

# McPherson College Marketing Plan 2010-2014

## Overview

The marketing and communications department has developed this plan to provide a roadmap of McPherson College's current marketing strategy. As with any plan, this is not a static document but rather one that has been created to reflect the current climate and objectives that guide the college's marketing efforts. This plan is based upon the ongoing contributions and feedback provided by faculty, staff, and students. It will be fine-tuned and adjusted as necessary to ensure that the marketing activities are well coordinated and continuously improved to create the most impact with the available resources.

This plan is based upon the solid foundation of the McPherson College brand and reflects qualitative and quantitative research coordinated throughout 2008, 2009, and 2010. Specific methods employed in this research included focus groups, surveys, and one-on-one meetings with faculty and staff. Immersion into the culture of McPherson College has also served as a solid basis for this writing of this plan.

The marketing plan that follows aims to strengthen the reputation of McPherson College and enhance its visibility. In addition, it will encourage alumni, friends, donors, parents, students, prospective students, faculty, and staff to cherish their association with McPherson College. It will inspire those who are not directly connected with the institution to take notice of its academic reputation and contributions to the region and beyond.

## Brand Statement

The following brand statement is the foundation upon which much of the institutional marketing plan will be built:

- **Mission:** To develop whole persons through scholarship, participation, and service.
- **Market Niche:** Career Oriented Liberal Arts

## History and Background

Chartered in 1887 by leaders of the Church of the Brethren, McPherson College has a long history of providing excellent liberal arts and career-oriented education shaped by the essential values of its founding denomination. The Church of the Brethren is a Christian denomination founded in Germany in 1708. It accepts the New Testament as the rule of faith and emphasizes the inherent value of all persons, the communal discernment of truth, the necessity of putting faith into action, and the biblical calls to simplicity, non-violence, non-conformity and transformation through education. Brethren strive to "continue the work of Jesus – peacefully...simply...together."

McPherson College's programs integrate career guidance and practical experiences into a traditional liberal arts curriculum that upholds the highest standards of academic excellence. Our

goal is to help students discern a vocational call consistent with their gifts and interests and to prepare them for a life of meaningful work.

Community is central to McPherson College. We affirm diversity within the community, emphasizing unity and acceptance rather than judgment and rejection. Because we believe that the pursuit of truth is a collective endeavor, and that the point of scholarly learning is to advance the common good, McPherson College aspires to be a healthy community of learning where whole persons nurture and balance their physical, intellectual, and spiritual components; develop and live in respectful, reciprocal relationships with others; and are committed to responsible service to the world.

To accomplish our mission, McPherson embraces the ideals of *scholarship, participation and service*.

- **Scholarship:** All absolute Truth is God's Truth and humankind must labor diligently in the pursuit of truth we can know; thus, McPherson College upholds the highest standards of academic excellence. Faculty strives to teach students to think critically and independently, to communicate clearly and effectively, to integrate knowledge across the disciplines, and to assess the value conflicts in issues. This is done without coercion, letting the evidence lead the search, and with respect for the consciences and value differences of others.
- **Participation:** Students apply knowledge, practice skills, and deepen and broaden their understanding of themselves and others through active participation in diverse learning experiences. A smaller community requires greater participation from its members. For these reasons, McPherson College is committed to being a small college and encouraging student participation in a variety of activities.
- **Service:** God's love is personified in the life of Jesus who came to serve the world. Through works of peacemaking and compassion, humanity responds to God's love and becomes an instrument of God's servant hood in the world. Therefore, McPherson College emphasizes service to others, encouraging all members of its community to give selflessly of themselves to others.

*(History and Background originally from the McPherson College Strategic Plan 2008-2011)*

### **Target Market**

- Internal audiences include:
  - Students
  - Faculty
  - Staff
- External audiences include:
  - High school and middle school students
  - Prospective transfer students

- Prospective non-traditional students
- Parents
- Alumni
- Community
- Media
- Donors/potential donors
- High school teachers, guidance counselors, and other administrators in the school system
- Members of the MC Alumni Board and Trustees

Prospective Student Target Market Statement (admissions-based):

Our target prospective student is someone with a 19-26 ACT score/3.0-3.3 GPA. He or she desires to be active and involved on campus, is outgoing, and has a diverse background. Our target student wants individual attention and wishes to become a part of a community or family.

Specific target market groups include:

- COB and alumni students
- Students from metropolitan areas
- Lower income, first generation college
- Kansas students
- International students
- Females\*

*\*In 1965, 20% of college degrees were awarded to women. In 2009, 60% of college degrees were awarded to women.*

Based on demographic research (see exhibits #1-5), the two highest projected increases in racial/ethnic groups are Hispanic\* (89.9% growth by 2021) and Asian/Pacific Islander (62.7%). We should aggressively recruit both of these ethnic groups in order to remain viable in 2021. Hiring a Spanish-speaking admissions counselor should be considered.

*\*1/5 of all high school students are Latino.*

In addition, regional projections regarding high school graduation rates show a decline or a stalemate on all three geographic regions (West, Midwest, and Northeast). The only region with an increase in high school graduates in 2021 is the South. Aggressive southern recruitment should be a priority.

The number of high school graduates and college bound high school graduates is also on the decline or at a stalemate ensuring the need for aggressive marketing and recruiting efforts in the years to come.

## **The Competition**

For McPherson College to remain competitive, technology should act as a driver behind decisions made regarding the future of the college.

Marketing and communications should remain aware of the emerging alternatives to a traditional educational environment and find effective methods of promoting McPherson College in a climate that is changing rapidly. As expectations for accessing education change to reflect the on-demand 24-hour-a-day access provided by on-line environments, marketing communications should convey the benefits of McPherson College to appeal to these shifting values and preferences.

