

2022

PRIVATE

SCHOOL

MARCOM

SURVEY

REPORT

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2022 PRIVATE SCHOOL MARCOM SURVEY REPORT inspired school marketers

**Brilliant Ideas and Brain Food For Private
School Marketing and Communications**
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INTRODUCTION

We are amped to share the fourth InspirED School Marketers Private School MarCom Survey Report with you. We started the Survey and subsequent Report in 2017 to help private school marketing professionals benchmark your work against others, assess allocations of resources, highlight trends, and give you information to get more support for your office.

Let's create some sparks
with this Report.

Certainly not due solely to this Report, but we are particularly pleased to see certain trends and advances that have been made in private school marketing since 2017 – albeit slowly. Salaries for Directors of MarCom seem to be increasing, the influx of new MarCom talent from outside of the private school world has continued and more resources in the form

of additional staff in MarCom offices are just a few of the trends we are happy to see.

The Survey focused on the MarCom office and its responsibilities, yet much of what Admissions and MarCom do overlap, especially in the area of enrollment, so we welcomed input from Admissions professionals as well.

Since the Survey is anonymous, we don't know how many participated in multiple surveys, but there were a similar number of respondents each year (200 in 2017, 190 in 2018, and 209 in 2020, and 253 in 2022) and you will see a few year-over-year comparisons in the Report. The Survey was open from July 1-25, 2022.

We want to extend a huge thank you to Finalsite for sponsoring the MarCom Survey Report. They support us so we can support you.

InspirED wants to make your job easier. Let's create some sparks with this Report.

You are brilliant.



1

SCHOOL PROFILE

Of the schools represented in the 2022 Survey 81% are coed schools and 62% are day only. As with previous Surveys there is a **remarkably even distribution in enrollment size** from less than 200 to more than 1,000.

It has always been a **difficult task to compare disparate schools**, especially when it comes to financial comparisons. Location, size of the student body, demographics of the local and school communities, tuition, size of the endowment, length of time in existence – all of these attributes and more make any comparison tricky.

Yet we wanted to devise a uniform way to measure and compare the participating schools' implied financial capacity to spend on marketing, so we asked participants to divide their school's total revenue (as listed in its most recent annual report) by the total enrollment (total revenue/ total enrollment), producing total revenue per student. While this number does not specifically address a school's ability or desire to spend on marketing, we felt it could provide a method for comparison.

This year we broke down responses into 10 categories (from less than \$10,000 total revenue per student to more than \$100,000) as opposed to five categories in previous years. The results showed a very even distribution across all 10 categories. It seems that this question does not really produce results that are valuable in breaking down school's financial capacity to spend on marketing.



**"Strengthening MarCom
in Small
Private Schools"**
with Aubrey Bursch

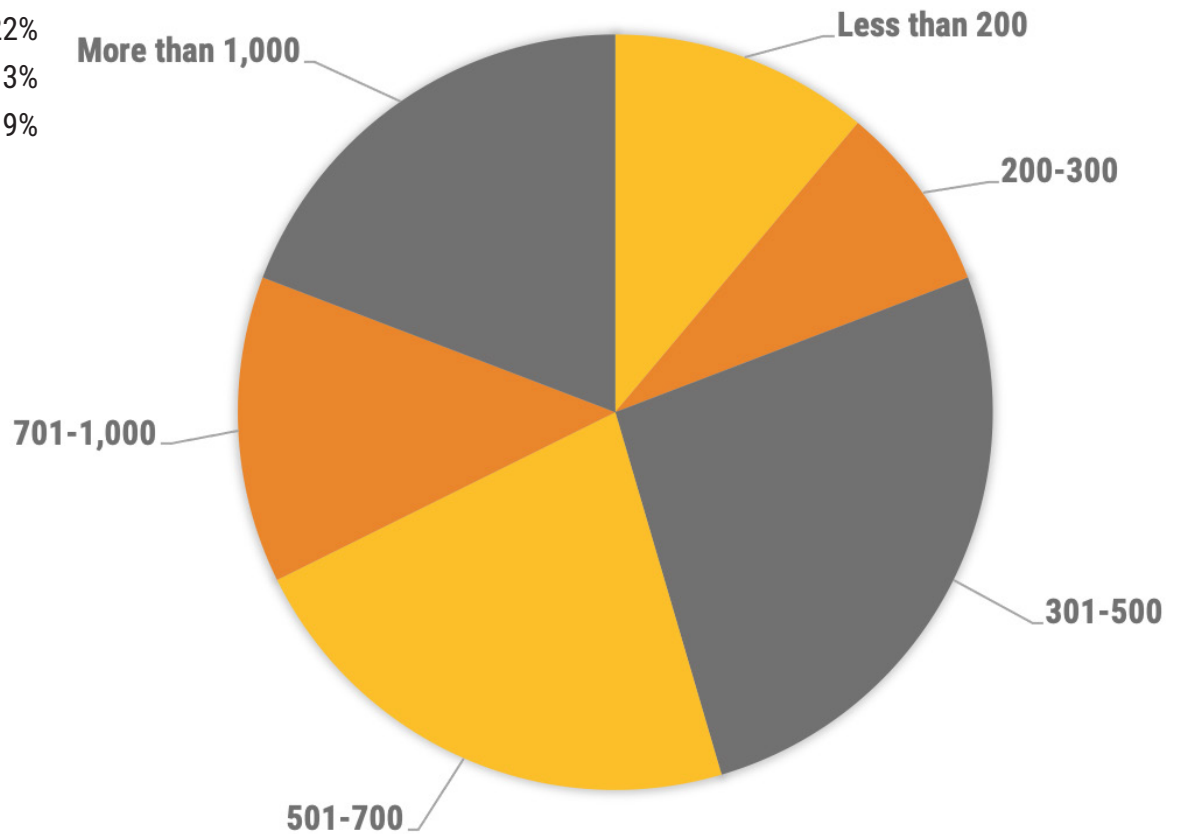
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Notes: For the purpose of this report, we are using the term "private school" to represent both independent schools and other non-public schools. In some instances, percentages may not add up to 100% due to rounding.



WHAT IS YOUR SCHOOL'S ENROLLMENT?

Fewer than 200	11%
200-300	8%
301-500	26%
501-700	22%
701-1,000	13%
More than 1,000	19%



WHAT IS THE GENDER BREAKDOWN OF YOUR SCHOOL?

All girls	12%
All boys.....	7%
Coed.....	81%

IS YOUR SCHOOL BOARDING OR DAY?

Day only	62%
Boarding only	5%
Day and boarding (mostly day)	26%
Boarding and day (mostly boarding)	6%

WHAT GRADES DOES YOUR SCHOOL SERVE?

Lower ONLY (up to grade 5 or 6)	8%
Middle ONLY (grades 6, 7, or 8)	9%
Upper ONLY (grades 9-12 or PG)	13%
Lower and Middle (up to grade 8)	19%
Middle and Upper (grades 6-12 or PG)	15%
PK-12.....	36%

WHAT IS THE RESULT WHEN YOU DIVIDE YOUR SCHOOL'S TOTAL REVENUE BY YOUR SCHOOL'S TOTAL ENROLLMENT?

Less than \$10,000	4.81%
\$10,000-\$15,000.....	10.16%
\$15,001-\$20,000.....	7.49%
\$20,001-\$25,000.....	11.76%
\$25,001-30,000	10.70%
\$30,001-\$40,000.....	11.23%
\$40,001-\$50,000.....	11.76%
\$50,001-\$75,000.....	9.63%
\$75,001-\$100,000.....	7.49%
More than \$100,000.....	14.97%



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**“Why Retention is
More Important than
Admissions”**
with Trevor Waddington

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2

PROFESSIONAL PROFILE

Two hundred and fifty-three people took the 2022 Survey, and as in previous years, the vast majority are full-time directors of MarCom who report to the Head of School.

Slightly more than half of respondents make \$90,000 or less per year without benefits (2022–53%). Yet we are encouraged to see a trend of respondents being paid more than \$90,000.

YEAR OVER YEAR PERCENTAGE BEING PAID MORE THAN \$90,000	
2017	28%
2018	39%
2020	32%
2022	47%

In 2022 67% of respondents have been in their current job for five years or less. Similar to previous years, 44% said they worked in academic MarCom overall for five years or less.

25% of respondents worked at a for-profit organization before their current job. (2020–30%, 2018–35%,

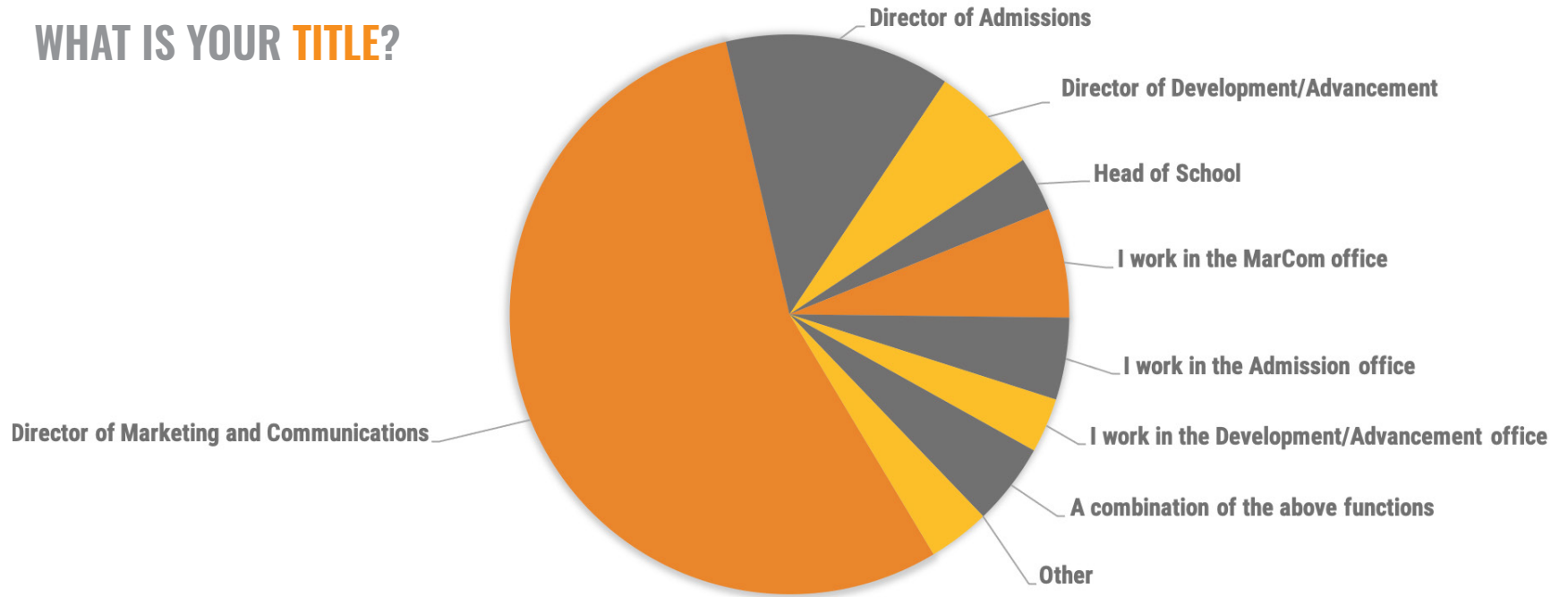
2017–29%) When that is added to the 12% who came from higher ed, 10% from a non-profit organization, and 9% from “other,” 56% of respondents came to their current position from other than a private school. This continues a trend we’ve noted in previous years: There is an influx of new MarCom talent from outside the private school world – a positive trend as schools fill new MarCom positions with experienced professionals.

We asked how qualified respondents felt they were in skills and particular areas of expertise. Their notable responses were similar in all four years. They rated themselves highest in communication, both written and verbal, and lowest in SEO and SEM. It is notable that the percentage of respondents who said they were “very qualified” or “qualified” in SEO and SEM was much higher this year than in previous years.

YEAR OVER YEAR RESPONDENTS WHO SAID THEY WERE “VERY QUALIFIED” OR “QUALIFIED” IN SEO & SEM		
	SEO	SEM
2018	32%	25%
2020	32%	27%
2022	47%	39%



WHAT IS YOUR TITLE?



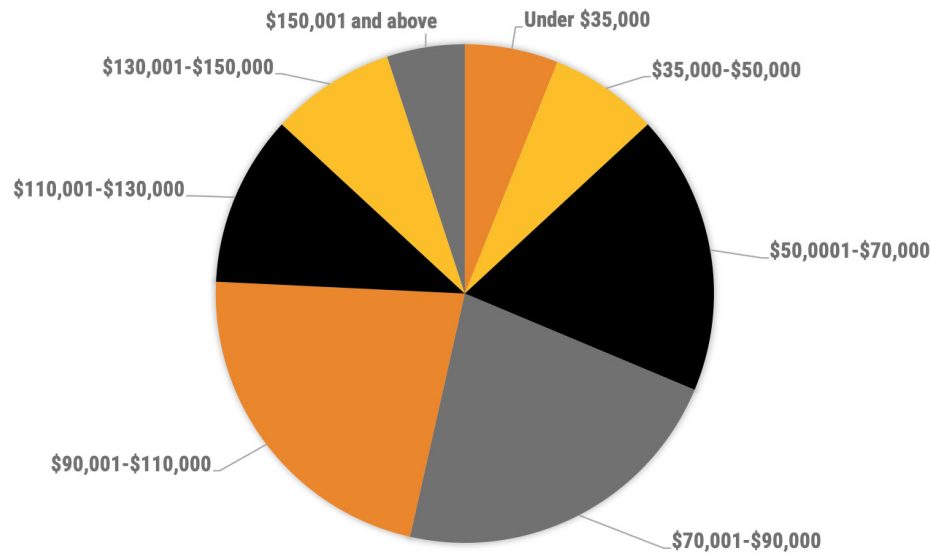
Director of Marketing and Communications	55%
Director of Admissions	13%
Director of Dev/Advancement	6%
Webmaster.....	0%
Head of School.....	3%
I work in the MarCom office	6%
I work in the Admission office	5%
I work in the Development/Advancement office.....	3%
A combination of the above functions	5%
Other (See right).....	4%

- Chief Experience Officer lead MarCom, Dev., AR, Admissions, and parent relations
- Marketing and Communications Manager
- Website Manager
- Head of Marketing and Admissions
- Director of Admissions and Marketing
- Enrolments, community engagement and fundraising

DO YOU WORK FULL-TIME OR PART-TIME?

Full-time.....	92%
Part-time.....	8%

WHAT IS YOUR **SALARY** WITHOUT BENEFITS?



Under \$35,000	6%
\$35,000-\$50,000	7%
\$50,001-\$70,000	18%
\$70,001-\$90,000	22%
\$90,001-\$110,000	22%
\$110,001-\$130,000	11%
\$130,001-\$150,000	8%
\$150,001 and above	5%

HOW LONG HAVE YOU BEEN IN THIS POSITION AT THIS SCHOOL?

0-2 years	27%
3-5 years	40%
6 years or more	33%

HOW MANY YEARS HAVE YOU WORKED IN ACADEMIC MARCOM OVERALL?

0-2 years	15%
3-5 years	29%
6-10 years	30%
11-15 years	13%
16 years or more	14%

WHERE DID YOU WORK PRIOR TO THIS POSITION?

