category. One was a two-year college and eight were four-year colleges. Three were public colleges and six were private colleges.

In the area of interactivity, seventy-one colleges were placed in the low-medium category for actual points assigned to a college. Twenty were two-year colleges and fifty-one were four-year colleges. Thirty-six were public colleges and thirty-five were private colleges. Twenty-nine colleges were placed in the medium-high category. Five were two-year colleges and twenty-four were four-year colleges. Twelve were public colleges and seventeen were private colleges.

Ninety-nine colleges were placed in the low-medium category for the potential points earned. All of the two-year colleges and seventy-four were four year colleges. All of the public colleges and fifty-one were private colleges. One college was placed in the medium-high category. This college was a private, four-year college.

In the area of marketing, twenty-five colleges were placed in the low-medium category for actual points assigned to a college. Seven were two-year colleges and eighteen were four year colleges. Twelve were public colleges and thirteen were private colleges. Seventy-five colleges were placed in the medium-high category. Eighteen were two year colleges and fifty-seven were four-year colleges. Thirty-six were public colleges and thirty-nine were private colleges.

Seventy-eight colleges were placed in the low-medium category for the potential points earned. Twenty-four were two-year colleges and fifty-four were four year colleges. Thirty-eight were public colleges and forty were private colleges. Twenty-two colleges were placed in the medium-high category. One was a two-year college and twenty-one were four-year colleges. Ten were public colleges and twelve were private colleges.

The data showed the area of marketing had the greatest number of college websites assigned to medium-high web definition category when analyzing by the actual number of points assigned to a college as well as by the number of potential points that could be assigned to a college. The area of interactivity had the greatest number of colleges assigned to the low-medium web definition category for both the potential and actual number of points assigned to the college.

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APPENDIX A

Technology Tables

Table 1a

Two-Year/Four-Year Actual - Low-Medium		
Criterion	Two Year College	Four Year College
Web Page	100.00%	97.62%
Links	50.00%	69.05%
Read Input	100.00%	97.62%
Additional Software Requires Input	87.50%	73.81%
Math Software Requires Input	6.25%	7.14%
Instant Messaging	0.00%	4.76%
Calendar	62.50%	76.19%
Emails	43.75%	28.57%
Blogs	12.50%	7.14%
Virtual Tours	25.00%	21.43%
Personalized Brochure	0.00%	0.00%
Camera Feeds	6.25%	4.76%
Podcast	0.00%	2.38%
Mobile Phone Feeds	0.00%	4.76%
Customized User Login	0.00%	9.52%
Online Open House Event	0.00%	0.00%

**Two-year and four-year demographics of total actual points for the Low-Medium Category. The total points were divided by the number of colleges within the demographic subdivision. The percentage value is the total percent of colleges that showed evidence of having the criterion.*

Table 1b

Two-Year/Four-Year Actual - Medium-High		
Criterion	Two Year College	Four Year College
Web Page	100.00%	100.00%
Links	100.00%	88.24%
Read Input	100.00%	100.00%
Additional Software Requires Input	100.00%	100.00%
Math Software Requires Input	11.11%	14.71%
Instant Messaging	0.00%	26.47%
Calendar	88.89%	97.06%
Emails	44.44%	79.41%
Blogs	11.11%	35.29%
Virtual Tours	33.33%	61.76%
Personalized Brochure	11.11%	8.82%
Camera Feeds	22.22%	23.53%
Podcast	44.44%	14.71%
Mobile Phone Feeds	55.56%	14.71%
Customized User Login	11.11%	26.47%
Online Open House Event	11.11%	5.88%

**Two-year and four-year demographics of total actual points for the Medium-High category. The total points were divided by the number of colleges within the demographic subdivision. The percentage value is the total percent of colleges that showed evidence of having the criterion.*

Table 1c

Two-Year/Four-Year Potential - Low-Medium		
Criterion	Two Year College	Four Year College
Web Page	100.00%	100.00%
Links	66.67%	76.12%
Read Input	100.00%	100.00%
Additional Software Requires Input	91.67%	85.07%
Math Software Requires Input	8.33%	10.45%
Instant Messaging	0.00%	11.94%
Calendar	70.83%	85.07%
Emails	45.83%	47.76%
Blogs	12.50%	11.94%
Virtual Tours	25.00%	35.82%
Personalized Brochure	4.17%	2.99%
Camera Feeds	8.33%	11.94%
Podcast	12.50%	2.99%
Mobile Phone Feeds	20.83%	7.46%
Customized User Login	4.17%	11.94%
Online Open House Event	0.00%	2.99%

**Two-year and four-year demographics of total potential points for the Low-Medium category. The total points were divided by the number of colleges within the demographic subdivision. The percentage value is the total percent of colleges that showed evidence of having the criterion.*