In addition, staff and faculty involved with recruitment should be cognizant of and promote the fact that the cost of a McPherson College education is comparable to that of the two, large public universities in Kansas.

Our focus on career-oriented liberal arts sets us apart from other private Kansas colleges. In promotions, we have and will continue to focus on this aspect in order to show our distinctive niche within the local market.

As we promote McPherson College's unique value to prospective students, we must remain knowledgeable regarding the strategies and benefits promoted by the following competitors:

1. Kansas Community Colleges (Pratt Community College, Hesston Community College, Hutchinson Community College, Dodge City Community College, Barton Community College, et. al)
2. Four-Year Public Institutions (KU, K-State, WSU, Fort Hays State, Emporia State)
3. Four-Year Private Institutions (Bethany, Kansas Wesleyan, Bethel, Friends, Sterling, Tabor, et. al)
4. Online certificate and degree programs+ (University of Phoenix\*, DeVry University, Capella University, Fort Hays State et. al)

*+By 2014, online headcount will be 20% of all college students.*

*\*In 2009, University of Phoenix enrollment was at 423,000. They have found a need not being met. Anyone online can be international.*

(see also exhibits 12-13 for a further list of competitors based on FAFSA information)

### **Proposed Marketing Objectives**

Our strategy in this marketing plan is to emphasize our distinctive programs and members of our college community, which make McPherson College the unique and special institution that it is. Several offices and departments at McPherson College will have key roles in implementing this plan because of their visibility, their interactions with key audiences, and their roles at the college. These are: Admissions, Marketing and Communications, Academic Affairs, Student Services, and Advancement.

#### **Goal #1:**

Increase enrollment by 50 students for 2010-2011 using enrollment numbers from 2009-2010 as a baseline. (Increase from 550 to 600) Over the next 4 years (2010-2014), increase enrollment to 700.

Responsible: Marketing and Communications, Admissions

Strategies to communicate with prospective students:

- Website Development

The McPherson College website is the first contact that most prospective students will have with the college. Therefore, this communication channel should be utilized as one of the college's main marketing tools. There is quality evidence to support the direct correlation between a college web site and the level of student enrollment.\*

*\*The Stamats' annual TeensTALK study indicates that nearly 85% of students considering a college visited the institutions website by their senior year of high school.*

*\*Noel-Levitz 2009 study, 80% of students said they would drop a school from their search or be disappointed with a school if that institution's web site did not have the content the students needed. 70% of students complete their applications online, 16% in person, 1% by phone, 12% by mail.*

*\*Also, refer to exhibit #6. 80% of female and 76% of male students use websites regularly to find product information.*

The Marketing and Communications department is currently instituting a complete web site redesign which will present McPherson College in an integrated and engaging format. Incorporation of faculty/staff blogs\*, Facebook\*, and Twitter will be an important component of the site. The focus of the site will be on the student experience (i.e. student life, testimonials, and atmosphere). The completions date for this phase of the marketing plan will be July 1, 2010.

*\*See exhibit #6. 58% of female and 44% of male students use social networking sites as sources for product information. 22% of female and 19% of male students use blogs as sources for product information.*

- Collateral Materials

The following printed pieces are important components of our recruitment efforts. They should remain a part of the overall marketing plan while funds spent on additional tri-folds, postcards, and posters should be significantly reduced.

*(See exhibit #6. No one indicated printed items as desirable sources for product information. Also, in focus groups held/surveys given, students indicated they often felt overwhelmed by mail from other colleges. Their preferred methods of communications were emails and handwritten letters.)*

- Search Piece (one per year)
- My MC Magazine (two per year)
- Financial Aid Brochure (updated per year)
- Christmas Card/Birthday Card (updated per year)

- Guides for Students, Parents, and International Students (updated as needed)
  - Four Direct Mailers (sent every 3 months, updated per year)
  - Department Brochures (updated as changes are made to the departments, otherwise, every two years)
- Maintain a presence in state/local media outlets to attract a qualified and diverse student population. Focus on building media relationships and contacts, not just sending to a blind box. Don't inundate contacts with every release. Select the most appropriate and most important releases to send. Hire a Development Communications Coordinator.
  - Build our database of prospective student emails through offering give-away items at college fairs. Monitor students as they are filling out their inquiry forms to ensure we get a valid email address. Call/FB/text students for whom we do not have a valid email address. Utilize our email blast services we have for contact regarding presidential scholarship days/bulldog visit days.
  - Have an event **per major** each year to get students on campus. (75% of students who visit deposit). Model these events after the Math Competition, Behavior Mania, and the Graphic Design/Art workshops.
  - Guidance counselor bus tour-have admissions counselors drive and meet with guidance counselors in the areas they serve. Distribute collateral materials at this time. Build relationships.
  - It is highly encouraged that faculty and guidance counselors reincorporate hand written letters/cards into their recruitment practices. *(It was noted in a focus group that none of the students received follow-up from their ambassador/guide after their visit. In addition, another student noted a hand-written card from Steve Gustafson was a watershed moment when deciding to commit to MC.)*
  - Realizing that one half of our students are athletes, collaboration between athletics and marketing will be critical for future efforts.
  - In goal #2, we will focus on increasing social media usage which will also support the above referenced goal.

### **Goal #2:**

Increase social media use among faculty and staff on campus. (specifically *Facebook*, *Twitter*, and blogging.) Improve the quality and frequency of our interactions.\*

*Responsible:* Admissions, Marketing and Communications, Academic Affairs, Student Services, and Advancement

- A major component of the website redesign is the incorporation of blogs, Facebook, and Twitter. Our new site will link to each department's social media outlets. This will allow individual departments to post authentic, real-time information, videos, and photos.