Another position at this school.....	15%
Another private school.....	29%
For-profit organization	25%
Other non-profit organization.....	10%
Higher ed	12%
Hospital	1%
Government	1%
Other (See below).....	7%

- Archdiocesan Office of the Superintendent of Schools
- Foundation
- Consulting
- Graphic Designer
- A psychologist focused on supporting teachers / before that a university
- Public School district
- Public school districts
- Health Care
- Media/Journalism
- Public School District
- Advertising

TO WHOM DO YOU REPORT?

Head of School.....	72%
Associate Head	3%
Director of Dev/Adv or that office	12%
Director of Admis or that office	3%
Director of MarCom or that office	2%
Other (See below).....	8%

- Business Manager
- Director of Strategic Engagement
- Director of Operations
- Vice President for Enrollment Management
- Chief People Officer
- Superintendent of Schools
- Director of Business and Finance
- Chief Operating Officer
- Both Admissions and Comms Directors
- Director of Libraries & Information Services
- Vice President



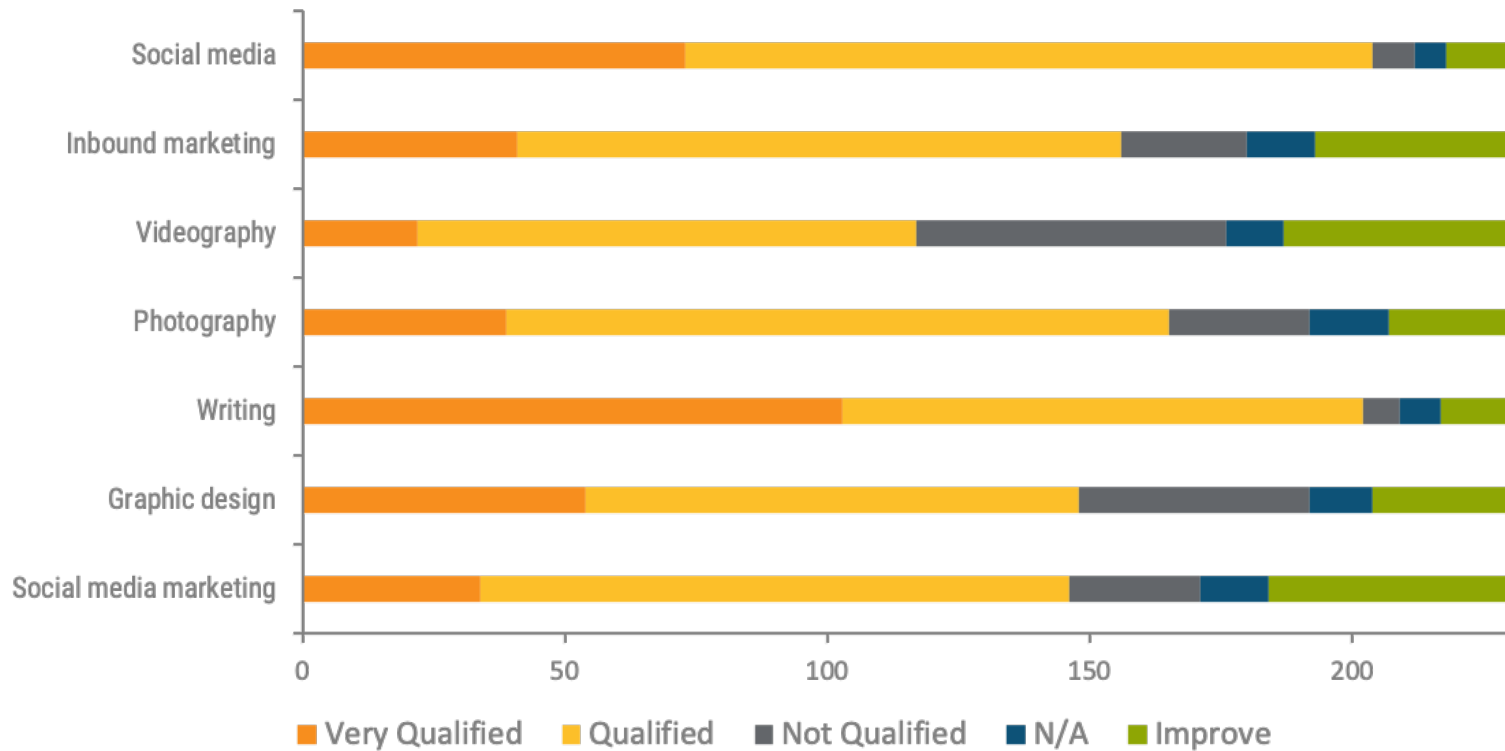
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“Why School MarCom People are Overworked”

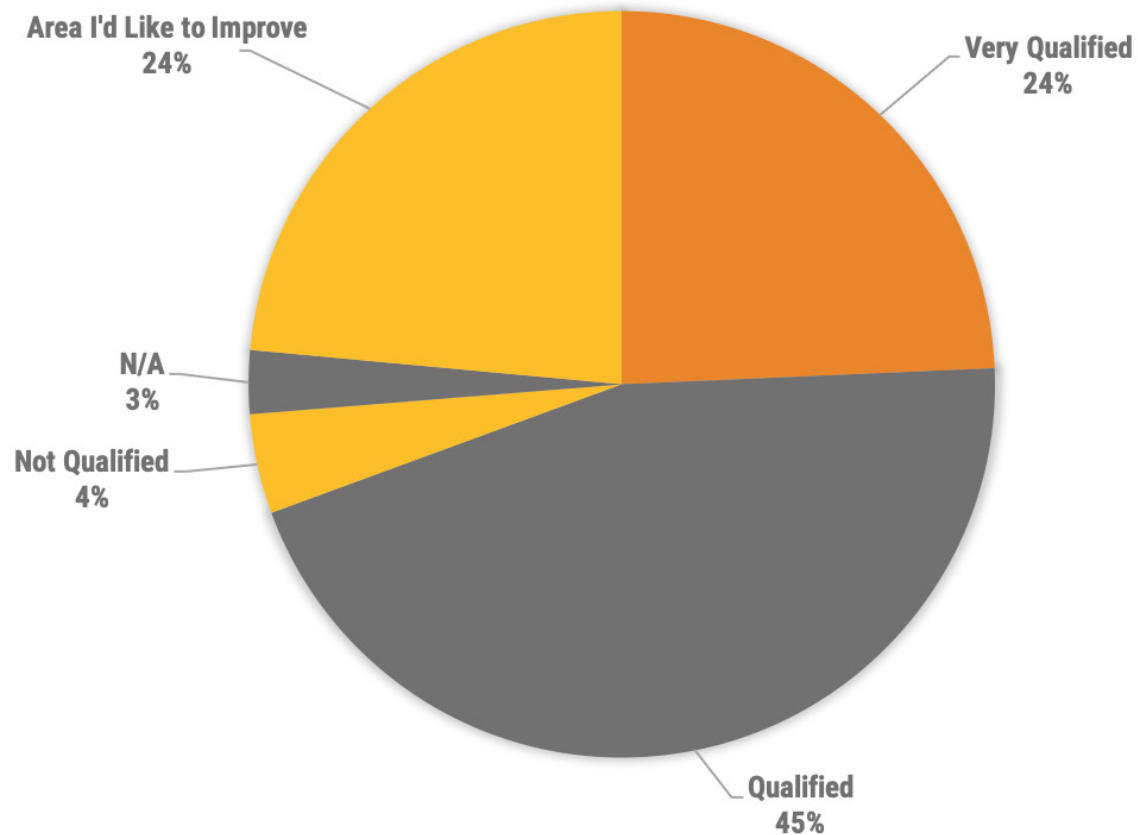
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INDICATE YOUR SELF-PERCEIVED LEVEL OF QUALIFICATION AND NEED TO IMPROVE IN **CONTENT CREATION**.



INDICATE YOUR SELF-PERCEIVED LEVEL OF QUALIFICATION AND NEED TO IMPROVE IN **MARKETING STRATEGY**.

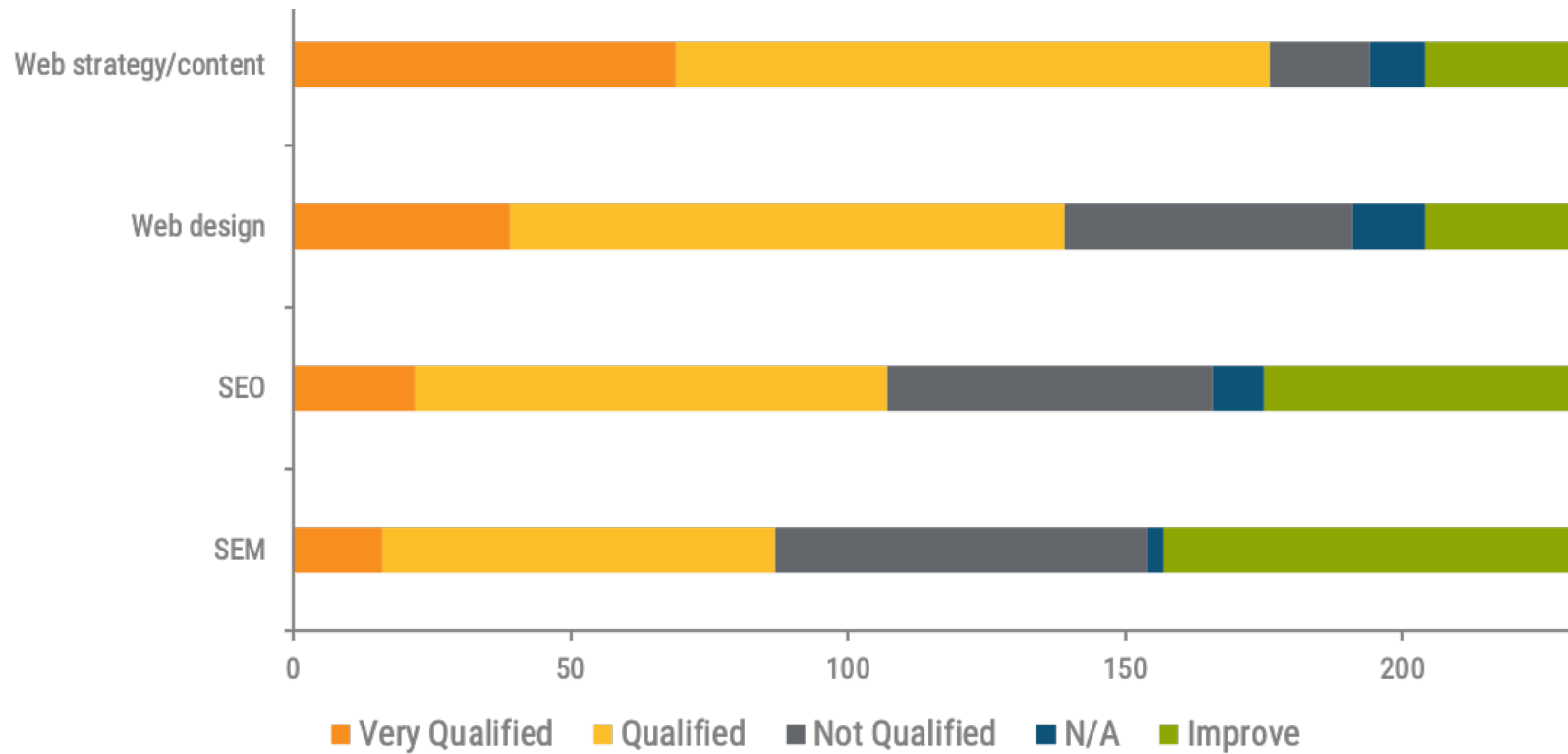


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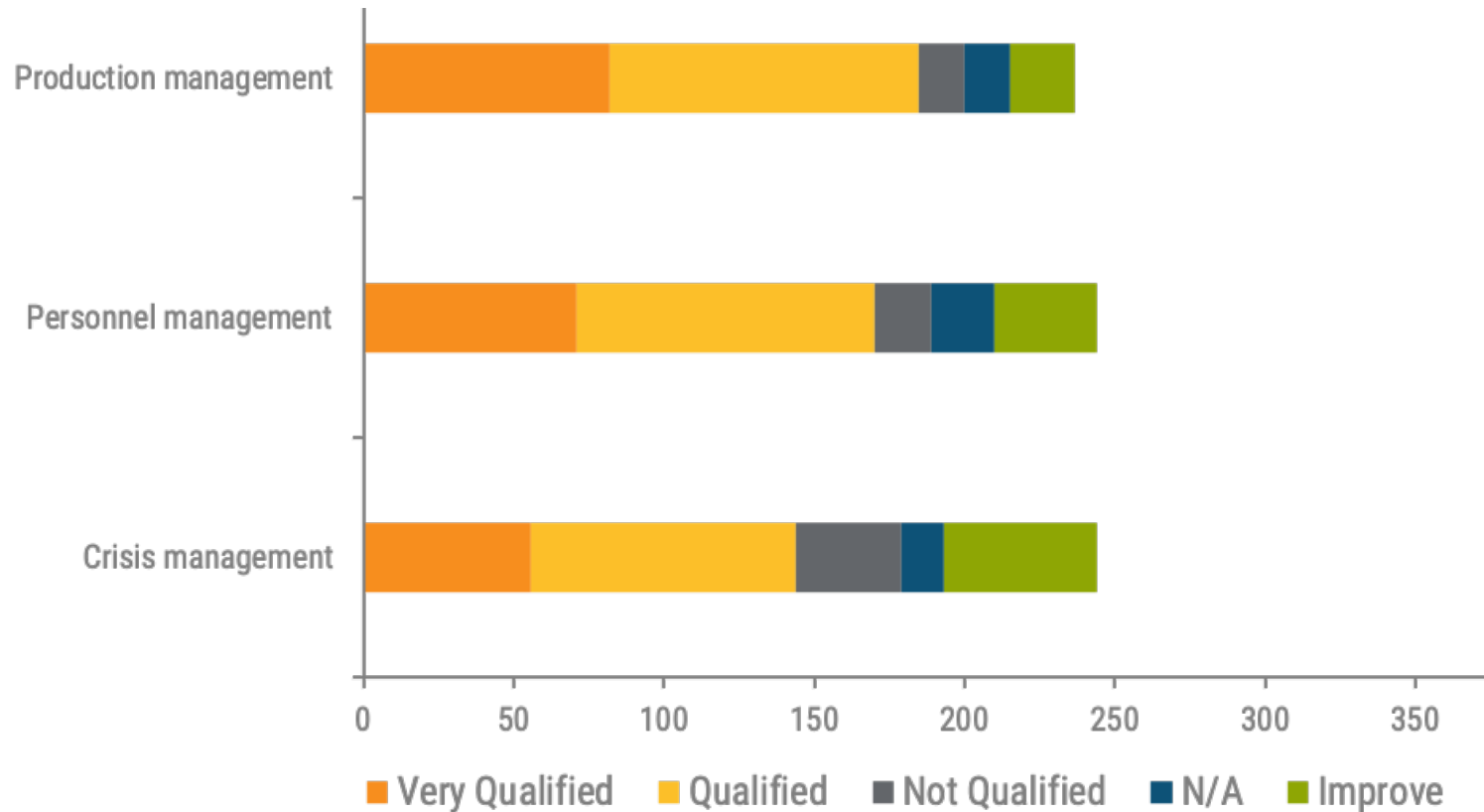
**"How to Be a Leader
at an Independent School"**
with Dr. Carrie Grimes

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INDICATE YOUR SELF-PERCEIVED LEVEL OF QUALIFICATION AND NEED TO IMPROVE IN **WEBSITES**.