Table 1d

Two-Year/Four-Year Potential - Medium-High		
Criterion	Two Year College	Four Year College
Web Page	100.00%	100.00%
Links	100.00%	100.00%
Read Input	100.00%	100.00%
Additional Software Requires Input	100.00%	100.00%
Math Software Requires Input	0.00%	12.50%
Instant Messaging	0.00%	37.50%
Calendar	100.00%	100.00%
Emails	0.00%	87.50%
Blogs	0.00%	87.50%
Virtual Tours	100.00%	75.00%
Personalized Brochure	0.00%	12.50%
Camera Feeds	100.00%	25.00%
Podcast	100.00%	50.00%
Mobile Phone Feeds	0.00%	25.00%
Customized User Login	0.00%	62.50%
Online Open House Event	100.00%	0.00%

**Two-year and four-year demographics of total potential points for the Medium-High category. The total points were divided by the number of colleges within the demographic subdivision. The percentage value is the total percent of colleges that showed evidence of having the criterion.*

Table 1e

Public & Private Actual - Low-Medium		
Criterion	Public	Private
Web Page	100.00%	100.00%
Links	64.00%	65.63%
Read Input	100.00%	100.00%
Additional Software Requires Input	80.00%	78.13%
Math Software Requires Input	8.00%	6.25%
Instant Messaging	0.00%	6.25%
Calendar	68.00%	78.13%
Emails	28.00%	37.50%
Blogs	8.00%	9.38%
Virtual Tours	20.00%	25.00%
Personalized Brochure	0.00%	0.00%
Camera Feeds	4.00%	6.25%
Podcast	0.00%	3.13%
Mobile Phone Feeds	0.00%	6.25%
Customized User Login	4.00%	9.38%
Online Open House Event	0.00%	0.00%

**Public and Private College demographics of total actual points in the Low-Medium category. The total points were divided by the number of colleges within the demographic subdivision. The percentage value is the total percent of colleges that showed evidence of having the criterion.*

Table 1f

Public & Private Actual - Medium-High		
Criterion	Public	Private
Web Page	100.00%	100.00%
Links	95.65%	85.00%
Read Input	100.00%	100.00%
Additional Software Requires Input	100.00%	100.00%
Math Software Requires Input	13.04%	15.00%
Instant Messaging	17.39%	25.00%
Calendar	95.65%	95.00%
Emails	69.57%	75.00%
Blogs	13.04%	50.00%
Virtual Tours	43.48%	70.00%
Personalized Brochure	8.70%	10.00%
Camera Feeds	34.78%	10.00%
Podcast	21.74%	20.00%
Mobile Phone Feeds	34.78%	10.00%
Customized User Login	13.04%	35.00%
Online Open House Event	8.70%	5.00%

**Public and Private colleges total actual points in the Medium-High category. The total points were divided by the number of colleges within the demographic subdivision. The percentage value is the total percent of colleges that showed evidence of having the criterion.*

Table 1g

Public & Private Potential - Low-Medium		
Criterion	Public	Private
Web Page	100.00%	100.00%
Links	77.78%	69.57%
Read Input	100.00%	100.00%
Additional Software Requires Input	88.89%	84.78%
Math Software Requires Input	11.11%	8.70%
Instant Messaging	4.44%	13.04%
Calendar	80.00%	82.61%
Emails	46.67%	47.83%
Blogs	8.89%	15.22%
Virtual Tours	28.89%	36.96%
Personalized Brochure	4.44%	2.17%
Camera Feeds	15.56%	6.52%
Podcast	6.67%	4.35%
Mobile Phone Feeds	15.56%	6.52%
Customized User Login	6.67%	13.04%
Online Open House Event	2.22%	2.17%

**Public and Private college demographics of total potential points in the Low-Medium category. The total points were divided by the number of colleges within the demographic subdivision. The percentage value is the total percent of colleges that showed evidence of having the criterion.*

Table 1h

Public & Private Potential - Medium-High		
Criterion	Public	Private
Web Page	100.00%	100.00%
Links	100.00%	100.00%
Read Input	100.00%	100.00%
Additional Software Requires Input	100.00%	100.00%
Math Software Requires Input	0.00%	16.67%
Instant Messaging	66.67%	16.67%
Calendar	100.00%	100.00%
Emails	66.67%	83.33%
Blogs	33.33%	100.00%
Virtual Tours	66.67%	83.33%
Personalized Brochure	0.00%	16.67%
Camera Feeds	66.67%	16.67%
Podcast	66.67%	50.00%
Mobile Phone Feeds	33.33%	16.67%
Customized User Login	33.33%	66.67%
Online Open House Event	33.33%	0.00%

**Public and Private college demographics of total potential points in the Medium-High category. The total points were divided by the number of colleges within the demographic subdivision. The percentage value is the total percent of colleges that showed evidence of having the criterion.*