- Nancy/Brian will train staff/faculty (in multiple small-group settings) on how to set-up and use the various social media tools within the next five months. We will share best practices for updating these pages with interaction driven posts.
- Marketing and Communications will continue to maintain the McPherson College Facebook Fan Page and use this page as a model for other Facebook fan pages.
- Begin tracking interactions/fans for the McPherson College Facebook page. Increase these numbers yearly by 5 percent from 2010-2014.
- Continue to read, attend training, and follow social media news and updates in order to stay ahead with these constantly-changing tools.
- Incorporate cost-per-click advertising on Facebook in order to drive fans and traffic to our web site.
- Explore LinkedIn, Ning, and Skype as future tools to begin utilizing.

*\*See also Exhibit 10. The 35-54 year old demo is growing fastest for Facebook, with a 276.4% growth rate in over the approximate 6 months since we last produced this report. (see [www.istrategylabs.com](http://www.istrategylabs.com)) The 55+ demo is not far behind with a 194.3% growth rate. The 25-34 year population on Facebook is doubling every 6 months.*

### **Goal #3:**

Improve our alumni base, interactions, and relationships to increase donor receipts by 5 percent during the 2010-2011 school term. Use data from 2009-2010 as a baseline. By 2014, increase donor receipts by 10 percent.

*Responsible:* Marketing and Communications, Advancement

- In goal #2, we will focus on increasing social media usage which will also support the above referenced goal. With the highest growing demographic in Facebook being the 35-54 year old and 55+ not far behind, we can't afford not to build relationships with alumni and friends on Facebook. Brian, Nancy, and Sally are creating an alumni Facebook fan page over the next two weeks. It will be up and running by February 5, 2010. With this page, it will be vital to have alumni interacting and feeling good about their experiences with McPherson College, and we will incorporate posting strategies that will accomplish this goal.
- Continue the Review publication twice per year. Incorporate more feel good stories that highlight what current students are doing so that they will support us financially. Incorporate more feel good photos. Make this a more "warm" piece.
- Send an annual President's report to all donors.
- Aggressively involve alumni in initiatives like the Stealth letter series to encourage good feelings towards the college.

- By the end of 2010, incorporate a McPherson College Alumni and Friends Twitter account. See exhibit #11. Make it embeddable, linkable, clickable, and shareable.
- Continue to develop and distribute printed materials to support development initiatives.

**Goal #4:**

Increase the effectiveness of our promotional efforts through the incorporation of success metrics/cost-benefit analysis.

*Responsible:* Marketing and Communications, Advancement, Admissions

- For every contact made, whether it is development or admissions, track the source of lead. Ask “Where did you hear about us? What led you to contact us?”
- Track this information using a basic spreadsheet that lists all appeals and responses. (For example, when we send out an “ask” postcard like the Tobias baby postcard for development, how many donations are received from that piece? How much did the piece cost vs. how much we got in return for it? How many inquiries do we get off of the admissions sophomore postcard sent in March each year? How many inquiries do we get from the MyMC magazine in August? Someone in each department needs to track this data in order to create a cost/benefit analysis. Everything can and should be tracked to determine what works and what doesn’t.)

**Goal #5:**

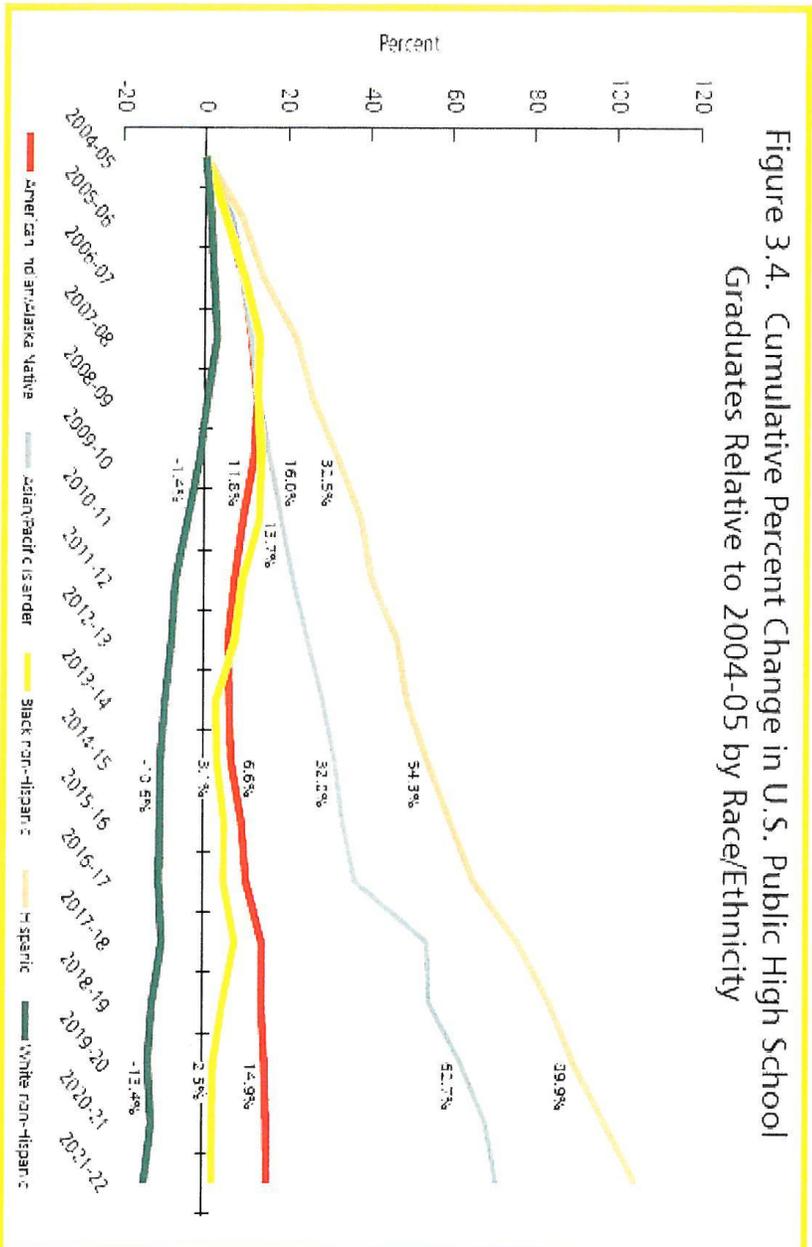
Begin tracking our web site traffic through Google analytics. Analyze metrics and institute actions that will improve search engine optimization.