INDICATE YOUR SELF-PERCEIVED LEVEL OF QUALIFICATION AND NEED TO IMPROVE IN **MANAGEMENT**.



3

MARCOM OFFICE PROFILE

Surprisingly 21% of respondents said that their school still **does not have an official MarCom office**. This figure was 28% in 2017, 33% in 2018, and 31% in 2020. So while we see fewer schools saying that they do not have a MarCom office, a positive trend, the change is not as dramatic over the last five years as we would have expected.

This is especially true considering that schools have had to deal with the difficulty of communicating during the COVID pandemic when MarCom offices were doing critical, almost daily updates about how schools were functioning. To us, it is very surprising that **some schools still do not view the MarCom office as being essential to the school's functioning**.

Interestingly, of the schools who said they have an official MarCom office only 64% said they had a full-time director, compared to 88% in 2020 and 91% in 2018.

In past years respondents have told us that MarCom was **staffed at far lower levels** than Admissions and Development. This year respondents reported departmental staffing levels that are far more comparable. (See chart on page 17.) Hopefully increased staffing levels in MarCom offices is a trend that will continue.

When it comes to MarCom directors presenting at board meetings, we're sorry to say there has been no improvement. In fact, the number of respondents who



YEAR OVER YEAR

NUMBER OF FTES IN MARCOM OFFICE

	1	2	3	4	5+
2018	30%	30%	25%	6%	9%
2020	34%	24%	22%	11%	9%
2022	22%	20%	16%	12%	30%

say they present at meetings is lower this year than in 2020. In 2018 28% of respondents said MarCom presents at board meetings, up from 25% in 2017. In 2020 we saw a big jump to 41% saying that MarCom presented at board meetings but this year that percentage is 35%.

It's hard to gain awareness and support for the efforts of your MarCom office if you don't have an opportunity to address leadership, including the board. This is a point we have been making for years. There is still a lot of work to be done in educating leadership about the critical importance of the MarCom function.

It's hard to gain awareness and support for the efforts of your MarCom office if you don't have an opportunity to address leadership, including the board.



"9 Signs You Need to Have a Talk with Your Head of School About Marketing"

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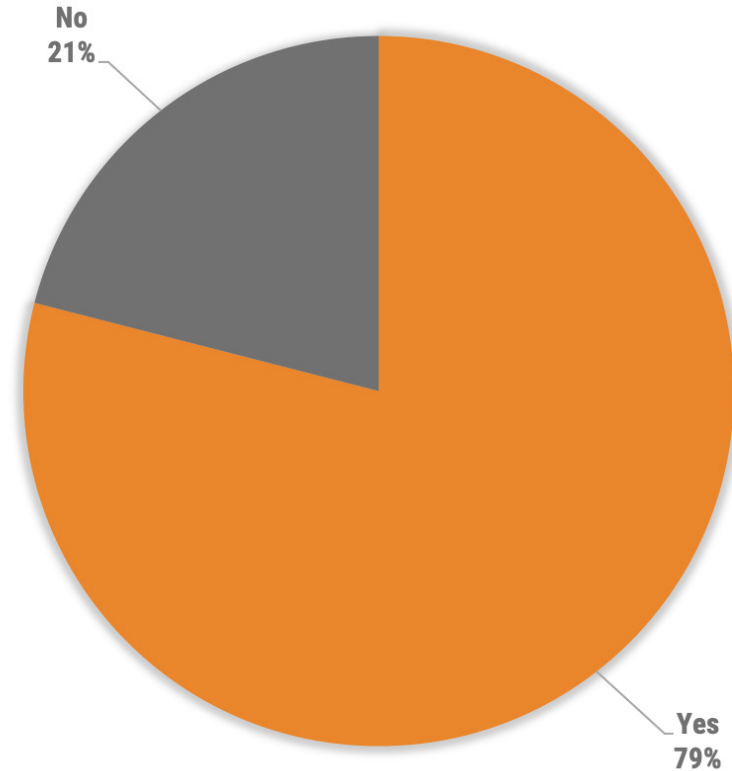
DOES YOUR SCHOOL HAVE A MARCOM OFFICE?

Yes 79%
No 21%



“New Job as a Marketer
for a Private School?
Start Here”

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DOES THE DIRECTOR OF MARKETING COMMUNICATIONS ATTEND AND/OR PRESENT AT BOARD MEETINGS?

Yes 35%
No 29%
Sometimes..... 35%
N/A..... 1%

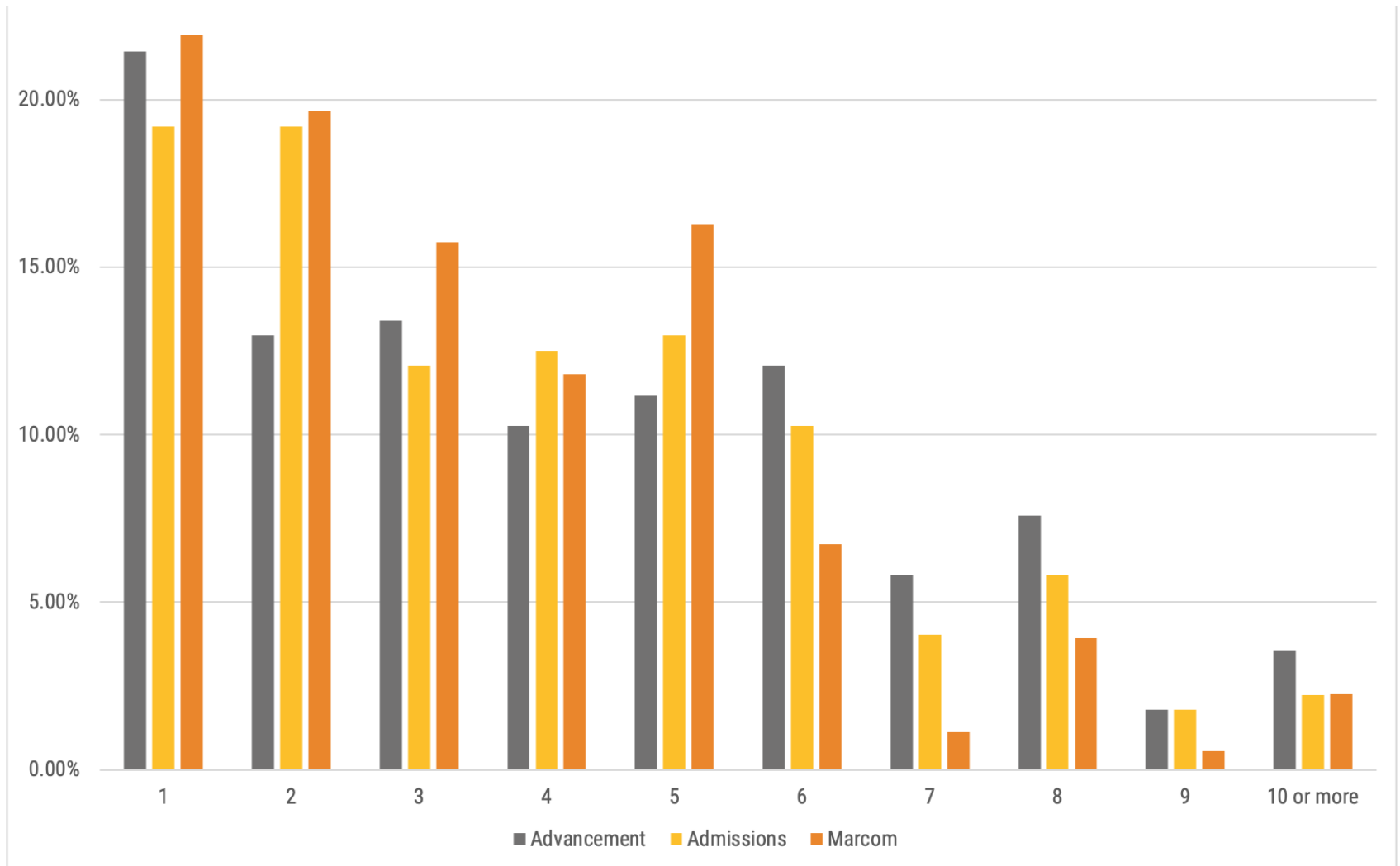
WHO WORKS IN THE MARCOM OFFICE AT YOUR SCHOOL? (CHECK ALL THAT APPLY)

Full-time director of MarCom.....	64%
Part-time director of MarCom.....	7%
Full-time associate director of MarCom	39%
Part-time associate director of MarCom	12%
Full-time digital marketing manager.....	25%
Part-time digital marketing manager.....	9%
Full-time photographer/videographer.....	19%
Part-time photographer/videographer.....	11%
Full-time social media manager.....	19%
Part-time social media manager	8%
Full-time graphic designer	20%
Part-time graphic designer.....	6%
Full-time writer	13%
Part-time writer	7%
Full or part-time volunteer	2%
Other (See right).....	10%

- Full time Director of Marketing in addition to Director of Marketing & Communications
- One person (aka me) does everything related to MarCom
- Full time Web Manager
- Full time Assistant Director (2)
- Full time Assistant Director and full time social media, photography and videography
- School Store Manager, Sports Information Coordinator
- Faculty member who contributes 4 hours/week video production
- Content Coordinator
- Full time Marketing Communications Manager
- Full time web/social media manager
- Archivist
- Half time Communications Coordinator (newsletters)
- Full time Sports Information Manager/Videographer
- Full time website and operations
- Contract graphic designer



HOW MANY FTE'S WORK IN THE ADVANCEMENT, ADMISSIONS, AND MARCOM OFFICES AT YOUR SCHOOL?



4

MARCOM INITIATIVES

We've broken down the MarCom Initiatives chapter into sections, each covering a specific area of emphasis for the MarCom office—**brand, website, enrollment, fundraising, magazine, and social media & inbound**. Each section can help us understand the areas in which private school MarCom is progressing as well as the areas that present opportunities for schools to do better.

One area of progress is the **investment schools are making in MarCom**. The number of people working in MarCom offices is growing which hopefully means, in addition to other benefits, the director has more time to be strategic. And the amount MarCom directors are being paid is increasing.

Websites are recognized as a critical part of a school's marketing and communication structure, bringing with that a financial commitment shown by the fact that 85% of respondents had websites less than 5 years old. Also, likely spurred on by the pandemic, 65% have invested in a virtual tour for their website — a project that can be costly.

The majority of responding schools (2022—55%) now have a **formal retention strategy** or program in place,

understanding that keeping a family is easier than attracting a new one.

When looking at areas that present opportunities to do better, **adherence to style guides** continues to be an issue at our schools, especially when used by bookstores and athletic departments. This may seem trivial, but adherence to graphic identity is the first step to a strong brand.

Few respondents said they conduct **MarCom surveys**. A school conducting a MarCom survey is an opportunity to learn families' preferred communications method. This knowledge is critical to connect with your community and to deliver important information in a form that works for them. Yet only 56% of respondents said they conducted a survey (21% annually and 35% periodically).

Perhaps the greatest opportunity to improve is presented by the fact that only 50% of responding schools felt that they **tracked enrollment marketing results** "well" or "very well." When you consider the amount of time, effort, and money that goes into enrollment marketing, tracking the results of the collective efforts should be job #1.



4a



BRAND

Of this year's respondents, 68% said they had undergone a **formal brand development** process within the last 7 years. (Very similar to the 66% in 2018 and 2020.) Of those, 40% outsourced the brand development and 28% did it in-house. What seems difficult to understand is that only 40% of those who did formal brand development said that they have brand messages as a result of the process. (See the list of brand messages on page 21.)

Similar to previous years, 51% of respondents have a **tagline** they use consistently, and another 20% one they use inconsistently. (See the list of taglines on page 25.) While some taglines are unique and memorable, the majority mean little to the external market. This is why InspirED discourages schools from leaning on their tagline too much, and, instead, encourages a focus on the school's brand to drive enrollment and communications in general.

While some taglines are unique and memorable, the majority mean little to the external market.

84% of responding schools have a **style guide** (similar to 79% in 2020), and 67% said their MarCom office follows the style guide "very well." That 31% said that the MarCom office itself either could do better or follows the style guide poorly is shocking. (2% said they "did not know.")

As in all of our previous years' Surveys, the bookstore and athletics, two departments using school logos and colors all the time, present a problem when it comes to following the style guide. Only 25% of respondents said their bookstores follow it very well with 42% saying they could do better, and only 21% of athletics departments followed it very well

with 54% saying athletics could do better. This doesn't bode well for a school's brand when athletic teams and bookstore swag represent the school externally in a multitude of ways. Uniforms should look, well, uniform, and swag should be consistent. Perhaps leadership needs to step in to ensure adhesion.

HAS YOUR SCHOOL UNDERGONE FORMAL BRAND DEVELOPMENT IN THE LAST 7 YEARS?

Yes (in-house)	28%
Yes (outsourced)	40%
No	15%
No, but want to (in-house)	9%
No, but want to (outsourced)	7%
We're in a brand development process now	2%

DO YOU HAVE BRAND MESSAGES (DIFFERENT FROM YOUR MISSION STATEMENT)?

Yes	41%
No	23%
Sort of	19%
Don't know	6%
N/A	12%

DOES YOUR SCHOOL HAVE A TAGLINE?

Yes	51%
Yes, but used inconsistently	20%
No	29%

DO YOU CONDUCT A MARCOM SURVEY OF YOUR CURRENT FAMILIES (EITHER ALONE OR IN COMBINATION WITH ANOTHER SURVEY)?

Yes, annually	21%
Yes, periodically	35%
No	14%
No, but would like to	28%
Don't know	2%



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**“The Role of a
Private School Chief
Experience Officer”**
with Mishel Gantz

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IF YOUR SCHOOL HAS **BRAND MESSAGES**, WHAT ARE THEY?

- There is more than way to say something, more than one way to see the world, more than one way to problem solve.
- Your child's bilingual education journey starts here!
- Sowing the seed of the future!
- Best of both worlds
- Waldron Mercy students are aware of the world around them and are active citizens providing service and making a difference.
- Waldron Mercy's small class size allows it to deliver a neighborhood feel, where each child is welcomed and nurtured by faculty and staff who serve as educators, mentors, role models and an extended family.
- The Waldron Mercy curriculum is guided by proven pedagogical standards and then customized to the students' individual learning needs. This allows a child to continue an independent education track or a public high school/charter school, possibly allowing more future flexibility than project-based alone.
- Waldron Mercy is a diverse ethnic, religious and economic setting. It is accepting of differences.
- Waldron Mercy graduates are well prepared for the challenges that await them. They have been guided throughout their education and have the skills to succeed, lead and shine.
- School built on relationships.
- Today's boys, tomorrow's men.
- Where everything begins and ends with what's best for girls.
- Imagine the possibilities.
- Where she wants to go.
- Here's to the girls.
- We are all about the experience.
- More than a school, an experience.
- Where learning meets life.
- Preparing Students for College and Life
- Educating beyond boundaries
- Meaningful connections
- A safe, secure learning environment
- Enriching experiences
- Integrity
- Service
- Persistence
- Achievement
- Responsibility
- Kindness
- A new take on education
- A global school
- Character
- Tradition
- Community
- Learn with passion live with purpose
- Extraordinary education
- Academics (overarching message)
- Strong math
- Deliberate decision making; outcomes-based
- Know each child
- Love the children for who they are
- Middle school is essential
- Academics, character and co-curricular

4a/Brand Messages (con't.)

