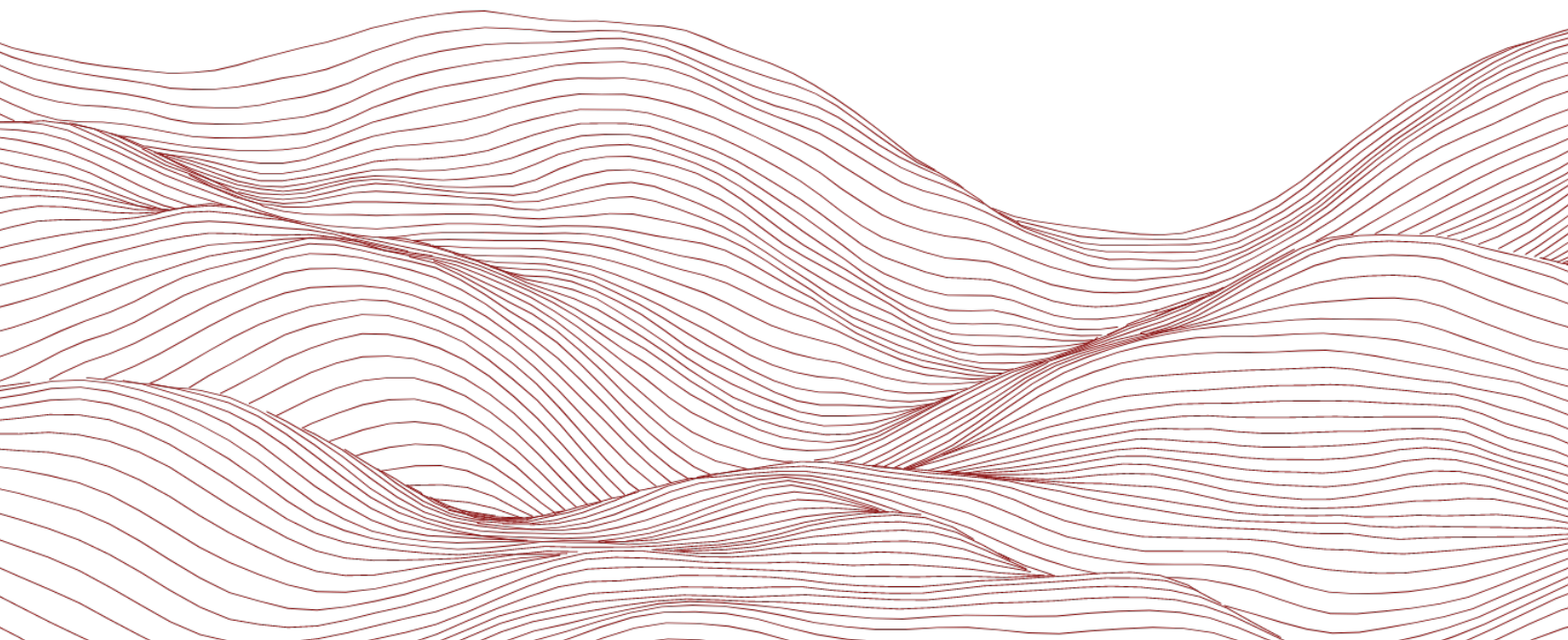# CARNEGIE

How Search Engines and College
and University Websites Impact

Prospective Graduate Students' College Search

AN GRADUATE STUDENT SURVEY
BROUGHT TO YOU BY **CARNEGIE** AND **collegexpress**

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The Survey Sample

In the spring of 2022, Carnegie asked 2,008 prospective graduate students who were CollegeXpress website users questions about how search engines and college and university websites affect their decisions about where to apply and ultimately enroll for graduate school. The graduate audience was made up of the following age groups:

+ **70% aged 18–24**
+ **17% aged 25–34**
+ **7% aged 25–44**
+ **5% aged 45+**

We also asked respondents to specify the area of study they were planning to pursue for their graduate school education:

+ **26% Health & Medicine**
+ **13% Business**
+ **13% Math, Science, & Engineering**
+ **8% Public Affairs & Social Sciences**
+ **7% Education**
+ **7% Liberal Arts & Humanities**
+ **5% Criminal Justice & Legal**
+ **5% Fine Arts & Design**
+ **5% Technology**
+ **1% Religious Studies**
+ **12% said "Other"**

How do search engines influence your graduate school search process?

As it related to Search Engine Optimization strategy, we were interested to hear how prospective students interact with search engines and how impactful results are in their college search process. For graduate students in particular, we were interested to hear if they began their search knowing what program they wanted to pursue or what school they wanted to attend.