*Responsible:* Marketing and Communications

- Analyze bounce rates, web traffic, demographics, and other important data. Compare to previous data. Incorporate improvements based on data analysis.
- Train staff/faculty on search engine optimized blogging. Explain and demonstrate cross-linking.
- Incorporate a McPherson College general blog that includes all press releases. Cross link the content.
- Submit press releases to online release sites for search engine optimization purposes.
- Incorporate a McPherson College Twitter account. Create tweets that will maximize search engine optimization. Generate tweets that are embeddable, linkable, clickable, and shareable.

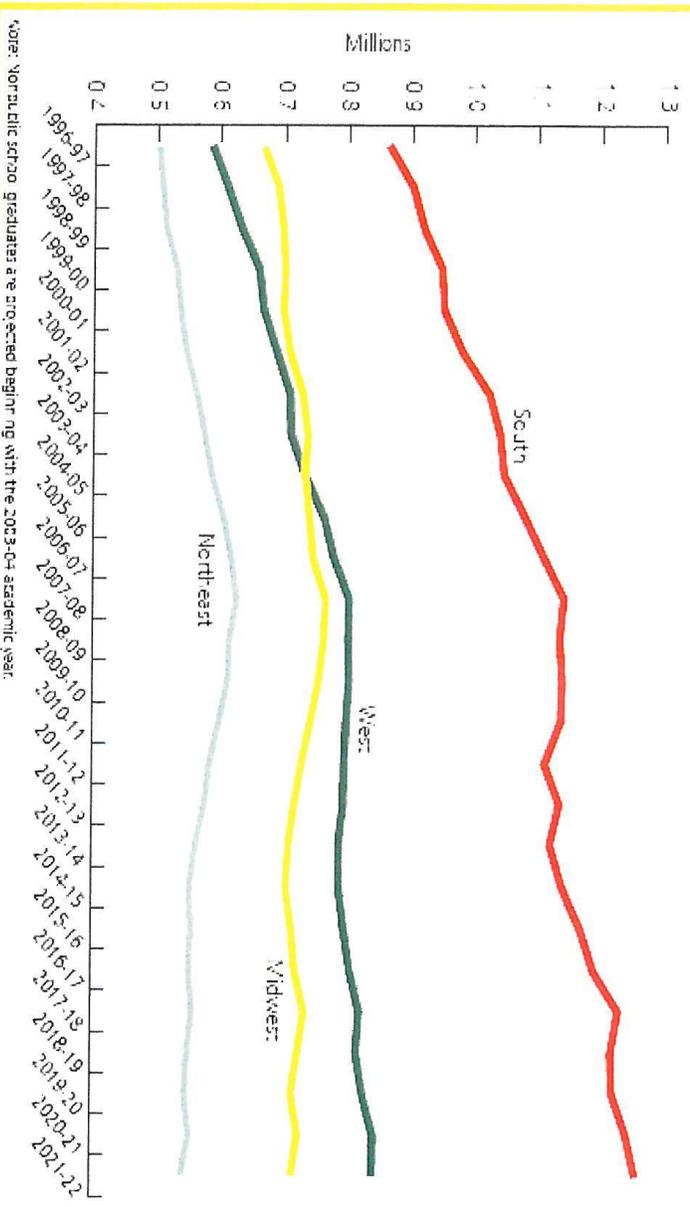
# Trends

Figure 3.4. Cumulative Percent Change in U.S. Public High School Graduates Relative to 2004-05 by Race/Ethnicity



# Trends

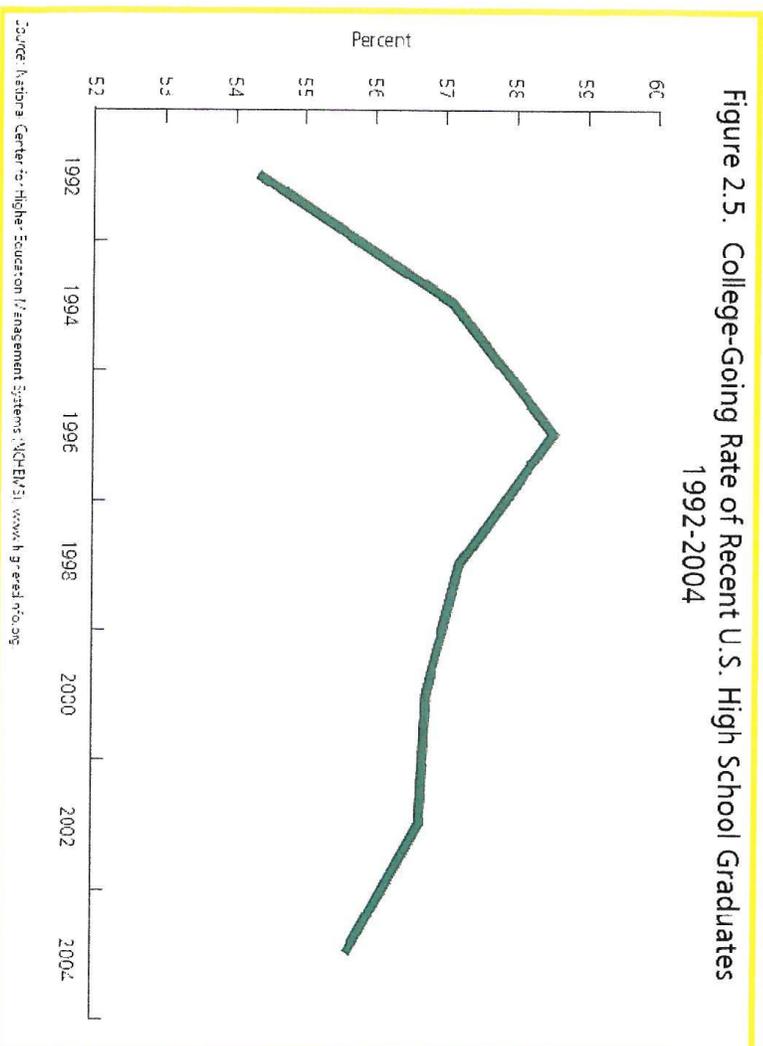
Figure 2.7. Public and Nonpublic High School Graduates by Region 1996-97 to 2004-05 (Estimated), 2005-06 to 2021-22 (Projected)