- McGillis Is Different
- McGillis Is Community
- McGillis Is Repairing the World
.....
- Serve Him in Others
- Better Together
- Let's create your best future together
.....
- Naturally creative
.....
- Everyone is someone
.....
- Advancing Independent & Excited Students
- Love Learning
.....
- Getting Students To and Through College
- College ready. Career prepared.
.....
- Discover the Difference
.....
- I feel unstoppable knowing my education will set me up for any and every path I choose
- The school that ensure every student achieves their own boundless vision of success
.....
- Who am I and who will I become
- Culture of curiosity
.....
- Small School. Big Heart
.....
- A Leader in Early Childhood Education
.....
- Transformation happens here
- Achieving potential
- Transforming the world
- Rooted and tradition, contemporary in education
.....
- Founded by The Sisters of Mercy in 1931
- Learn. Grow. Thrive.
- St Teresa's School develops the values of compassion, service & respect in our girls.
- We aim to nurture and inspire responsible enquiring young women who strive for excellence.
.....
- Engaged learners, exploring at their own pace
- Confident individuals, developing their own values
- Prepared achievers, choosing their own paths
.....
- Creating the Future
- Known. Valued. Cared For.
.....
- Come join us as you learn about our Transformative, Innovative, Christ-centered community; one that is built on thought leadership focused on raising children in an environment of Integrity, Caring, and Excellence.
- The St. Gabriel's Difference - A unique and responsive approach to education informed by our Catholic identity, manifested in challenging and enriched curriculum and instruction that integrates SEL, STEAM by Design, Innovative and Service Learning, with an emphasis on differentiation.
.....
- For students, not for profit
- A History of Innovation
- Learn, play, grow
.....
- Faith and intellect as one
.....
- Preparing the leaders of tomorrow.
.....
- To Learn. To Serve. To Lead.
.....
- On a Mission For More
- Seek. Strive. Serve. Thrive.
- Become More.
.....

4a/Brand Messages (con't.)

- Woodward is a place for nurturing conversations and understanding.
- A deeply personalized community, where each student can tailor their own educational experience is the Woodward Way.
- At Woodward, one size doesn't fit even two.
- Woodward students learn how to respect and relate to other people and cultures, fostering personal connection and growth.

.....

- Joyful learning
- Student-centered learning
- Social justice-infused curriculum
- Serving the greater good

.....

- Where Potential Becomes Purpose
- An exceptional education intentionally crafted for boys.
- An environment where each student is known, understood, and valued.
- Inspiring scholarship, leadership, and integrity.
- Educating boys for life.
- Preparing each young man to fulfill his noble purpose.
- Bond of Brothers

.....

- Our students love learning, take initiative and innovate as socially responsible global citizens.
- Seriously curious.
- The place where the person you are becomes the person you were meant to be.

.....

- Experience the Dawson Difference
- Stronger Together
- Amazing Alums

.....

- BILINGUALISM.
- EXCELLENCE.
- HAPPINESS.

.....

- Academic Excellence
- Faith-Filled
- Impacting the Future

.....

- We believe in the limitless potential of girls
- Known, Loved and Challenged

.....

- Innovative Dyslexia Education
- Dyslexia: Our Mission and Motivation
- College Preparatory Dyslexic Education

.....

- Academic focus on highly capable students
- Social and emotional learning
- Active commitment to inclusion and diversity

.....

- Confidence
- Excellence / Challenge
- Community
- NEAL - Nature Enhanced Approach to Learning

.....

- An education as unique as each child
- Spark interest. Ignite discovery.
- Ignite a lifetime of learning
- Teach tools for life

.....

- More than a school
- No place like NEGS
- Leading regional girls boarding school
- Next generation of women in agriculture
- Empowering global focused education

.....



**"Head of School as
Marketer In Chief"**
with Tom Olverson

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4a/Brand Messages (con't.)

- Equipped for Life
.....
- Challenging Minds, Creating Opportunities, Changing Lives, Maximizing the Potential of Every Student
.....
- It's more than your grades, it's who you become
.....
- Historic commitment
- Endless opportunity
- Hands-on learning
- Nurturing environment
- Global community
- Rural, mountain campus
.....
- As the leading PK-12 private school in Baton Rouge, we prepare students for success in college and in life. Within the framework of Christian instruction, our students are challenged to think, empowered to lead, inspired to create, motivated to win, and prepared to reach their God-given potential now and in the future.
- Our students thrive in an academic environment characterized by small classes, skilled and caring teachers, and an innovative curriculum that blends a classical foundation with cutting-edge technology.
- By design, everything we do is grounded in the desire to enable students to mature in faith and character.
- Students develop artistic skill and creativity under the tutelage of accomplished instructors and practicing arts professionals.
- Students hone athletic skill through healthy competition while also learning the value of hard work, discipline, teamwork, and sportsmanship as they strive for victory on and off the playing field.
.....
- The next-generation school for boys
.....
- Known, Loved, & Valued
- Knowledge, Skills, & Application
- Tradition & Innovation
- Tiger Pride
.....
- Preparing hearts and minds for lives of leadership, service, and excellence.
.....
- Self, Community, World
- When you truly know yourself, you can best contribute to your community, and make vital impact on your world.
.....
- Effort Matters
- Community Matters
- We teach and learn from experience
.....
- Every Child Learns Differently
.....
- Deeper Understanding, Higher Achievement
- Premier progressive education
- Social emotional balance
.....
- Enter as boys to learn. Exit as men to serve.
- Inspiring passion since 1959
- Setting hearts on fire with a passionate search for truth, unity and love.
.....
- A Higher Standard
- It's Different at Delmarva
- Excellent Christian Education
- Affordable Christian Education
.....
- We believe in the limitless potential of girls
- Inspiring Leaders Since 1873
- Known, Loved and Challenged
.....
- Preparing servant leaders for any vocation
.....



IF YOUR SCHOOL HAS A TAGLINE, WHAT IS IT?

1. Academic Rigor | Spiritual Depth
2. Advancing Independent & Excited Students
3. A Higher Standard
4. A Leader Of Learning Disabilities Since 1979
5. An Outstanding British Education For A Successful International Future. For Students...Not For Profit.
6. Anything Is Possible Starting Here
7. A Place Where Faith And Intellect Grow As One
8. Be Honest. Be Kind. Be The Best You Can Be.
9. Best For The World
10. Be The Best.
11. Books Are The Ladder Of Human Progress.
12. Bringing Knowledge To Light
13. Built On Faith, Bound For Excellence
14. Can't Describe
15. Character Tradition Community
16. Culture Is The Soul Of A School
17. Deeper Understanding, Higher Achievement
18. Developing Lives Of Consequence In The World For The Kingdom Of God
19. Discover A School As Unique As Your Child
20. Discover Together
21. Discover What's Within
22. Discover Your Excellence
23. Do Your Best Through Truth And Courage
24. Educating The Mind And The Heart For Christ
25. Empowered. Nurtured. Transformed.
26. Empowering Students To Reach Their Individual Potential
27. Equipped For Life
28. Everyone Included, Everyone Challenged, Everyone Successful
29. Experience Is Everything.
30. Extraordinary Learning
31. Find A Way Or Make One
32. Fostering Global Minded Citizens One Student At A Time
33. Gradatim Ad Summum (Step-By-Step To The Top)
34. Grow, Learn, Lead
35. Here's To The Girls
36. Improve Yourself
37. Innovative Dyslexia Education
38. Integrity. Caring. Excellence.
39. Lead The Way
40. Lead With Love
41. Learn. Grow. Thrive.
42. Learn With Passion Live With Purpose
43. Let's Create Your Best Future, Together
44. Live Mercy, Seek Justice
45. Improve Yourself
46. McGehee Leading Women
47. Mcgillis Is Different
48. More Than A School
49. More Than A School, An Experience
50. Not For School But For Life
51. Not Your Every Day Classroom

52. On A Mission For More
53. Outstanding Preparation For Life
54. Powerfully Prepared For Learning And For Life
55. Preparing The Leaders Of Tomorrow
56. Prepared For Life. Brothers For Good.
57. Prepared To Lead. Prepared To Serve. Prepared For Life.
58. Preparing Future Christian Leaders
59. Preparing Hearts And Minds For Lives Of Leadership, Service, And Excellence.
60. Preparing Students For College And Life
61. Profound Learning For The Continuously Curious
62. Providing Help For Individuals With Autism And Hope For Their Families
63. Small School Feel In A Great Big City
64. Sowing The Seed Of The Future
65. Strong Women Of Mind And Heart
66. Study Hard And Get Better Every Day
67. Study Hard And Make Progress Every Day
68. Take Service As The Purpose, Take Employment As The Guidance
69. Teach Me Goodness, Discipline, And Knowledge
70. The Making Of Men
71. The Next-Generation School For Boys
72. The Path To Excellence
73. Thrive At Prep
74. Today's Boys, Tomorrow's Men
75. Together, We Are _
76. To Learn. To Serve. To Lead.
77. To Serve For The Purpose Of Employment Oriented
78. Transformation Happens Here
79. Transforming Boys' Lives Through Education
80. Waldron Mercy Academy, A Catholic School Sponsored By The Sisters Of Mercy, Is A Diverse, Faith Community Rooted In The Gospel Values Of Mercy And Justice. We Are A School Where The Joy Of Discovery Inspires Serious Study, Social Responsibility, And Strong Faith.
81. We Learn Not For School But For Life
82. Wisdom And Understanding, Wisdom And Studious
83. You Belong Here
84. You Have To See STG
85. "A College Preparatory High School Of Excellence In The Marist Tradition" Or "Making The World A Better Place, One Great Kid At A Time."



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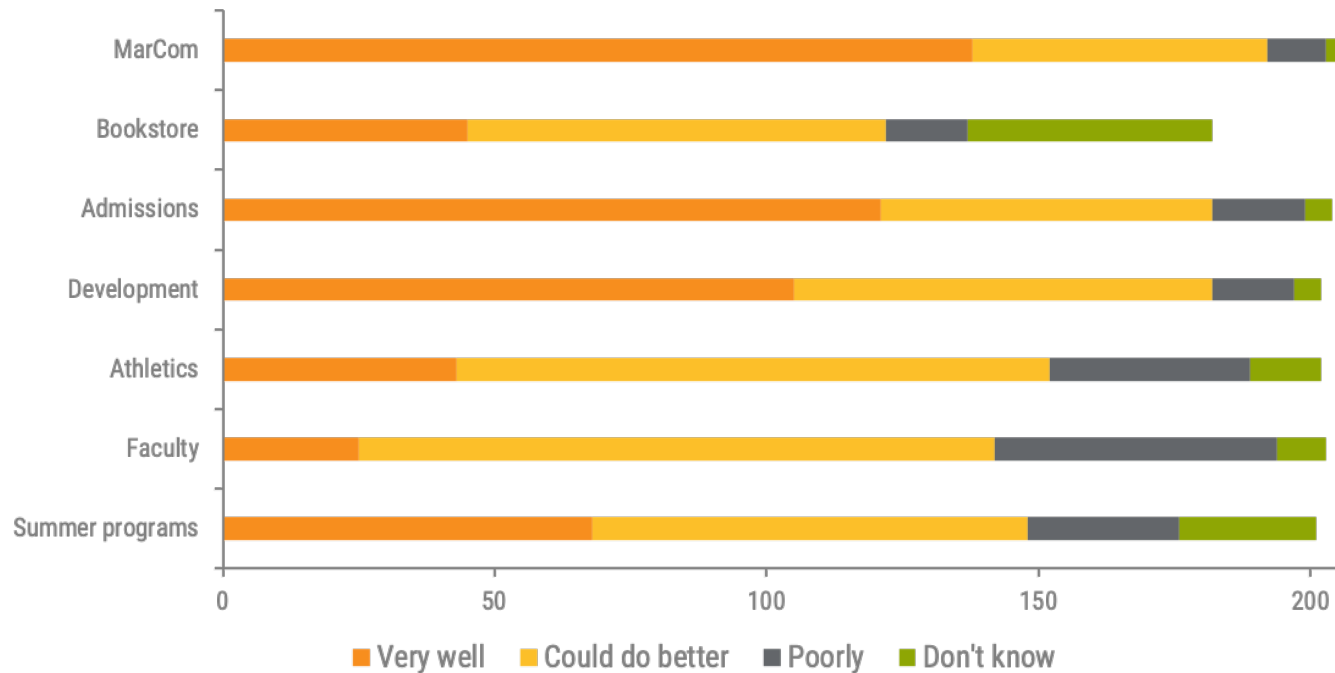
**"How Brand Identity
Theory Can Generate
Rapidly Loyal Followers
For Your Private School "**
with Dr. Americus Reed

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DOES YOUR SCHOOL HAVE A **STYLE GUIDE**?

Yes	84%
No	3%
No, but would like one.....	11%
Don't know	1%

HOW WELL DO DEPARTMENTS ADHERE TO YOUR STYLE GUIDE (IF YOU HAVE ONE) OR SIMPLY YOUR GRAPHIC IDENTITY (LOGO, FONTS, COLORS, ETC.)?



4b



WEBSITE

Everyone understands the importance of having a **currently designed website**, supported by the fact that 35% of respondents say their school has redone their website within the last two years, another 50% within three to five years. This means that 85% of respondents have websites that are newer than 5 years old.

The platforms that school websites run on have not changed dramatically since 2018.

When we first started the MarCom Survey in 2017 many websites were not yet **responsive** and we felt

it was important to understand how widespread the adoption of this functionality was. Now the vast majority of websites are responsive (2022—90%), so we will drop this question from future surveys.

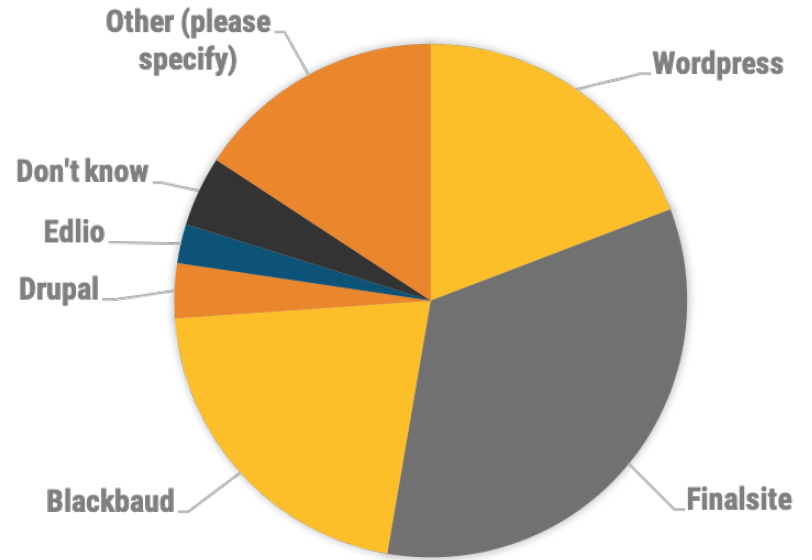
As in previous years, InspirED asked if schools use a **virtual tour on their website**. We were very interested to see what effect the COVID-19 pandemic had on responses to this question. (Our 2020 Survey closed in July of that year, five months after the pandemic started.) The numbers show a dramatic increase in the percentage of schools now using virtual tours.

The numbers show a dramatic increase in the percentage of schools now using virtual tours.