APPENDIX B

Interactivity Tables

Table 2a – Level of web definition for Interactivity, Actual Points, Low-Medium

Interactivity - Actual - Low-Medium		
Criterion	Two Year College	Four Year College
Financial Aid Estimator	0.00%	2.38%
Tuition Cost Calculator	5.00%	9.52%
Electronic Application	100.00%	97.62%
Campus Visit Request Form	45.00%	26.19%
IM College Professional	0.00%	7.14%
IM Student	0.00%	0.00%
RSVP Campus Event	0.00%	11.90%
Online Inquiry	85.00%	92.86%
Faculty Email	45.00%	28.57%
Blogs	10.00%	7.14%
Virtual Tours	20.00%	21.43%
Personalized Brochure	0.00%	2.38%
Student Email	10.00%	2.38%
Camera Feed	5.00%	2.38%
Downloadable Podcast	10.00%	2.38%
Mobile Phone Feeds	15.00%	2.38%
Customized User Log In	5.00%	9.52%
Online Open House Event	0.00%	2.38%

**Two-year and Four-year college demographics of total actual points in the Low-Medium category. The total points were divided by the number of colleges within the demographic subdivision. The percentage value is the total percent of colleges that showed evidence of having the criterion.*

Table 2b – Level of web definition for Interactivity, Actual Points, Medium-High

Interactivity - Actual - Medium-High		
Criterion	Two Year College	Four Year College
Financial Aid Estimator	0.00%	12.12%
Tuition Cost Calculator	20.00%	0.00%
Electronic Application	100.00%	96.97%
Campus Visit Request Form	80.00%	69.70%
IM College Professional	0.00%	15.15%
IM Student	0.00%	15.15%
RSVP Campus Event	40.00%	42.42%
Online Inquiry	100.00%	96.97%
Faculty Email	40.00%	72.73%
Blogs	20.00%	36.36%
Virtual Tours	60.00%	63.64%
Personalized Brochure	20.00%	6.06%
Student Email	0.00%	15.15%
Camera Feed	40.00%	27.27%
Downloadable Podcast	40.00%	15.15%
Mobile Phone Feeds	40.00%	18.18%
Customized User Log In	0.00%	27.27%
Online Open House Event	20.00%	3.03%

** Two-year and Four-year college demographics of total actual points in the Medium-High category. The total points were divided by the number of colleges within the demographic subdivision. The percentage value is the total percent of colleges that showed evidence of having the criterion.*

Table 2c – Level of web definition for Interactivity, Potential Points, Low-Medium

Interactivity - Potential - Low-Medium		
Criterion	Two Year College	Four Year College
Financial Aid Estimator	0.00%	6.67%
Tuition Cost Calculator	8.00%	5.33%
Electronic Application	100.00%	96.00%
Campus Visit Request Form	52.00%	44.00%
IM College Professional	0.00%	10.67%
IM Student	0.00%	5.33%
RSVP Campus Event	8.00%	24.00%
Online Inquiry	88.00%	93.33%
Faculty Email	44.00%	46.67%
Blogs	12.00%	18.67%
Virtual Tours	28.00%	40.00%
Personalized Brochure	4.00%	4.00%
Student Email	8.00%	8.00%
Camera Feed	12.00%	13.33%
Downloadable Podcast	16.00%	6.67%
Mobile Phone Feeds	20.00%	8.00%
Customized User Log In	4.00%	16.00%
Online Open House Event	4.00%	2.67%

** Two-year and Four-year college demographics of potential points in the Low-Medium category. The total points were divided by the number of colleges within the demographic subdivision. The percentage value is the total percent of colleges that showed evidence of having the criterion.*

Table 2d – Level of web definition for Interactivity, Potential Points, Medium-High

Interactivity - Potential - Medium-High		
Criterion	Two Year College	Four Year College
Financial Aid Estimator	0.00%	0.00%
Tuition Cost Calculator	0.00%	0.00%
Electronic Application	0.00%	100.00%
Campus Visit Request Form	0.00%	100.00%
IM College Professional	0.00%	0.00%
IM Student	0.00%	100.00%
RSVP Campus Event	0.00%	100.00%
Online Inquiry	0.00%	100.00%
Faculty Email	0.00%	100.00%
Blogs	0.00%	100.00%
Virtual Tours	0.00%	0.00%
Personalized Brochure	0.00%	0.00%
Student Email	0.00%	0.00%
Camera Feed	0.00%	0.00%
Downloadable Podcast	0.00%	100.00%
Mobile Phone Feeds	0.00%	100.00%
Customized User Log In	0.00%	100.00%
Online Open House Event	0.00%	0.00%

** Two-year and Four-year college demographics of potential points in the Medium-High category. The total points were divided by the number of colleges within the demographic subdivision. The percentage value is the total percent of colleges that showed evidence of having the criterion.*