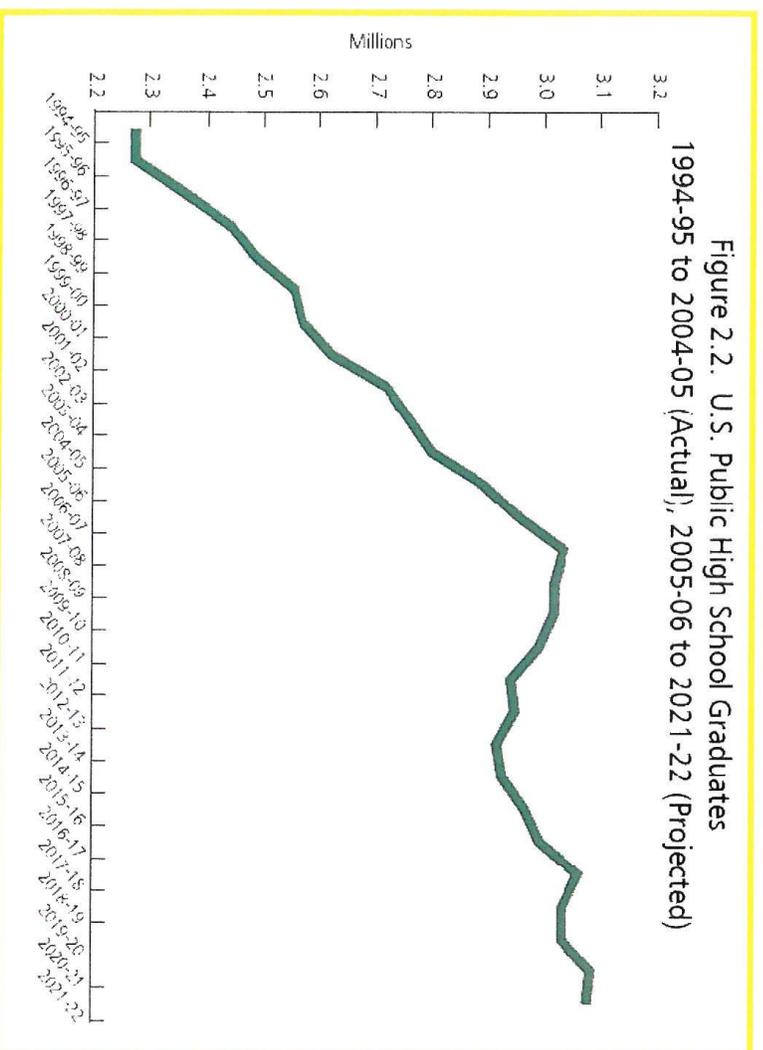
Note: Nonpublic school graduates are projected beginning with the 2003-04 academic year.