WHAT IS YOUR WEBSITE'S PLATFORM?

Finalsite.....	34%
Blackbaud.....	21%
WordPress.....	19%
Drupal.....	3%
Edio.....	2%
Don't Know.....	4%
Other (See below).....	16%

Blackboard	IM Creator	Silverstripe
Craft (3)	Interactive Schools (5)	SoSimple (2)
Custom build CMS (2)	Juniper	Squarespace (3)
Django	Kentico	Webflow (2)
ECatholic	LPi	Wix
eSchoolView/LINQ	Rediker (2)	
FACTS (2)	Redisite	



HOW OLD IS YOUR CURRENT WEBSITE DESIGN?

0-2 years.....	35%
3-5 years.....	50%
6 or more years.....	15%

DOES YOUR SCHOOL USE A VIRTUAL TOUR ON THE WEBSITE?

Yes	64%
No	20%
No, but would like one.....	16%

WHEN IT'S TIME TO REDESIGN YOUR WEBSITE, WILL YOU DO IT IN-HOUSE OR OUTSOURCE IT?

In-house	18%
Outsource	41%
A combination of in-house and outsourced	37%
Not sure	4%

IS YOUR WEBSITE RESPONSIVE?

Yes	90%
No	5%
Don't know	5%



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**"Don't Delete Any Content
from Your Website
Until You Read This"**

Tara Claeys

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4C

ENROLLMENT MARKETING

Tracking the results of any marketing effort is critical to being able to measure successful efforts and those that are not. This is especially true when it's about enrollment marketing which feeds the lifeblood of the school.

When asked, "How well do you think your school tracks enrollment marketing results?" there was a marked improvement in 2022 over previous years, but the percentage of respondents doing this "well" is still very low.

InspirED would like to see schools improve tracking results so that they can focus on what works, eliminate what doesn't, and streamline marketing efforts. This is clearly a missed opportunity for improving enrollment marketing.

The top six enrollment marketing efforts that were considered highly effective or somewhat effective are the same in 2022 as in 2020, 2018 and 2017—word of mouth, parent direct referrals, admissions tours, website, Facebook and open houses/open days. In 2022 as in 2020, notably lower than the above in perceived effectiveness are feeder schools, inbound marketing, and social media channels – other than Facebook and Instagram.

**YEAR OVER YEAR
HOW WELL DO YOU THINK
YOUR SCHOOL TRACKS
ENROLLMENT MARKETING
RESULTS?
(PERCENTAGE ANSWERING VERY
WELL OR WELL)**

2017	31%
2018	34%
2020	32%
2022	50%



YEAR OVER YEAR
DOES YOUR SCHOOL PRODUCED
A PRINTED VIEWBOOK/PROSPECTUS?

YES

2017	72%
2018	63%
2020	51%
2022	41%

The number of schools producing a **printed viewbook/prospectus** has dropped every year we've done the Survey, and this year for the first time, the number of respondents who say they produce one is less than half, at 41%.

In spite of this and the fact that viewbooks/prospectuses have been viewed as "highly" or "somewhat effective" only 59% in 2017 and 2018, 57% in 2020, and 70% in 2022, many schools continued update them. We base this on 63% of respondents reporting this year that their viewbooks/prospectuses are less than three years old.

92% of respondents hold **open houses/open days**, (91% in 2020). Of those who used to hold open houses/open days but no longer do, the reasons reported were low attendance (35%), a better alternative (35%), and ineffective (30%).

In 2020 we added to the Survey the question "Does your school have a **FORMAL retention strategy** or program in place?" That year 36% said yes. This year 55% said yes, an over 50% increase. For those who answered "yes" 50% said the strategy was headed by the Director of Admissions/Enrollment Management. InspirED thinks the number of schools that have a formal retention strategy will (and should) continue to grow since retention is increasingly being seen as a critical part of enrollment management.

YEAR OVER YEAR
DOES YOUR SCHOOL USE A VIRTUAL
TOUR ON THE WEBSITE?

YES

2018	15%
2020	40%
2022	64%

NO

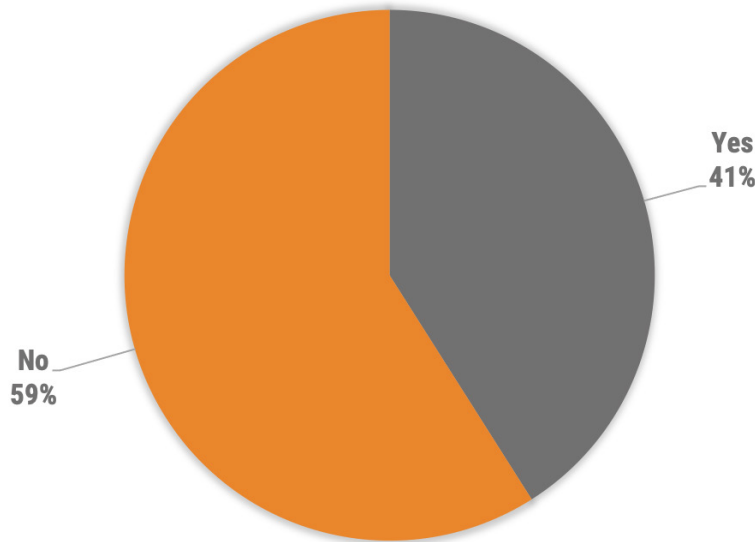
2018	51%
2020	18%
2022	21%

NO, BUT WOULD LIKE TO

2018	34%
2020	42%
2022	15%

DOES YOUR SCHOOL PRODUCE A PRINTED VIEWBOOK /PROSPECTUS?

Yes41%
 No59%



IF YES, HOW OLD IS YOUR PRINTED VIEWBOOK/PROSPECTUS?

0-3 years..... 63%
 4-5 years.....27%
 6 or more years10%

WHEN IT'S TIME TO REDESIGN THE VIEWBOOK/PROSPECTUS, WILL YOU DO IT IN-HOUSE OR OUTSOURCE IT?

In-house.....38%
 Outsource26%
 A combo of in-house and outsourced27%
 Not sure..... 9%

WHICH OFFICE HAS PRINCIPAL RESPONSIBILITY FOR CREATION OF THE VIEWBOOK/PROSPECTUS?

MarCom..... 31%
 Admissions12%
 MarCom and Admissions together35%
 Development/Advancement 3%
 MarCom and Development/Advancement together..... 9%
 Admission and Development/Advancement together 7%
 MarCom, Admissions and Development/Advancement together..... 4%



DOES YOUR SCHOOL HAVE A **FORMAL RETENTION STRATEGY** OR PROGRAM IN PLACE?

Yes 55%
No 45%

IF YOU ANSWERED “ YES “ TO HAVING A FORMAL RETENTION STRATEGY, WHO HEADS IT?

Director of Admissions/Enrollment Management 50%
Director of MarCom 14%
Head of School..... 19%
Retention Committee 10%
Other (See below)..... 6%

- Director of Diversity, Equity, Inclusion and Belonging
- Director of MarCom is also Director of Admission/Enrollment
- Director of Enrollment Management + College Counseling
- A combination of the above
- Admissions/Constituent Relations Manager
- In process. Will be the Director of EM



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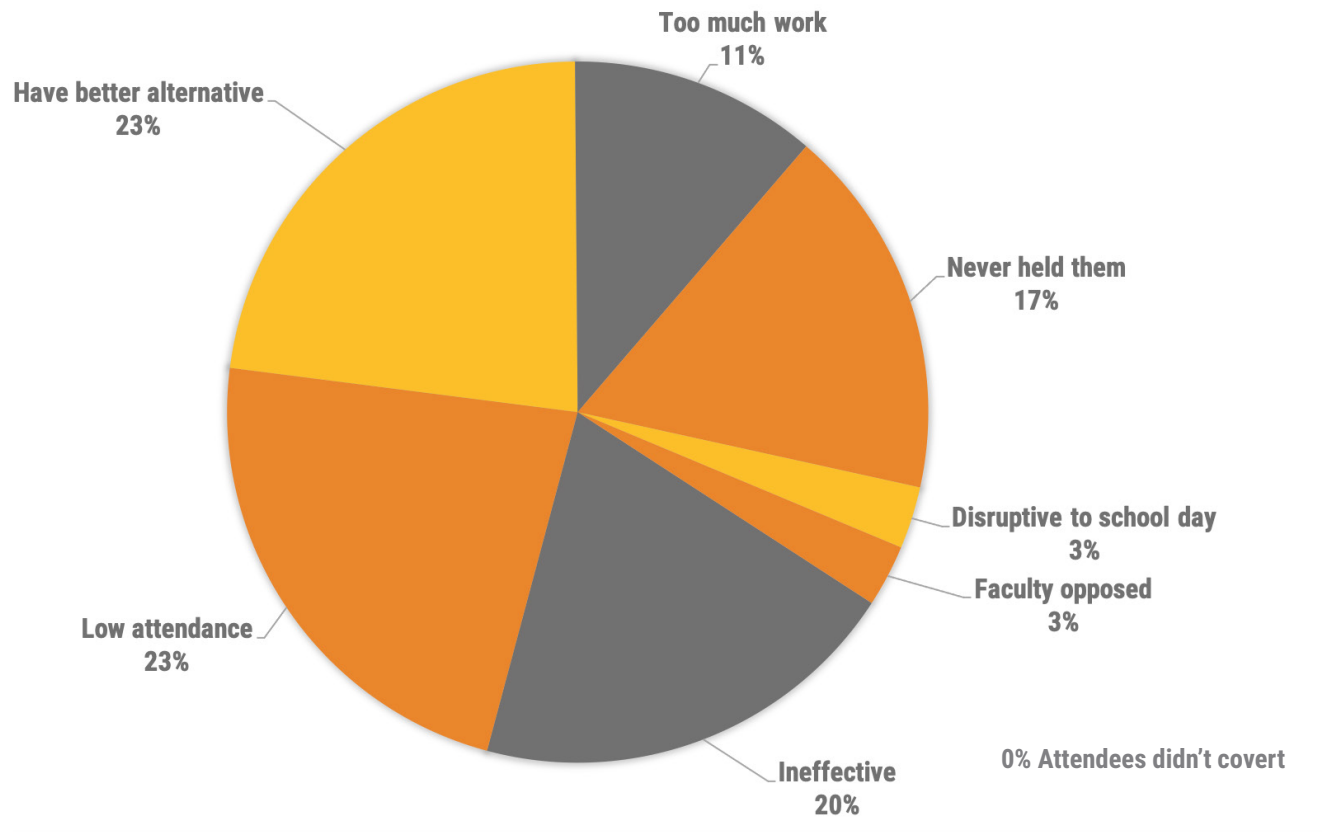
“How to Create an Award-Winning Logo”
DiGiovine Design & Oakwood School

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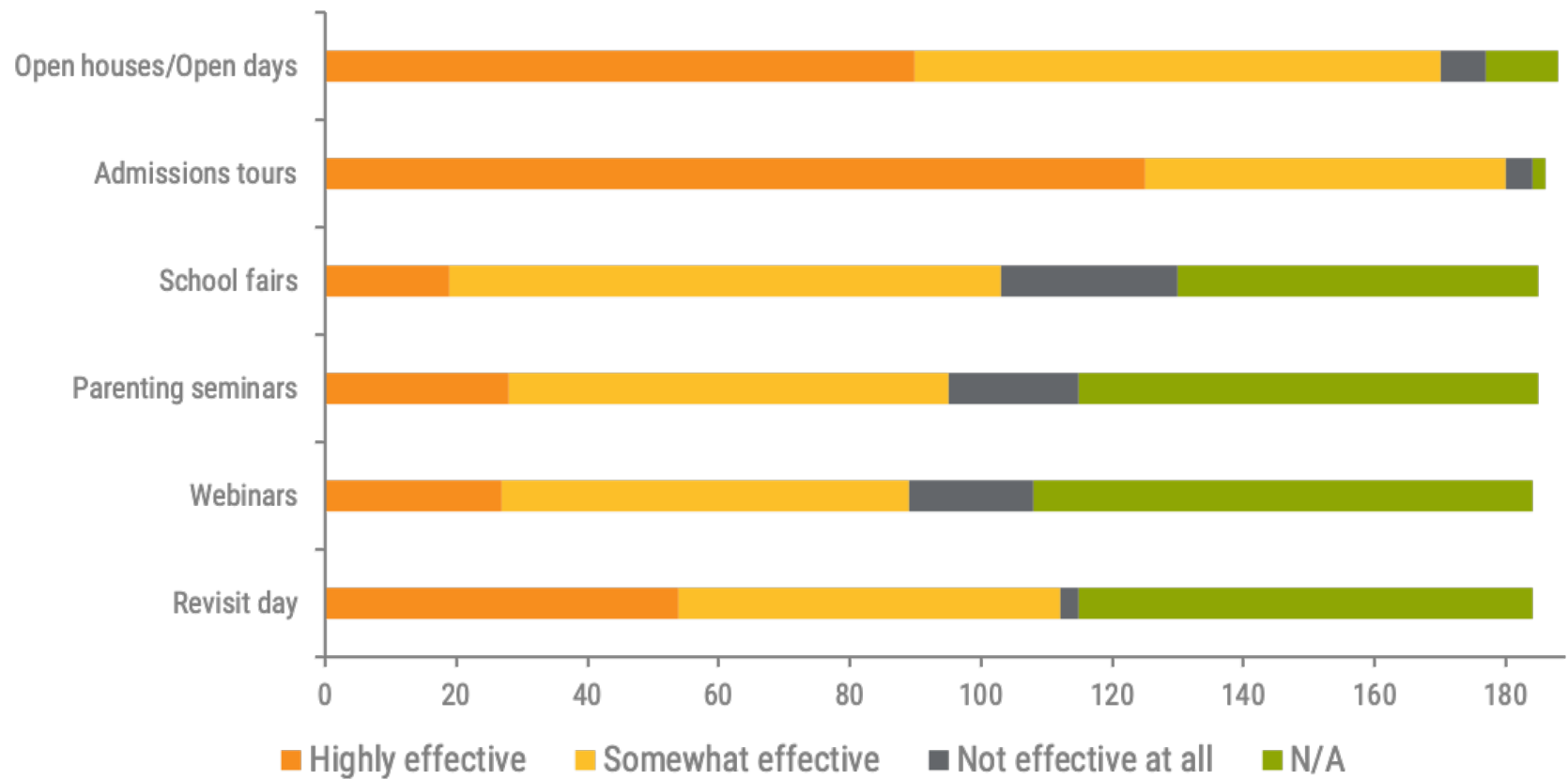
DOES YOUR SCHOOL HOLD OPEN HOUSES/OPEN DAYS?