Table 2e Level of web definition for Interactivity, Actual Points, Low-Medium

Level Of Web Definition for Interactivity Actual points - Low-Medium		
Criterion	Public	Private
Financial Aid Estimator	2.78%	5.71%
Tuition Cost Calculator	8.33%	5.71%
Electronic Application	100.00%	97.14%
Campus Visit Request Form	30.56%	34.29%
IM College Professional	2.78%	11.43%
IM Student	0.00%	2.86%
RSVP Campus Event	5.56%	14.29%
Online Inquiry	88.89%	91.43%
Faculty Email	38.89%	34.29%
Blogs	5.56%	14.29%
Virtual Tours	22.22%	28.57%
Personalized Brochure	2.78%	2.86%
Student Email	5.56%	2.86%
Camera Feed	8.33%	2.86%
Downloadable Podcast	5.56%	2.86%
Mobile Phone Feeds	11.11%	2.86%
Customized User Log In	8.33%	11.43%
Online Open House Event	2.78%	0.00%

**Public and Private college demographics of total actual points in the Low-Medium category. The total points were divided by the number of colleges within the demographic subdivision. The percentage value is the total percent of colleges that showed evidence of having the criterion.*

Table 2f – Level of web definition for Interactivity, Actual Points, Medium-High

Criterion	Public	Private
Financial Aid Estimator	0.00%	11.76%
Tuition Cost Calculator	8.33%	0.00%
Electronic Application	100.00%	94.12%
Campus Visit Request Form	75.00%	88.24%
IM College Professional	25.00%	0.00%
IM Student	16.67%	11.76%
RSVP Campus Event	41.67%	52.94%
Online Inquiry	100.00%	100.00%
Faculty Email	66.67%	76.47%
Blogs	25.00%	47.06%
Virtual Tours	58.33%	70.59%
Personalized Brochure	8.33%	5.88%
Student Email	25.00%	11.76%
Camera Feed	50.00%	17.65%
Downloadable Podcast	25.00%	23.53%
Mobile Phone Feeds	33.33%	17.65%
Customized User Log In	8.33%	35.29%
Online Open House Event	8.33%	5.88%

**Public and Private college demographics of total actual points in the Medium-High category. The total points were divided by the number of colleges within the demographic subdivision. The percentage value is the total percent of colleges that showed evidence of having the criterion.*

Table 2g– Level of web definition for Interactivity, Potential Points, Low-Medium

Level Of Web Definition for Interactivity Potential points - Low-Medium		
Criterion	Public	Private
Financial Aid Estimator	2.08%	7.84%
Tuition Cost Calculator	8.33%	3.92%
Electronic Application	100.00%	96.08%
Campus Visit Request Form	41.67%	50.98%
IM College Professional	8.33%	7.84%
IM Student	4.17%	3.92%
RSVP Campus Event	14.58%	25.49%
Online Inquiry	91.67%	94.12%
Faculty Email	45.83%	47.06%
Blogs	10.42%	23.53%
Virtual Tours	31.25%	43.14%
Personalized Brochure	4.17%	3.92%
Student Email	10.42%	5.88%
Camera Feed	18.75%	7.84%
Downloadable Podcast	10.42%	7.84%
Mobile Phone Feeds	16.67%	5.88%
Customized User Log In	8.33%	17.65%
Online Open House Event	4.17%	1.96%

**Public and Private college demographics of total potential points in the Low-Medium category. The total points were divided by the number of colleges within the demographic subdivision. The percentage value is the total percent of colleges that showed evidence of having the criterion.*

Table 2h – Level of web definition for Interactivity, Potential Points, Medium-High

Level Of Web Definition for Interactivity Potential points - Medium-High		
Criterion	Public	Private
Financial Aid Estimator	0.00%	0.00%
Tuition Cost Calculator	0.00%	0.00%
Electronic Application	0.00%	100.00%
Campus Visit Request Form	0.00%	100.00%
IM College Professional	0.00%	0.00%
IM Student	0.00%	100.00%
RSVP Campus Event	0.00%	100.00%
Online Inquiry	0.00%	100.00%
Faculty Email	0.00%	100.00%
Blogs	0.00%	100.00%
Virtual Tours	0.00%	0.00%
Personalized Brochure	0.00%	0.00%
Student Email	0.00%	0.00%
Camera Feed	0.00%	0.00%
Downloadable Podcast	0.00%	100.00%
Mobile Phone Feeds	0.00%	100.00%
Customized User Log In	0.00%	100.00%
Online Open House Event	0.00%	0.00%

**Public and Private college demographics of total potential points in the Medium-High category. The total points were divided by the number of colleges within the demographic subdivision. The percentage value is the total percent of colleges that showed evidence of having the criterion.*