# Trends

Figure 2.5. College-Going Rate of Recent U.S. High School Graduates  
1992-2004

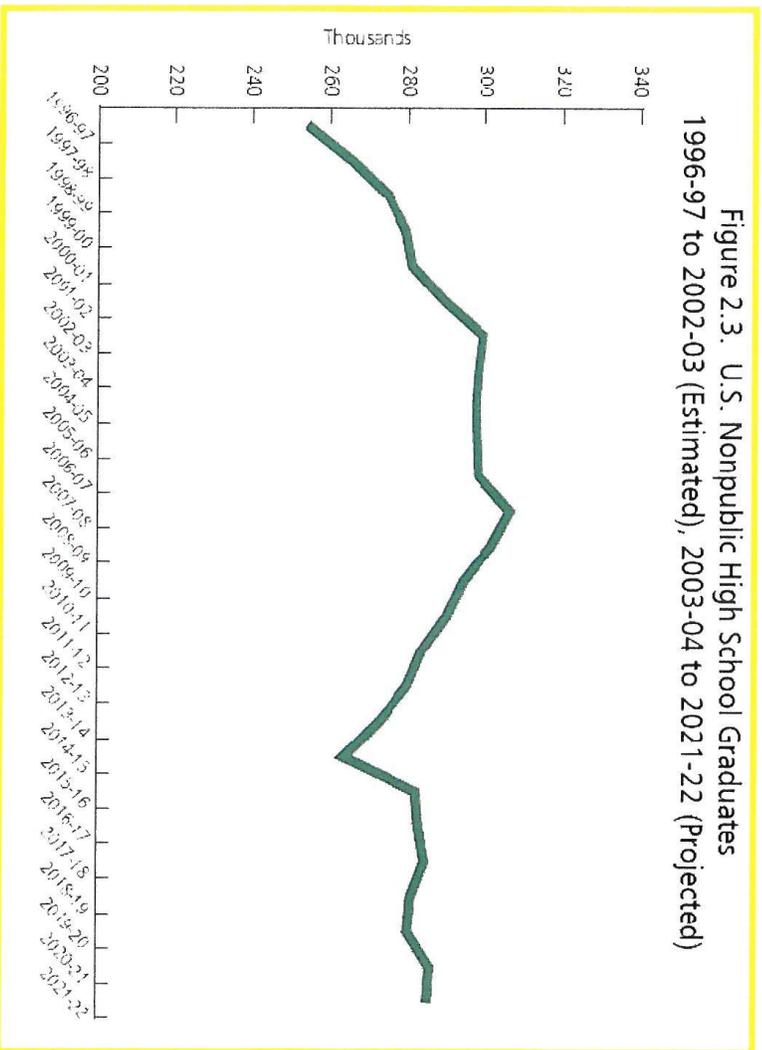


# Trends



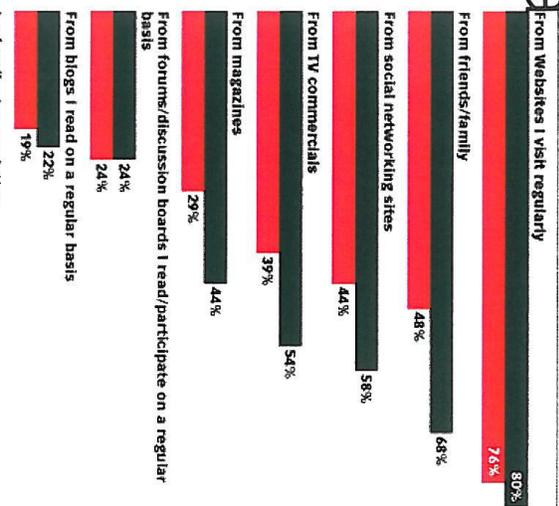
# Trends

Figure 2.3. U.S. Nonpublic High School Graduates  
1996-97 to 2002-03 (Estimated), 2003-04 to 2021-22 (Projected)



# How College Students Use Social Media

Sources of Product Information Among US College Student Internet Users, by Gender, 2009 (% of respondents)



Source: Anderson Analytics, "American College Students Survey," provided to eMarketer, December 7, 2009

109311: www.emarketer.com

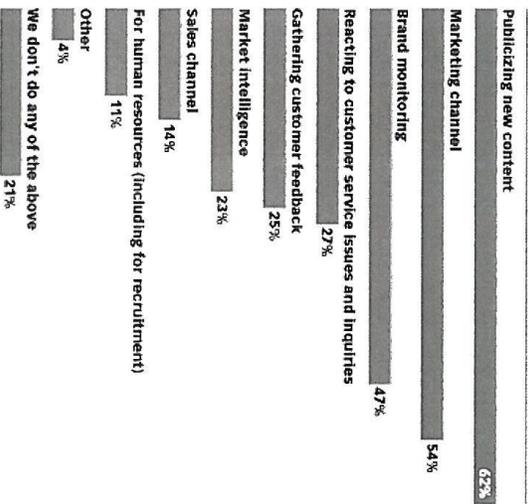
## Top 10\* Websites Among US College Student Internet Users, 2005-2009 (% of respondents)

	2005	2006	2007	2008	2009
1 Facebook	8.2%	11.5%	12.2%	15.7%	27.4%
2 Google	4.2%	3.7%	5.6%	13.9%	6.3%
3 Myspace	3.6%	13.0%	6.8%	3.2%	4.7%
4 YouTube	-	4.5%	5.1%	2.5%	4.8%
5 Yahoo!	1.7%	2.0%	2.2%	4.0%	3.7%
6 ESPN	2.4%	2.0%	3.3%	2.2%	1.8%
7 eBay	2.8%	2.5%	1.3%	2.2%	1.8%
8 LiveJournal	-	-	-	2.5%	1.3%
9 Gmail	-	-	-	-	1.2%
10 Hulu	-	-	-	-	1.1%

Note: Students were asked about their favorite sites. \*Based on 2009 ranking  
Source: Anderson Analytics, "American College Students Survey," provided to eMarketer, December 7, 2009

109296: www.emarketer.com

**Ways that Companies\* Worldwide\*\* Use Twitter, September 2009 (% of respondents)**



Note: n=333. \*Client-side. \*\*UK (49%), Other Europe (13%), North America (7%) and other (70%).  
Source: eMarketer and Inpharmedia. "Social Media and Online PR Report," provided to eMarketer, November 25, 2009.

# What to Use Twitter & Facebook For

## Successful Facebook Marketing Tactics Used by B2B and B2C Marketers Worldwide, September 2009 (% of respondents)

	B2B	B2C
Created a survey of "fans"	37.1%	37.9%
"Friending" recent customers with corporate Facebook profile	34.4%	26.3%
Used Facebook user data to profile your customers' demographics or interests	33.5%	30.5%
Creating a Facebook application around a brand	33.1%	41.9%
Driving traffic to corporate materials with status updates	29.0%	28.4%
Buying targeted CPC ads on Facebook	24.5%	27.1%

Note: n=643 marketers who used the Facebook tactic  
Source: MarketingProfs, "The State of Social Media," provided to eMarketer, December 10, 2009

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www.eMarketer.com

## Successful Twitter Marketing Tactics Used by B2B and B2C Marketers Worldwide, September 2009 (% of respondents)

	B2B	B2C
Monitor Twitter for PR problems in real time	40.7%	46.9%
Created an in-person event using only Twitter invites	37.4%	36.0%
Contacting Twitter users tweeting negatively about the brand	36.7%	44.0%
Driving traffic by linking to marketing Webpages	35.7%	35.2%
Provocative text to drive link clicks	34.8%	40.6%
Invite Twitter users with positive brand tweets to do a mention	34.0%	33.9%
Increased Twitter followers using traditional media mention	30.7%	30.4%
Timing tweets to maximize views	26.9%	30.5%
Driving sales by linking to promotional Webpages	22.4%	24.6%