Yes92%
No8%

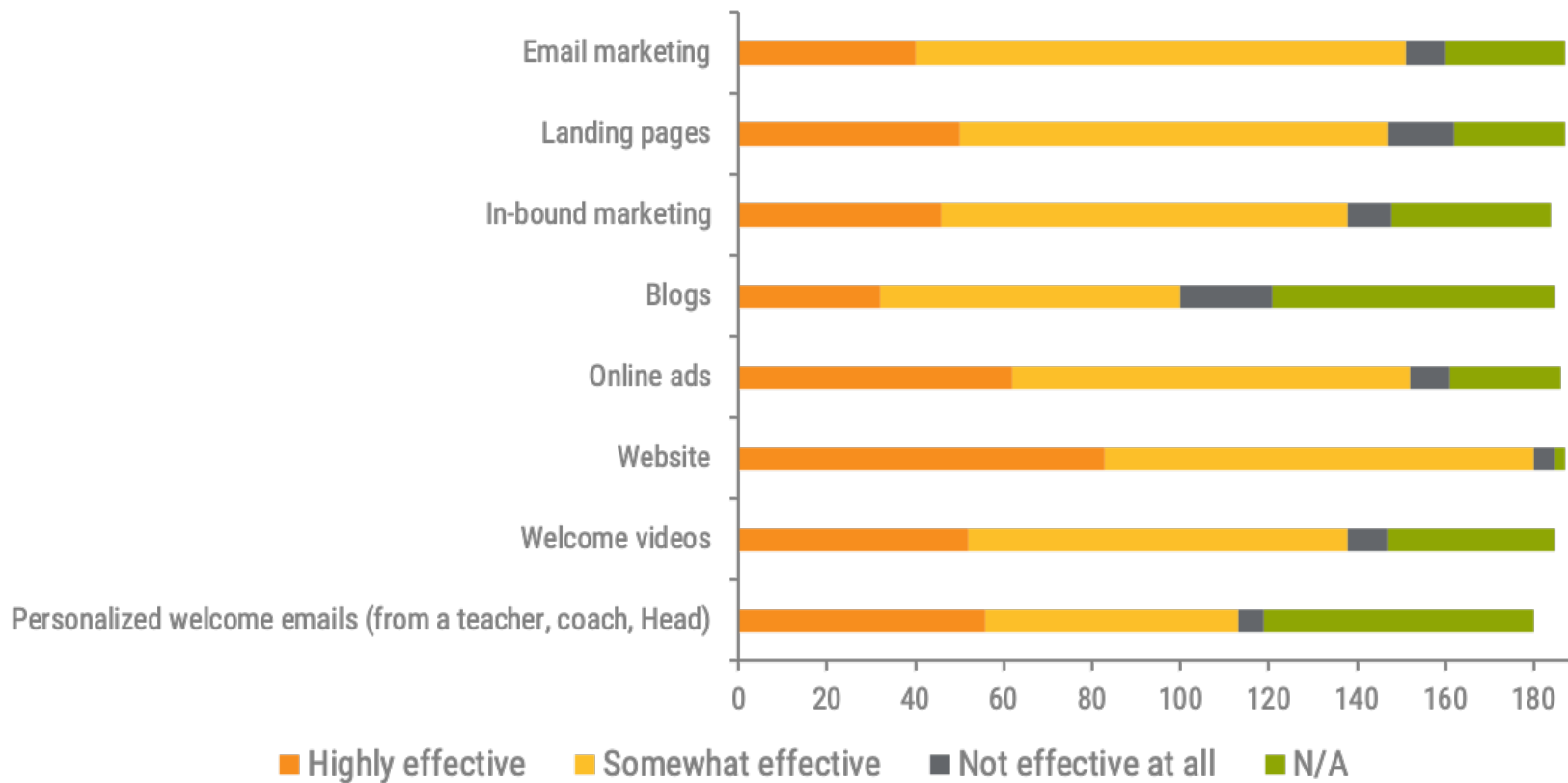
IF YOU NEVER HELD OPEN HOUSES/OPEN DAYS, OR USED TO HOLD THEM BUT DON'T ANY LONGER, WHY?



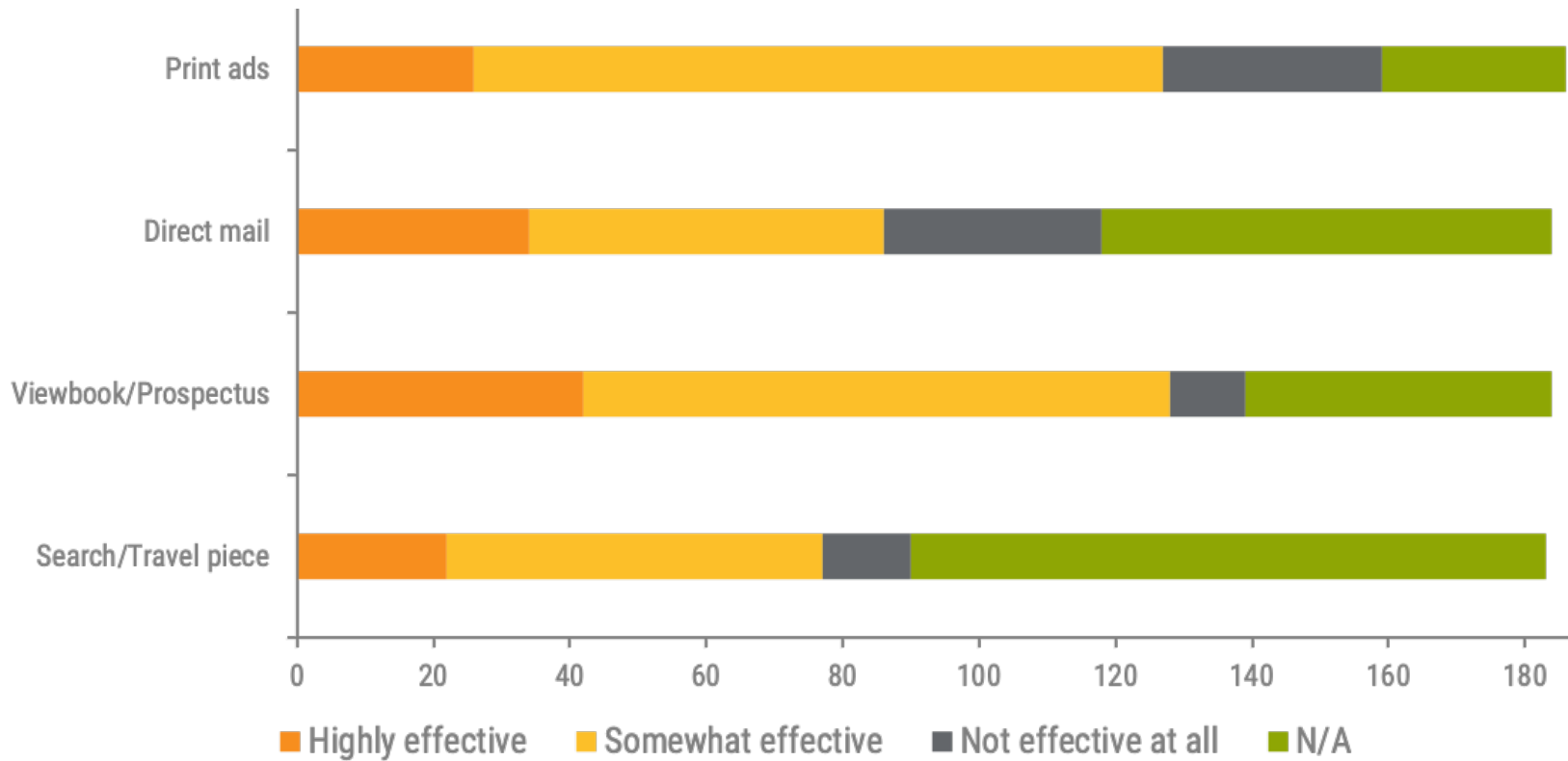
HOW EFFECTIVE ARE THE FOLLOWING EVENTS FOR YOUR ENROLLMENT MARKETING?



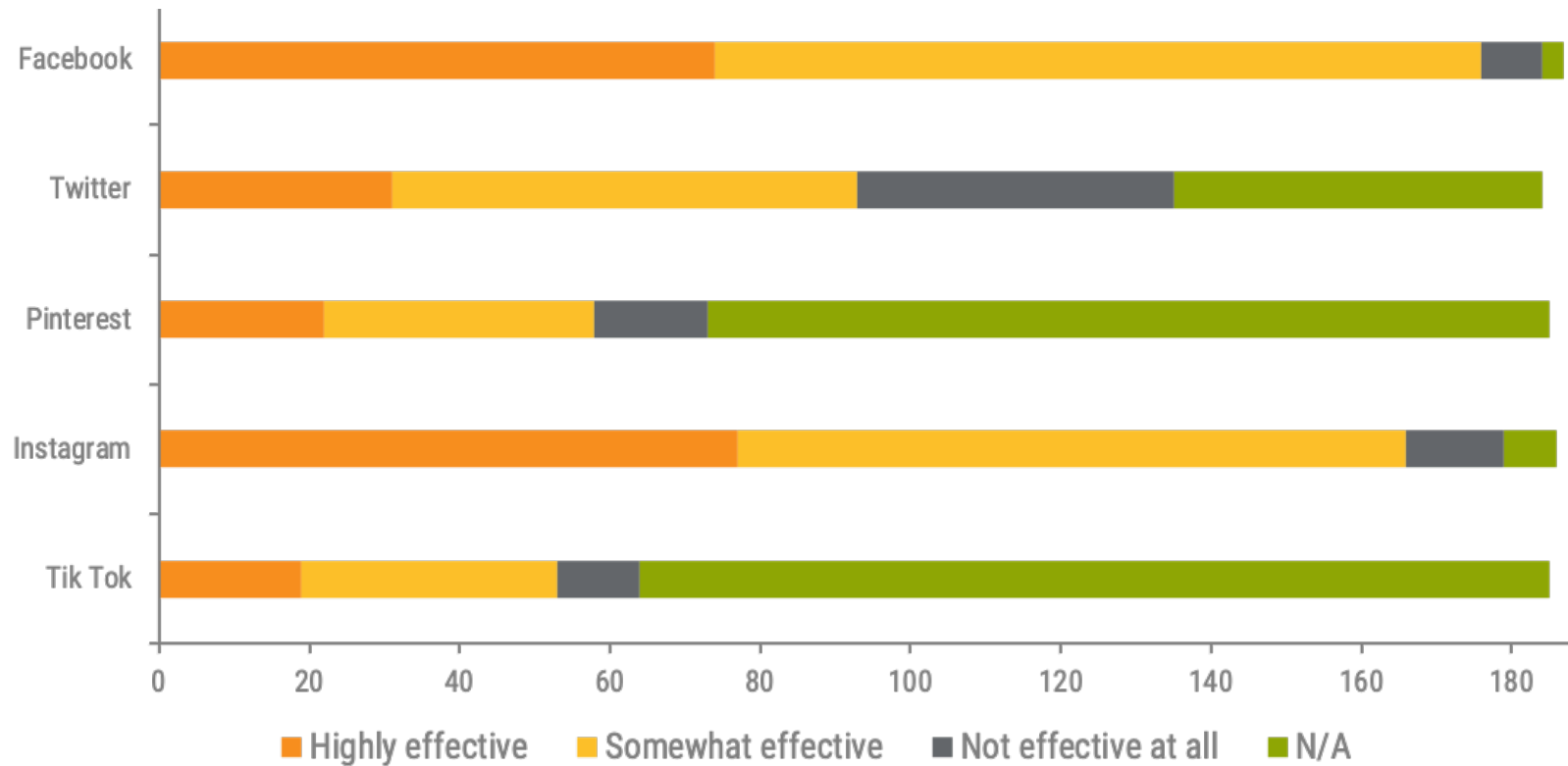
HOW EFFECTIVE ARE THE FOLLOWING **DIGITAL EFFORTS** FOR YOUR ENROLLMENT MARKETING?



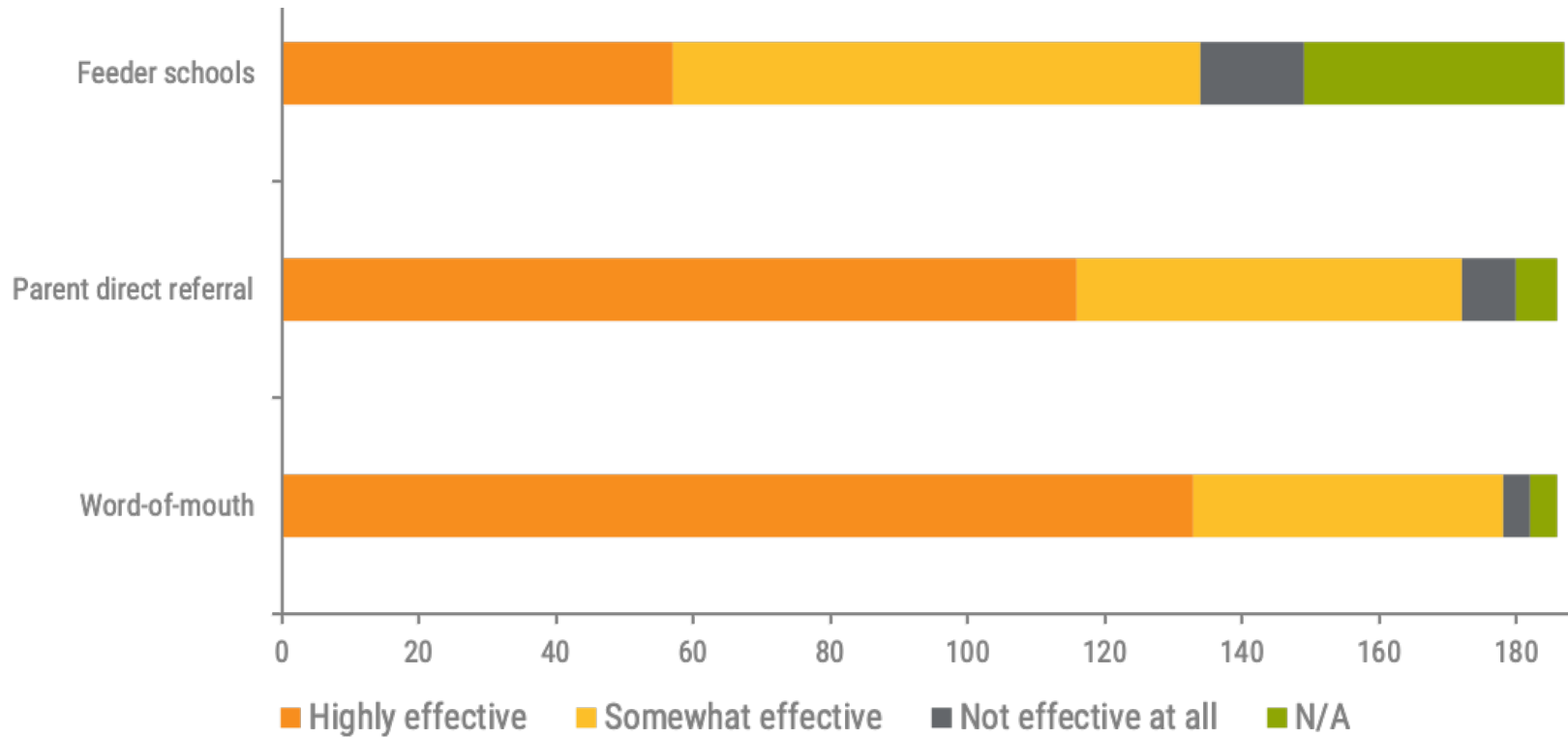
HOW EFFECTIVE ARE THE FOLLOWING **PRINT EFFORTS** FOR YOUR ENROLLMENT MARKETING?



HOW EFFECTIVE ARE THE FOLLOWING SOCIAL MEDIA CHANNELS FOR YOUR ENROLLMENT MARKETING?



HOW EFFECTIVE ARE THE FOLLOWING **INFLUENCERS** FOR YOUR ENROLLMENT MARKETING?