APPENDIX C

Marketing Concepts Tables

Table 3a – Level of web definition for Marketing, Actual Points, Low-Medium

Level Of Web Definition for Marketing Concepts Actual Points - Low-Medium		
Criterion	Two-Year	Four-Year
Student Body Count	57.14%	44.44%
Programs Offered	100.00%	100.00%
Prospective Student Link (Main).	57.14%	44.44%
Prospective Student Link (not Main).	42.86%	44.44%
Financial Aid Estimator	0.00%	5.56%
Tuition Cost Calculator	14.29%	16.67%
Any Type of Application	100.00%	94.44%
Campus Visit Request Form	28.57%	0.00%
IM College Professional	0.00%	5.56%
IM Student	0.00%	0.00%
RSVP Campus Event	0.00%	11.11%
Online Inquiry	85.71%	94.44%
Profiles - Faculty	0.00%	33.33%
Profiles - Student	0.00%	11.11%
Profiles - Alumni	0.00%	16.67%
Faculty Email	42.86%	16.67%
Faculty Web Pages	14.29%	0.00%
Blogs	0.00%	0.00%
Virtual Tours	14.29%	16.67%
Personalized Brochure	0.00%	0.00%
Student Email	14.29%	5.56%
Online Catalog	71.43%	66.67%
Online Viewbook	0.00%	11.11%
Camera Feed	0.00%	0.00%
Information re: Campus Life	28.57%	22.22%
Parent Link	14.29%	16.67%
Downloadable Podcast	0.00%	5.56%
Mobile Phone Feeds	0.00%	5.56%
Customized User Log In	0.00%	5.56%
Link - academic	57.14%	61.11%
Link - nonacademic	57.14%	55.56%
Information re: Campus Activities	42.86%	22.22%
Information re: Clubs and Organizations	57.14%	11.11%
Information re: Athletics	14.29%	27.78%
Calendar - Activities	28.57%	38.89%
Calendar - Academics	14.29%	55.56%
Calendar - Athletics	0.00%	16.67%
Information re: FAQ	28.57%	61.11%
Information re: News	57.14%	55.56%
Published College Slogan	14.29%	16.67%
Information re: Community Involvement	42.86%	11.11%
Online Open House Event	0.00%	0.00%
Information re: Tuition	71.43%	88.89%
<p><i>*Two-year and four-year demographics of total actual points in the Low-Medium category. The total points were divided by the number of colleges within the demographic subdivision. The percentage value is the total percent of colleges that showed evidence of having the criterion.</i></p>		

Table 3b – Level of web definition for Marketing, Actual Points, Medium-High

Level Of Web Definition for Marketing Concepts Actual Points - Medium-High		
Criterion	Two-Year	Four-Year
Student Body Count	72.22%	91.23%
Programs Offered	100.00%	100.00%
Prospective Student Link (Main).	72.22%	66.67%
Prospective Student Link (not Main).	55.56%	77.19%
Financial Aid Estimator	0.00%	7.02%
Tuition Cost Calculator	5.56%	1.75%
Any Type of Application	100.00%	98.25%
Campus Visit Request Form	61.11%	59.65%
IM College Professional	0.00%	12.28%
IM Student	0.00%	8.77%
RSVP Campus Event	11.11%	29.82%
Online Inquiry	88.89%	94.74%
Profiles - Faculty	16.67%	26.32%
Profiles - Student	27.78%	40.35%
Profiles - Alumni	5.56%	19.30%
Faculty Email	44.44%	57.89%
Faculty Web Pages	22.22%	3.51%
Blogs	16.67%	26.32%
Virtual Tours	33.33%	47.37%
Personalized Brochure	5.56%	5.26%
Student Email	5.56%	8.77%
Online Catalog	100.00%	91.23%
Online Viewbook	0.00%	22.81%
Camera Feed	16.67%	17.54%
Information re: Campus Life	55.56%	92.98%
Parent Link	16.67%	61.40%
Downloadable Podcast	22.22%	8.77%
Mobile Phone Feeds	27.78%	10.53%
Customized User Log In	5.56%	21.05%
Link - academic	66.67%	61.40%
Link - nonacademic	72.22%	78.95%
Information re: Campus Activities	50.00%	75.44%
Information re: Clubs and Organizations	72.22%	70.18%
Information re: Athletics	77.78%	82.46%
Calendar - Activities	77.78%	78.95%
Calendar - Academics	72.22%	73.68%
Calendar - Athletics	44.44%	57.89%
Information re: FAQ	72.22%	77.19%
Information re: News	72.22%	87.72%
Published College Slogan	38.89%	35.09%
Information re: Community Involvement	22.22%	33.33%
Online Open House Event	5.56%	3.51%
Information re: Tuition	100.00%	96.49%

**Two-year and four-year demographics of total actual points for the Medium-High category. The total points were divided by the number of colleges within the demographic subdivision. The percentage value is the total percent of colleges that showed evidence of having the criterion.*