Note: n=722 B2B marketers and n=329 B2C marketers who used the Twitter tactic  
Source: MarketingProfs, "The State of Social Media," provided to eMarketer, December 10, 2009

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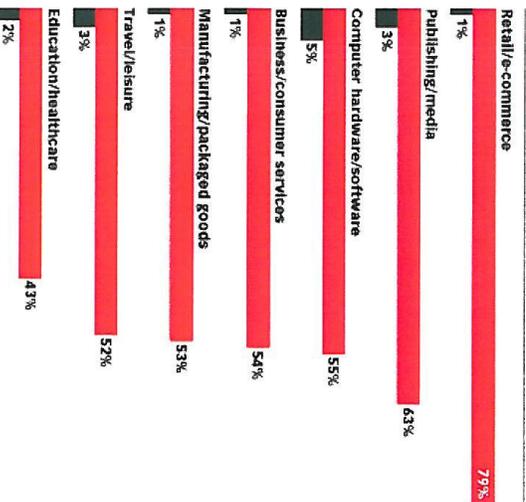
www.eMarketer.com

**Social Media Marketing Objectives that Are Targeted and Measured by US Marketers, by Social Media Marketing Lifecycle Maturity, November 2009 (% of respondents)**

	Phase I: trial	Phase II: transition	Phase III: strategic
Increase website traffic	58%	76%	88%
Increase lead generation	32%	53%	75%
Increase sales revenue	40%	56%	71%
Improve search engine rankings	42%	56%	59%
Improve brand or product reputation	20%	29%	54%
Increase brand or product awareness	21%	35%	54%
Reduce customer acquisition costs	11%	20%	45%
Improve public relations	18%	31%	44%
Improve customer support quality	15%	32%	36%
Reduce customer support costs	7%	20%	32%

Note: n=2,317  
 Source: MarketingSherpa, "2010 Social Media Marketing Benchmark Report," December 11, 2009  
 1095382 [www.marketer.com](http://www.marketer.com)

**Change in Social Media Marketing Budget in 2010 According to US Marketers, by Industry (% of respondents)**



Note: n=2,317  
 Source: MarketingSherpa, "2010 Social Media Marketing Benchmark Report," December 11, 2009  
 1095388 [www.marketer.com](http://www.marketer.com)

### Social Networking Sites Used by US Social Network Users, by Generation, May 2009 (% of respondents in each group)

	Facebook	MySpace	Twitter	LinkedIn
Generation Z (10-19)	61%	65%	9%	0%
Generation Y (20-29)	65%	75%	14%	9%
Generation X (30-49)	76%	57%	18%	13%
Baby boomers	73%	40%	13%	13%
WWII generation	90%	23%	17%	4%

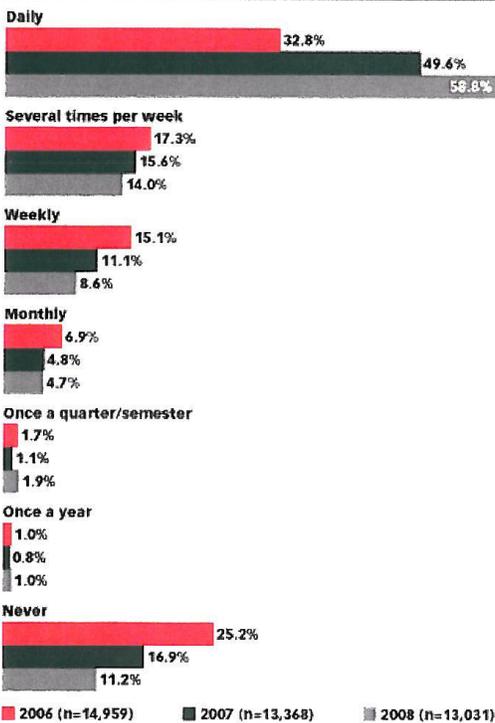
Note: n=1,000, read chart as saying, 90% of social network users from the WWII generation use Facebook

Source: Anderson Analytics, "Social Network Service (SNS) A&U Profiler," provided to eMarketer, July 13, 2009

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www.eMarketer.com

### Frequency with Which US College Student Internet Users Use Social Networking Sites, 2006-2008 (% of respondents)



Note: undergraduate students ages 18+; numbers may not add up to 100% due to rounding

Source: EDUCAUSE Center for Applied Research, "ECAR Study of Undergraduate Students and Information Technology, 2008," provided to eMarketer, August 2008

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www.eMarketer.com

**US Adult Twitter Users, 2008-2010 (millions and % of adult Internet users)**

2008	6.0 (3.8%)
2009	18.0 (11.1%)
2010	28.0 (15.5%)

Note: ages 18+. Internet users who access Twitter via any platform at least monthly.  
 Source: eMarketer, September 2009  
 106219 [www.eMarketer.com](http://www.eMarketer.com)

**Comparative Estimates: US Unique Visitors to Twitter, September & October 2009 (millions and % change)**

	September	October	% change
CompuLink, November 2009	23.5	23.0	-2.1%
ComScore, November 2009	20.9	19.2	-8.1%
Nielsen Online, November 2009	25.2	18.9	-27.8%

Source: various, as noted, November 2009  
 108617 [www.eMarketer.com](http://www.eMarketer.com)