FUNDRAISING

This year 55% of respondents said they produced a **printed Annual Report/Report of Gifts (ROG)** with 23% saying they produced a printed version only and 33% saying they produced both a printed and digital version. 27% of responding schools said they produced a digital ROG only and 18% said they do not produce a ROG at all.

We know schools have wanted to eliminate the ROG for years due to production costs and time involved as well as its perceived limited value, and while it seems that the ROG is on the wane we are not sure how to explain the increase in the percentage of respondents producing a printed ROG in this year's Survey.

In 2020 34% of respondents said they did not produce a **printed annual fund appeal**, which continued what we thought would be a trend from 2017 where 6% did not, and 2018 where 15% did not. But this year 25% did not produce a printed appeal, so more schools than previous years have chosen the print option. Of those who did produce printed appeals, the vast majority (78%) sent between 1 and 3 appeals, almost the same as 2020 (78%).

The percentage of schools producing **digital annual fund appeals** was 80% this year, up from 61% in 2020.



YEAR OVER YEAR PERCENTAGE WHO PRODUCED A PRINTED ROG	
2017	63%
2018	63%
2020	43%
2022	55%

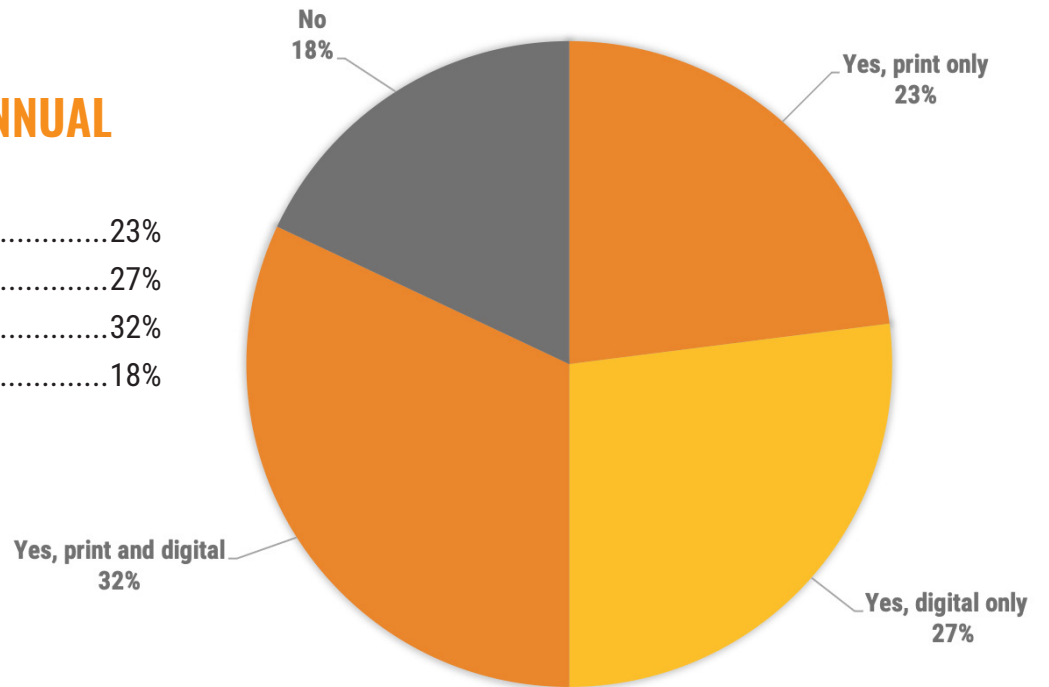


"The Private School Annual Report: A Deep Dive"

LEARN MORE

DOES YOUR SCHOOL CREATE AN ANNUAL REPORT/REPORT OF GIFTS?

Yes, print only.....	23%
Yes, digital only	27%
Yes, print and digital	32%
No	18%



IS YOUR ANNUAL GIVING REPORT/REPORT OF GIFTS DESIGNED IN-HOUSE OR OUTSOURCED (NOT INCLUDING COPYWRITING OR PRINTING)?

In-house.....	53%
Outsourced	30%
A combination of in-house and outsourced	17%

IF YOUR SCHOOL DOES PRODUCE AN ANNUAL REPORT/REPORT OF GIFTS, WHICH OFFICE HAS PRINCIPAL RESPONSIBILITY FOR ITS CREATION?

MarCom.....	17%
Development/Advancement	27%
MarCom and Development/Advancement	55%
Other	1%

DOES YOUR SCHOOL CREATE **PRINTED** ANNUAL FUND APPEALS?

Yes75%
No25%

WHICH OFFICE HAS PRIMARY RESPONSIBILITY FOR **PRINTED ANNUAL APPEALS**?

MarCom.....13%
Development/Advancement.....37%
MarCom and Development/Advancement together.....50%

DOES YOUR SCHOOL CREATE **DIGITAL ANNUAL FUND APPEALS**?

Yes80%
No20%

WHICH OFFICE HAS PRIMARY RESPONSIBILITY FOR **DIGITAL ANNUAL APPEALS**?

MarCom.....10%
Development/Advancement together34%
MarCom and Development/Advancement together.....54%
Other 2%



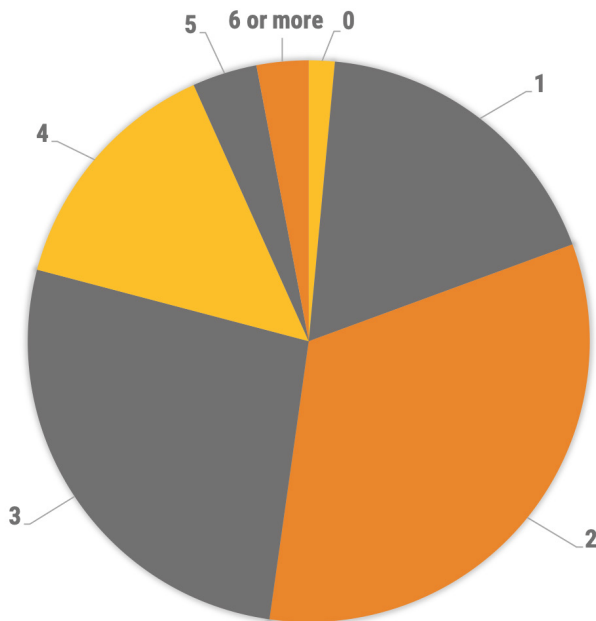
"How to Create an Award-Winning Annual Report"
International School of Brussels

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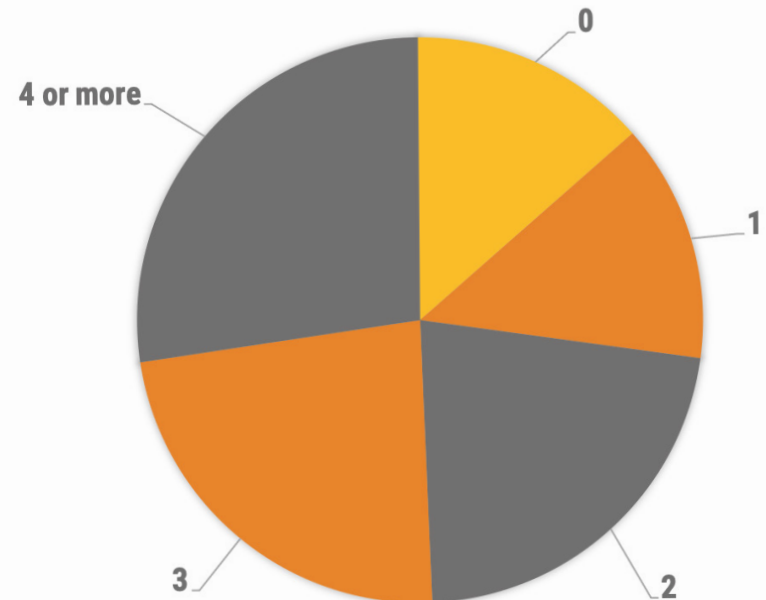
HOW MANY **PRINTED** ANNUAL APPEALS DOES MARCOM AND/OR DEVELOPMENT SEND OUT ON AVERAGE EACH YEAR?

0.....	1%
1.....	18%
2.....	33%
3.....	27%
4.....	14%
5.....	4%
6 or more	3%



HOW MANY **DIGITAL** ANNUAL APPEALS DOES MARCOM AND/OR DEVELOPMENT SEND OUT ON AVERAGE EACH YEAR?

0.....	14%
1.....	14%
2.....	22%
3.....	23%
4 or more	27%



4f



MAGAZINE

When it comes to **printed magazines** 2022 bucks the trend we observed in the three previous Surveys. The trend had been for fewer schools to produce them, but this year showed a dramatic increase in those producing printed magazines. This result is similar to the increase in the percentage of respondents saying they produced a printed ROG this year, which bucked a previous trend. Are print materials making a comeback?

microsite or web page (not a pdf of the printed magazine), but this year 49% said they did. Of those schools that do produce a magazine, 56% use either a **freelance designer or a design firm** (the same as 2020), while 36% design it in-house.

85% of schools use **photography** shot by current staff and students, and 45% of schools also use the work of professional photographers.

InspirED continues to be surprised by how few schools have conducted a **readership survey** in the last two years, even though the number of respondents saying they had done so grew dramatically. In 2020 only 17% had done a readership survey in the last 2 years, which was up from 9% in 2018, but this year 39% said they did. While this is over double the 2020 response, it still means that 61% did not do a survey. This seems like a lost opportunity to understand the most effective way to communicate with your community. We think all schools would be best served by conducting a readership survey regularly.

YEAR OVER YEAR PERCENTAGE PRODUCING PRINTED MAGAZINE	
2017	69%
2018	60%
2020	54%
2022	72%

Of those who still produce printed magazines 76% of them published once or twice per year. In 2020 only 25% of respondents produce a **digital magazine**

DOES YOUR SCHOOL PRODUCE A PRINTED SCHOOL MAGAZINE?

Yes72%
 No28%

HOW OFTEN IS YOUR PRINTED MAGAZINE PUBLISHED?

1 time per year 31%
 2 times per year.....45%
 3 times per year.....20%
 4 times per year.....5%

WHO SHOOTS THE PHOTOGRAPHY FOR THE MAGAZINE? (CHECK ALL THAT APPLY.)

In-house (faculty, staff, parents, students)85%
 Professional photographer45%
 Other3%

WHO DESIGNS THE MAGAZINE?

In-house.....36%
 Freelance designer (individual).....37%
 Design firm.....19%
 Printer.....5%
 Some combination of above.....3%
 Other (students)1%

WHO WRITES THE MAGAZINE? (CHECK ALL THAT APPLY.)

Marcom Office35%
 Marcom Office and others at school39%
 Development/Advancement Office15%
 Development/Advancement Office and others at school19%
 Freelance writer(s)20%
 Magazine Editor16%
 Students14%
 Some combination of above.....3%

DOES YOUR SCHOOL HAVE A DIGITAL MAGAZINE MICROSITE OR WEB PAGE (NOT A PDF OF A PRINTED MAGAZINE)?

Yes 49%
 Yes, instead of a printed magazine 0%
 No 33%
 No, but would like one.....8%

HAVE YOU CONDUCTED A MAGAZINE READERSHIP SURVEY IN THE LAST 24 MONTHS?

Yes 39%
 No 61%



4g



SOCIAL MEDIA & INBOUND

While it may seem like it's been part of the fabric of our society for much longer, **social media** has been with us for only 18 years. (Facebook launched in 2004. Amazing, no?) And though research is showing some deleterious effects to our children from using it, there is of course tremendous value too. But the fact is that for MarCom departments social media is both a blessing and a curse.

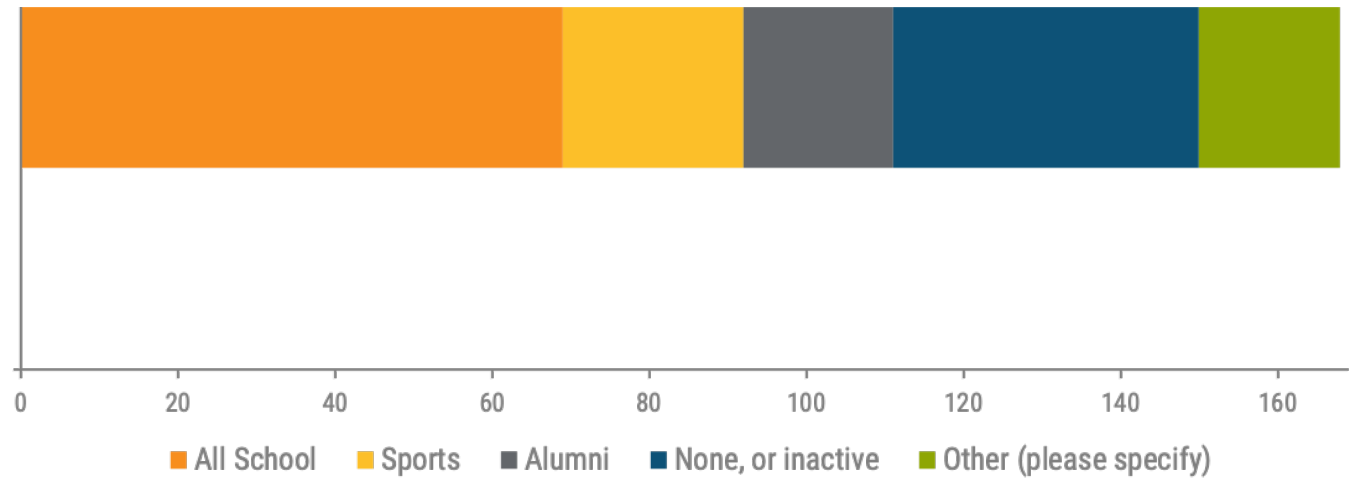
The blessing is that except for advertising it's free (at least in terms of out-of-pocket dollars.) And local media rarely covers school activities anymore, so the ability to self-promote on social is a life-saver. In addition, many of today's parents rely on social media for gathering information about schools for their children, or about schools their children go to, and even to communicate with their schools.

But social media can also be a curse in that many (parents, leadership, colleagues, teachers, alums)

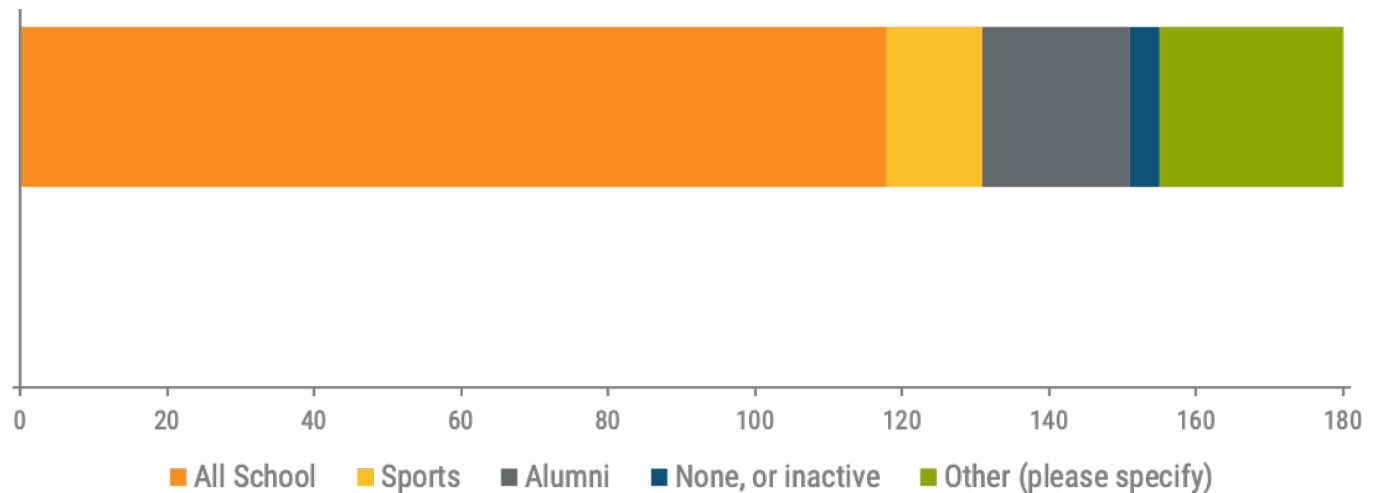
want the school to be everywhere and to rapidly adopt the hottest trend. So now it's not so free anymore, because social media is incredibly time-consuming, drawing attention from other duties that may be more beneficial and certainly from precious time to think strategically. As a result, many schools are adding social media managers to their MarCom departments.