Table 3c – Level of web definition for Marketing, Potential Points, Low-Medium
Level Of Web Definition for Marketing Concepts Potential Points - Low-Medium

Criterion	Two-Year	Four-Year
Student Body Count	66.67%	74.07%
Programs Offered	100.00%	100.00%
Prospective Student Link (Main).	66.67%	55.56%
Prospective Student Link (not Main).	54.17%	64.81%
Financial Aid Estimator	0.00%	5.56%
Tuition Cost Calculator	8.33%	7.41%
Any Type of Application	100.00%	98.15%
Campus Visit Request Form	50.00%	35.19%
IM College Professional	0.00%	7.41%
IM Student	0.00%	3.70%
RSVP Campus Event	8.33%	20.37%
Online Inquiry	87.50%	92.59%
Profiles - Faculty	12.50%	22.22%
Profiles - Student	16.67%	25.93%
Profiles - Alumni	4.17%	14.81%
Faculty Email	41.67%	37.04%
Faculty Web Pages	20.83%	0.00%
Blogs	12.50%	12.96%
Virtual Tours	25.00%	35.19%
Personalized Brochure	4.17%	3.70%
Student Email	8.33%	7.41%
Online Catalog	91.67%	79.63%
Online Viewbook	0.00%	18.52%
Camera Feed	12.50%	7.41%
Information re: Campus Life	45.83%	66.67%
Parent Link	16.67%	40.74%
Downloadable Podcast	16.67%	1.85%
Mobile Phone Feeds	16.67%	3.70%
Customized User Log In	4.17%	12.96%
Link - academic	66.67%	51.85%
Link - nonacademic	66.67%	66.67%
Information re: Campus Activities	50.00%	48.15%
Information re: Clubs and Organizations	66.67%	40.74%
Information re: Athletics	58.33%	57.41%
Calendar - Activities	62.50%	59.26%
Calendar - Academics	54.17%	66.67%
Calendar - Athletics	29.17%	38.89%
Information re: FAQ	58.33%	68.52%
Information re: News	66.67%	74.07%
Published College Slogan	29.17%	25.93%
Information re: Community Involvement	25.00%	25.93%
Online Open House Event	4.17%	3.70%
Information re: Tuition	91.67%	94.44%

**Two-year and four-year demographics of total potential points for the Low-Medium category. The total points were divided by the number of colleges within the demographic subdivision. The percentage value is the total percent of colleges that showed evidence of having the criterion.*

Table 3d – Level of web definition for Marketing, Potential Points, Medium-High

Level Of Web Definition for Marketing Concepts Potential Points – Medium-High		
Criterion	Two-Year	Four-Year
Student Body Count	100.00%	95.24%
Programs Offered	100.00%	100.00%
Prospective Student Link (Main).	100.00%	76.19%
Prospective Student Link (not Main).	0.00%	80.95%
Financial Aid Estimator	0.00%	9.52%
Tuition Cost Calculator	0.00%	0.00%
Any Type of Application	100.00%	95.24%
Campus Visit Request Form	100.00%	71.43%
IM College Professional	0.00%	19.05%
IM Student	0.00%	14.29%
RSVP Campus Event	0.00%	38.10%
Online Inquiry	100.00%	100.00%
Profiles - Faculty	0.00%	42.86%
Profiles - Student	100.00%	52.38%
Profiles - Alumni	0.00%	28.57%
Faculty Email	100.00%	76.19%
Faculty Web Pages	0.00%	9.52%
Blogs	0.00%	38.10%
Virtual Tours	100.00%	52.38%
Personalized Brochure	0.00%	4.76%
Student Email	0.00%	9.52%
Online Catalog	100.00%	100.00%
Online Viewbook	0.00%	23.81%
Camera Feed	0.00%	28.57%
Information re: Campus Life	100.00%	100.00%
Parent Link	0.00%	76.19%
Downloadable Podcast	0.00%	23.81%
Mobile Phone Feeds	100.00%	23.81%
Customized User Log In	0.00%	28.57%
Link - academic	0.00%	85.71%
Link - nonacademic	100.00%	90.48%
Information re: Campus Activities	0.00%	100.00%
Information re: Clubs and Organizations	100.00%	95.24%
Information re: Athletics	100.00%	100.00%
Calendar - Activities	100.00%	95.24%
Calendar - Academics	100.00%	76.19%
Calendar - Athletics	100.00%	71.43%
Information re: FAQ	100.00%	85.71%
Information re: News	100.00%	95.24%
Published College Slogan	100.00%	42.86%
Information re: Community Involvement	100.00%	33.33%
Online Open House Event	0.00%	0.00%
Information re: Tuition	100.00%	95.24%

**Two-year and four-year demographics of total potential points for the Medium-High category. The total points were divided by the number of colleges within the demographic subdivision. The percentage value is the total percent of colleges that showed evidence of having the criterion.*