## McPherson College Top 25 Competitors (2008-09)

Rank	College/University	Admitted	Enrolled	Non-Enrolled	Yield	Percent of FAFSAs	Avg Position	% FAFSA in Pos 1-3	% Listed Ahead
1	McPherson College (KS)	274	171	103	62.4%	100.0%	2.01	88.0%	-
2	Ottawa University (KS)	18	4	14	22.2%	6.6%	3.11	3.6%	33.3%
3	Emporia State University (KS)	17	4	13	23.5%	6.2%	2.76	4.0%	52.9%
4	Kansas State University (KS)	17	8	9	47.1%	6.2%	2.94	4.0%	64.7%
5	Sterling College (KS)	13	4	9	30.8%	4.7%	2.77	3.3%	61.5%
6	Fort Hays State University (KS)	11	5	6	45.5%	4.0%	2.91	3.3%	72.7%
7	Wichita State University (KS)	11	2	9	18.2%	4.0%	2.82	2.9%	36.4%
8	University of Kansas (KS)	11	4	7	36.4%	4.0%	2.55	2.9%	36.4%
9	Hutchinson Community College (KS)	10	6	4	60.0%	3.6%	2.70	2.6%	70.0%
10	Kansas Wesleyan University (KS)	9	3	6	33.3%	3.3%	2.78	2.2%	33.3%
11	Bethany College (KS)	9	4	5	44.4%	3.3%	2.33	2.9%	55.6%
12	Barton County Community College (KS)	8	1	7	12.5%	2.9%	2.13	2.6%	50.0%
13	Mid America Nazarene University (KS)	7	2	5	28.6%	2.6%	3.57	1.5%	57.1%
14	Bethel College (KS)	7	4	3	57.1%	2.6%	3.14	1.8%	57.1%
15	Southwestern College (KS)	7	2	5	28.6%	2.6%	2.43	2.2%	28.6%
16	Univ of Central Oklahoma (OK)	6	3	3	50.0%	2.2%	2.33	1.5%	66.7%
17	Central Christian College of Kansas (KS)	6	1	5	16.7%	2.2%	2.00	1.8%	50.0%
18	Garden City Community College (KS)	5	2	3	40.0%	1.8%	3.40	1.1%	80.0%
19	Butler County Community College (KS)	5	2	3	40.0%	1.8%	2.60	1.1%	20.0%
20	Tabor College (KS)	5	1	4	20.0%	1.8%	1.20	1.8%	0.0%
21	Friends University (KS)	5	0	5	0.0%	1.8%	4.00	0.7%	60.0%
22	Oklahoma State University (OK)	5	0	5	0.0%	1.8%	4.00	0.7%	20.0%
23	Texas State University--San Marcos (TX)	4	2	2	50.0%	1.5%	3.75	0.7%	25.0%
24	Cowley County Community College & Area	4	0	4	0.0%	1.5%	3.00	0.7%	50.0%
25	Cloud County Community College (KS)	4	1	3	25.0%	1.5%	2.75	1.1%	50.0%
25	Metropolitan State Cig of Denver (CO)	4	2	2	50.0%	1.5%	3.00	0.7%	100.0%

McPherson College Top 25 Competitors (2009-10)

Rank	College/University	Admitted	Enrolled	Non-Enrolled	Yield	Percent of FAFSAs	Avg Position	% FAFSA in Pos 1-3	% Listed Ahead
1	McPherson College (KS)	253	144	109	56.9%	100.0%	1.92	90.1%	-
2	Fort Hays State University (KS)	18	7	11	38.9%	7.1%	2.56	5.5%	55.6%
3	Kansas State University (KS)	18	5	13	27.8%	7.1%	1.89	6.3%	27.8%
4	Emporia State University (KS)	17	4	13	23.5%	6.7%	2.88	4.7%	64.7%
5	Kansas Wesleyan University (KS)	13	4	9	30.8%	5.1%	3.08	3.2%	76.9%
6	Sterling College (KS)	12	4	8	33.3%	4.7%	3.33	3.2%	75.0%
7	Hutchinson Community College (KS)	12	4	8	33.3%	4.7%	3.25	2.8%	66.7%
8	Ottawa University (KS)	12	2	10	16.7%	4.7%	3.17	3.2%	50.0%
9	Friends University (KS)	12	1	11	8.3%	4.7%	3.50	2.0%	75.0%
10	Wichita State University (KS)	12	5	7	41.7%	4.7%	3.08	3.2%	66.7%
11	Tabor College (KS)	10	1	9	10.0%	4.0%	2.70	2.8%	60.0%
12	Bethany College (KS)	10	4	6	40.0%	4.0%	2.60	2.8%	50.0%
13	Pittsburg State University (KS)	9	4	5	44.4%	3.6%	2.78	2.4%	77.8%
14	Bethel College (KS)	8	2	6	25.0%	3.2%	1.88	2.8%	37.5%
15	Washburn University (KS)	8	1	7	12.5%	3.2%	3.63	1.2%	50.0%
16	Baker University (KS)	8	2	6	25.0%	3.2%	2.63	2.4%	50.0%
17	Southwestern College (KS)	8	2	6	25.0%	3.2%	2.13	2.8%	50.0%
18	Oklahoma State University (OK)	8	2	6	25.0%	3.2%	2.13	2.8%	37.5%
19	University of Kansas (KS)	7	0	7	0.0%	2.8%	2.29	2.4%	28.6%
20	Butler County Community College (KS)	6	2	4	33.3%	2.4%	3.33	1.6%	83.3%
21	Hesston College (KS)	6	1	5	16.7%	2.4%	3.17	1.6%	66.7%
22	University of Minnesota-Twin Cities (MN)	6	0	6	0.0%	2.4%	3.67	1.6%	33.3%
23	Central Christian College of Kansas (KS)	5	0	5	0.0%	2.0%	1.60	2.0%	40.0%
24	Benedictine College (KS)	5	1	4	20.0%	2.0%	2.20	2.0%	40.0%
25	Colorado State University (CO)	5	1	4	20.0%	2.0%	2.60	1.2%	40.0%
	University of Colorado-Boulder (CO)	5	1	4	20.0%	2.0%	2.40	1.6%	20.0%