It is not surprising that the responses to what kinds of social media channels schools use and how schools use them vary tremendously. Because of this definitive trends are hard to discern. But it is clear that **Facebook and Instagram are the most popular** with respectively 98% and 97% of responding schools saying that they have accounts for these channels. Interestingly 89% of respondents said their schools now have LinkedIn accounts. In fact, we have spoken to several schools that have made concerted efforts to connect with their alums through LinkedIn.

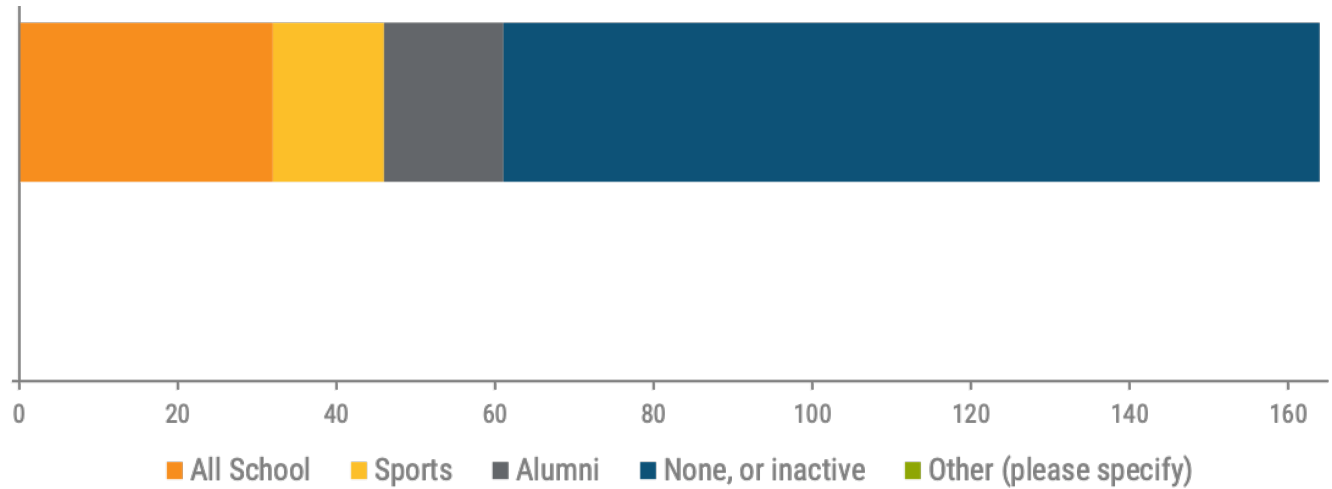
IF YOUR SCHOOL IS ON **TWITTER**, WHAT KIND OF FEEDS DOES IT HAVE? CHECK ALL THAT APPLY.



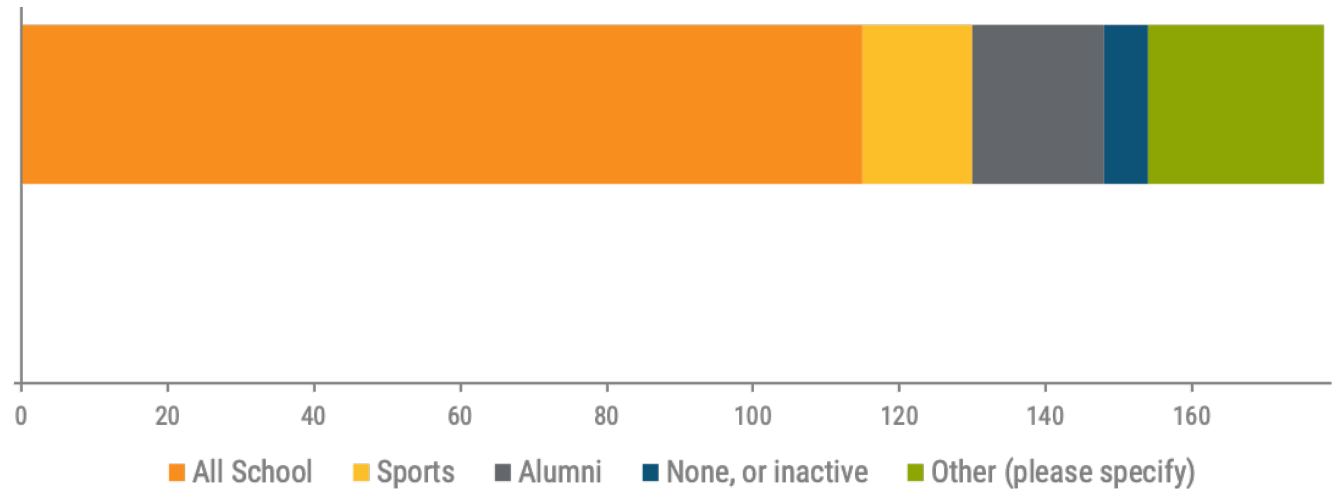
IF YOUR SCHOOL IS ON **FACEBOOK**, WHAT KIND OF PAGES DOES IT HAVE? CHECK ALL THAT APPLY.



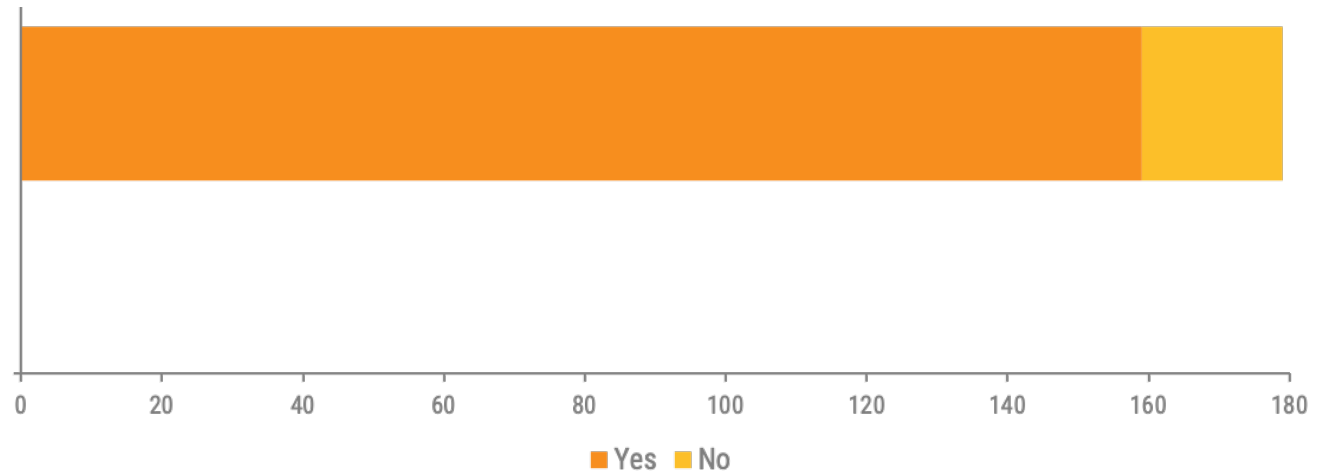
IF YOUR SCHOOL IS ON **PINTEREST**, WHAT KIND OF ACCOUNTS DOES IT HAVE? CHECK ALL THAT APPLY.



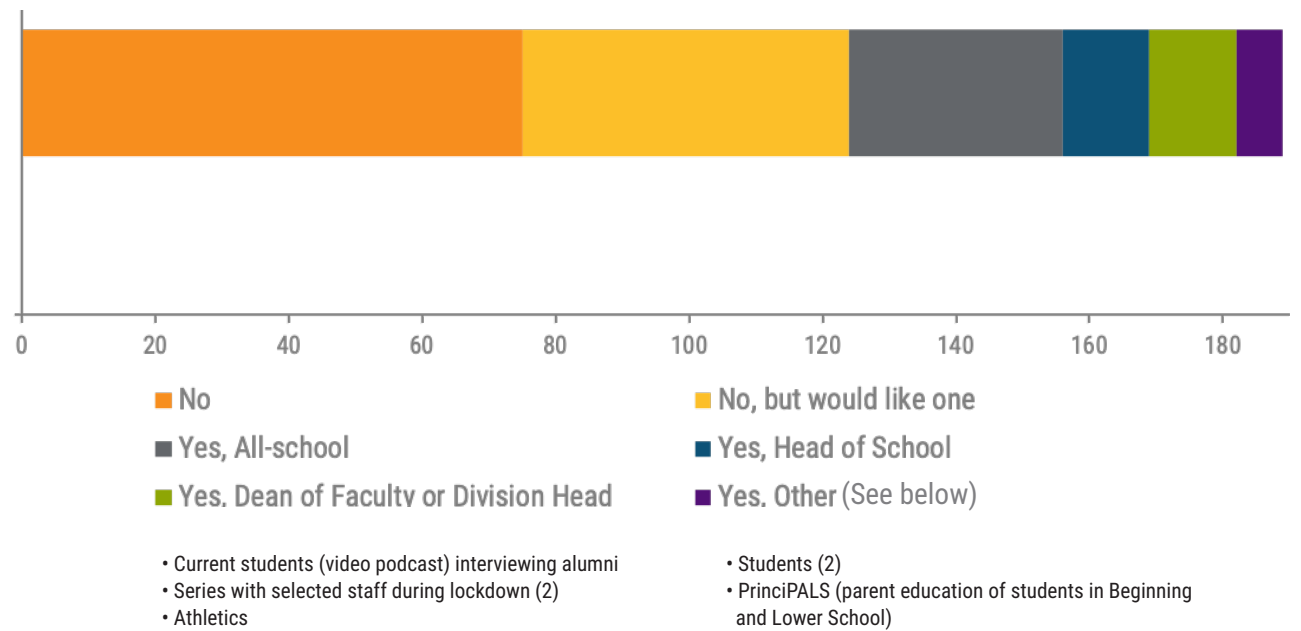
IF YOUR SCHOOL IS ON **INSTAGRAM**, WHAT KIND OF ACCOUNTS DOES IT HAVE? CHECK ALL THAT APPLY.



DOES YOUR SCHOOL HAVE A LINKEDIN ACCOUNT?



DOES YOUR SCHOOL HAVE A PODCAST? (CHECK ALL THAT APPLY.)



CONCLUSION

Our goal for this Survey was to help you, private school marketers, learn more about the current state of your profession, benchmark your work against others, and see the variety of responsibilities and resources that are allocated to MarCom for enrollment, development, alumnae/i relations, internal communications, community relations and more.

Seeing the trends that have emerged over the years we have been conducting this Survey is not only instructive but can help schools understand the direction the private school community is taking with their MarCom efforts.

A huge thank you goes out to the participants in the Survey. Everyone reading this Report appreciates your time and input.

And thank you, Finalsite, for sponsoring the Survey and Report.

Last but not least, if you were to write this Survey, what questions would you ask? Please let us know. Send an email to rob@inspiredsm.com.

A huge thank you goes out to the participants in the Survey.





Our life work has been spent helping almost 100 fine private schools develop their brands and reach marketing and communications goals for enrollment and development. We believe that private schools change lives and create the kind of people we want in our communities.

We were principals of Turnaround Marketing Communications, a branding and marketing firm specializing in private schools for more than two decades. We noticed that many of our clients were on fire when their brand was new, but a year or so later the flame was out.

And we knew why.

They were too busy putting out fires to think strategically, too busy keeping up with technology and trends that change with lightning speed, and often working alone. Really alone.

We wondered what could we do to help.

Enter InspirED. In 2013, in a light bulb moment, we conceived InspirED School Marketers – a free, online professional development resource and community that provides brilliant ideas and brain food for private school marketing and communications.

We want to make your job easier. Contact either of us to let us know how we can help. Let's create some sparks!

Amped,

A handwritten signature in black ink, appearing to read "Robert A. Norman".

Robert A. Norman, Best Boy

A handwritten signature in black ink, appearing to read "Liza Fisher Norman".

Liza Fisher Norman, Master Electrician

Here's How Inspired Makes Your Private School Marketing Job Easier.

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- Private School MarCom Survey Report
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- Senior Partners
- Photographer & Filmmaker Guide
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YOU ARE BRILLIANT!



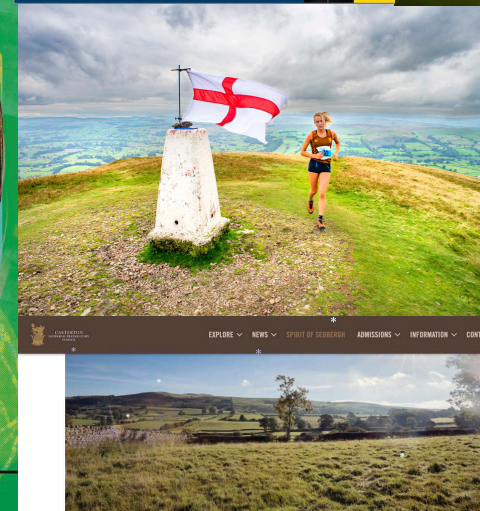
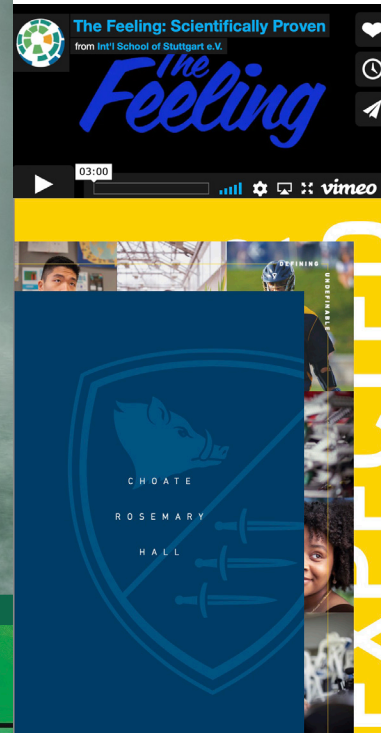
**INSPIRED
BRILLIANCE
AWARDS**

Enter the 2022 Brilliance Awards, celebrating private school marketing worldwide.

These examples were among the 2021 winners. You could win in 2022... but you have to enter first!

OCTOBER 2022 DEADLINE

**SHOW US YOUR BRILLIANCE!
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April 15, 2022 / Health and Well-Being | Prep Blog | Prep News
MINDFULNESS DURING COVID-19 LOCKDOWN: WHY YOU SHOULD START TODAY AND RESOURCES TO HELP