Table 3e – Level of web definition for Marketing, Actual Points, Low-Medium

Level Of Web Definition for Marketing Concepts Actual Points - Low-Medium		
Criterion	Public	Private
Student Body Count	50.00%	46.15%
Programs Offered	100.00%	100.00%
Prospective Student Link (Main).	41.67%	53.85%
Prospective Student Link (not Main).	50.00%	38.46%
Financial Aid Estimator	0.00%	7.69%
Tuition Cost Calculator	16.67%	15.38%
Any Type of Application	100.00%	92.31%
Campus Visit Request Form	16.67%	0.00%
IM College Professional	0.00%	7.69%
IM Student	0.00%	0.00%
RSVP Campus Event	0.00%	15.38%
Online Inquiry	91.67%	92.31%
Profiles - Faculty	8.33%	38.46%
Profiles - Student	16.67%	0.00%
Profiles - Alumni	8.33%	15.38%
Faculty Email	25.00%	23.08%
Faculty Web Pages	8.33%	0.00%
Blogs	0.00%	0.00%
Virtual Tours	16.67%	15.38%
Personalized Brochure	0.00%	0.00%
Student Email	8.33%	7.69%
Online Catalog	66.67%	69.23%
Online Viewbook	0.00%	15.38%
Camera Feed	0.00%	0.00%
Information re: Campus Life	25.00%	23.08%
Parent Link	16.67%	15.38%
Downloadable Podcast	0.00%	7.69%
Mobile Phone Feeds	0.00%	7.69%
Customized User Log In	0.00%	7.69%
Link - academic	50.00%	69.23%
Link - nonacademic	58.33%	53.85%
Information re: Campus Activities	33.33%	23.08%
Information re: Clubs and Organizations	41.67%	7.69%
Information re: Athletics	25.00%	23.08%
Calendar - Activities	41.67%	30.77%
Calendar - Academics	33.33%	53.85%
Calendar - Athletics	8.33%	15.38%
Information re: FAQ	50.00%	53.85%
Information re: News	41.67%	69.23%
Published College Slogan	8.33%	23.08%
Information re: Community Involvement	25.00%	15.38%
Online Open House Event	0.00%	0.00%
Information re: Tuition	75.00%	92.31%

**Public and Private demographics of total actual points in the Low-Medium category. The total points were divided by the number of colleges within the demographic subdivision. The percentage value is the total percent of colleges that showed evidence of having the criterion.*

Table 3f – Level of web definition for Marketing, Actual Points, Medium-High

Level Of Web Definition for Marketing Concepts Actual Points - Medium-High		
Criterion	Public	Private
Student Body Count	86.11%	87.18%
Programs Offered	100.00%	100.00%
Prospective Student Link (Main).	77.78%	58.97%
Prospective Student Link (not Main).	72.22%	71.79%
Financial Aid Estimator	2.78%	7.69%
Tuition Cost Calculator	5.56%	0.00%
Any Type of Application	100.00%	97.44%
Campus Visit Request Form	50.00%	69.23%
IM College Professional	11.11%	7.69%
IM Student	5.56%	7.69%
RSVP Campus Event	19.44%	30.77%
Online Inquiry	91.67%	94.87%
Profiles - Faculty	19.44%	28.21%
Profiles - Student	30.56%	43.59%
Profiles - Alumni	22.22%	10.26%
Faculty Email	52.78%	56.41%
Faculty Web Pages	11.11%	5.13%
Blogs	13.89%	33.33%
Virtual Tours	36.11%	51.28%
Personalized Brochure	5.56%	5.13%
Student Email	11.11%	5.13%
Online Catalog	94.44%	92.31%
Online Viewbook	11.11%	23.08%
Camera Feed	25.00%	10.26%
Information re: Campus Life	75.00%	92.31%
Parent Link	41.67%	58.97%
Downloadable Podcast	13.89%	10.26%
Mobile Phone Feeds	22.22%	7.69%
Customized User Log In	11.11%	23.08%
Link - academic	72.22%	53.85%
Link - nonacademic	83.33%	71.79%
Information re: Campus Activities	66.67%	71.79%
Information re: Clubs and Organizations	75.00%	66.67%
Information re: Athletics	80.56%	82.05%
Calendar - Activities	77.78%	79.49%
Calendar - Academics	80.56%	66.67%
Calendar - Athletics	52.78%	56.41%
Information re: FAQ	77.78%	74.36%
Information re: News	80.56%	87.18%
Published College Slogan	38.89%	33.33%
Information re: Community Involvement	38.89%	23.08%
Online Open House Event	5.56%	2.56%
Information re: Tuition	100.00%	94.87%

**Public and Private demographics of total actual points in the Medium-High category. The total points were divided by the number of colleges within the demographic subdivision. The percentage value is the total percent of colleges that showed evidence of having the criterion.*

Table 3g– Level of web definition for Marketing, Potential Points, Low-Medium
Level Of Web Definition for Marketing Concepts Potential Points - Low-Medium

Criterion	Public	Private
Student Body Count	69.23%	72.50%
Programs Offered	97.44%	100.00%
Prospective Student Link (Main).	64.10%	52.50%
Prospective Student Link (not Main).	61.54%	60.00%
Financial Aid Estimator	2.56%	5.00%
Tuition Cost Calculator	10.26%	5.00%
Any Type of Application	97.44%	97.50%
Campus Visit Request Form	35.90%	42.50%
IM College Professional	0.00%	10.00%
IM Student	0.00%	5.00%
RSVP Campus Event	10.26%	22.50%
Online Inquiry	87.18%	92.50%
Profiles - Faculty	15.38%	22.50%
Profiles - Student	23.08%	22.50%
Profiles - Alumni	10.26%	12.50%
Faculty Email	35.90%	40.00%
Faculty Web Pages	12.82%	0.00%
Blogs	10.26%	15.00%
Virtual Tours	25.64%	37.50%
Personalized Brochure	5.13%	2.50%
Student Email	7.69%	7.50%
Online Catalog	82.05%	82.50%
Online Viewbook	5.13%	20.00%
Camera Feed	10.26%	7.50%
Information re: Campus Life	51.28%	67.50%
Parent Link	30.77%	35.00%
Downloadable Podcast	10.26%	2.50%
Mobile Phone Feeds	10.26%	5.00%
Customized User Log In	5.13%	15.00%
Link - academic	61.54%	50.00%
Link - nonacademic	71.79%	60.00%
Information re: Campus Activities	48.72%	47.50%
Information re: Clubs and Organizations	58.97%	37.50%
Information re: Athletics	56.41%	57.50%
Calendar - Activities	61.54%	57.50%
Calendar - Academics	58.97%	65.00%
Calendar - Athletics	30.77%	40.00%
Information re: FAQ	61.54%	67.50%
Information re: News	64.10%	77.50%
Published College Slogan	25.64%	27.50%
Information re: Community Involvement	33.33%	17.50%
Online Open House Event	5.13%	2.50%
Information re: Tuition	89.74%	95.00%

**Public and Private demographics of total potential points in the Low-Medium category. The total points were divided by the number of colleges within the demographic subdivision. The percentage value is the total percent of colleges that showed evidence of having the criterion.*

Table 3h– Level of web definition for Marketing, Potential Points, Medium-High

Level Of Web Definition for Marketing Concepts Potential Points - Medium-High		
Criterion	Public	Private
Student Body Count	90.91%	91.67%
Programs Offered	90.91%	100.00%
Prospective Student Link (Main).	72.73%	75.00%
Prospective Student Link (not Main).	72.73%	75.00%
Financial Aid Estimator	0.00%	16.67%
Tuition Cost Calculator	0.00%	0.00%
Any Type of Application	90.91%	91.67%
Campus Visit Request Form	54.55%	83.33%
IM College Professional	36.36%	0.00%
IM Student	18.18%	8.33%
RSVP Campus Event	27.27%	41.67%
Online Inquiry	90.91%	100.00%
Profiles - Faculty	18.18%	58.33%
Profiles - Student	36.36%	66.67%
Profiles - Alumni	45.45%	8.33%
Faculty Email	72.73%	75.00%
Faculty Web Pages	0.00%	16.67%
Blogs	9.09%	58.33%
Virtual Tours	45.45%	58.33%
Personalized Brochure	0.00%	8.33%
Student Email	18.18%	0.00%
Online Catalog	90.91%	100.00%
Online Viewbook	18.18%	25.00%
Camera Feed	45.45%	8.33%
Information re: Campus Life	90.91%	100.00%
Parent Link	45.45%	91.67%
Downloadable Podcast	9.09%	33.33%
Mobile Phone Feeds	36.36%	16.67%
Customized User Log In	18.18%	33.33%
Link - academic	72.73%	83.33%
Link - nonacademic	81.82%	91.67%
Information re: Campus Activities	81.82%	100.00%
Information re: Clubs and Organizations	81.82%	100.00%
Information re: Athletics	90.91%	100.00%
Calendar - Activities	81.82%	100.00%
Calendar - Academics	90.91%	58.33%
Calendar - Athletics	72.73%	66.67%
Information re: FAQ	90.91%	75.00%
Information re: News	81.82%	100.00%
Published College Slogan	45.45%	41.67%
Information re: Community Involvement	36.36%	33.33%
Online Open House Event	0.00%	0.00%
Information re: Tuition	90.91%	91.67%

**Public and Private demographics of total potential points in the Medium-High category. The total points were divided by the number of colleges within the demographic subdivision. The percentage value is the total percent of colleges that showed evidence of having the criterion.*

VITA

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