When searching on Google (or other search engines) for graduate school opportunities, which of the following best describes how you initially approached your search?

+ **39% said they knew the area of study and programs they wanted to pursue but had no idea what school they wanted to attend**
+ **25% said they roughly knew the area of study they wanted to pursue but not the specific programs available or schools that offered it**
+ **18% said they knew both the program they wanted to pursue and the school they wanted to attend**
+ **13% said they had no idea of the school or program they wanted to attend/pursue**
+ **5% said they knew the school they wanted to attend but did not know much about the area of study they wanted to pursue**

With a collective 77% of respondents stating that they had no idea what school they wanted to attend when they began their graduate school search, there is a massive opportunity for schools to build brand awareness in search engine results for non-branded queries. This means optimizing your website so that you appear for searches such as "part-time MBA programs," "online master's in accounting," and "masters in education programs in massachusetts." Additionally, with a collective 43% of respondents saying that

they "roughly" knew the area that they wanted to study or didn't know what they wanted to study at all, higher education institutions should be building content that meets the needs of prospects very high up in the funnel. Think: "types of master's degrees for history majors," "what's the difference between an MBA and MSBA?," and "graduate degrees to work in a museum." Identify the questions that people need answered in order to get closer to the idea of what they want to study, help them figure it out, and point them in the direction of your institution's offerings for each scenario.

On average, how many pages deep into the search engine results do you click through to find the information you need?
+ **47% said pages 2–3**
+ **30% said they only looked at the first page**
+ **13% said pages 4–5**
+ **9% said more than 6 pages**

The fact that the majority of respondents noted that they click two to three pages deep into search engine results is promising. Oftentimes, institutions may have their SEO strategy set on appearing on page one of results, which can be especially tough for highly competitive programs, such as an MBA. While appearing on page one of organic search results is a good goal, knowing that you'll still get in front of prospects if you are on pages two or three can be motivation to continue on with a solid SEO strategy (versus giving up when you can't get on page one for everything). As a rough guideline, there are generally 10 search results per page on a desktop. So, for example, if you rank #15 for a keyword, then you are on the second page of search results. This can be helpful when comparing rankings to page placement. On mobile, Google has a continuous scroll, which means that the pages blend together. In this case, users may not know that they have scrolled on to, say, page two or three, further illustrating the advantage of showing up in positions beyond page one.

We asked prospective graduate students to tell us, in their own words, what advice they would give to universities about how they appear in search engine results. We've grouped their responses into different groups below.

Show Up in Search Results

Building off the previous question, a collective 77% of respondents said that they don't scroll past page three of search results. Having a strong SEO strategy that is "always on" is critical to meeting these demands. In order to show up on the first three pages for a variety of results, you need a lot of relevant content about that topic. For example, just having an MBA program page is not enough to show up on page one for "MBA programs." You need a lot of supporting content, such as a careers page, MBA student profiles, curriculum page, page for each MBA concentration, etc. This signals to Google that you are an expert in the topic. It provides you with more opportunities for optimizing for a variety of search terms, and it provides users with the information they are looking for in order to make a sound decision about what program is right for them.

What is one piece of advice you'd give to graduate schools for how they're appearing in search results and the information they provide in those search results?

> **From experience, I don't usually tend to go past the first page if I don't find what I need unless I really need to keep looking. Most of the time I end up searching for something new if I don't find what I need on the first try. Try to include the most relevant Information right on the first page...most people tend not to keep scrolling."**

> **After roughly 3 pages in (if we are really desperate) we stop searching because those after page 3 aren't considered strong options.**

> **Getting on the first page of Google is crucial to being seen."**

Optimize Title Tags and Meta Descriptions

The bread and butter of organic search results is the title tag and meta description, often referred to as the metadata. First, you have to optimize your metadata so that it actually appears in search results, while at the same time maximizing the short amount of space that you have to entice users to click on your search result over others. You must ensure that your titles and descriptions stay within Google's length limits, contain keywords, and actually give prospective students the nuggets of information that will pique their interest. This is perhaps the most basic and lowest-hanging SEO fruit.

Title tags should clearly state that the link leads to a graduate program page and not undergraduate—for example, "Master's in English Degree | Carnegie University" instead of "English Degree | Carnegie University." In meta descriptions, respondents noted wanting to see information on scholarships, tuition, admissions requirements, and program length and format. Additionally, meta-data should use the same terminology prospects are searching(more on that below). Here's what a handful of respondents said they look for:

> **Information with most importance should come first in order to captivate the reader to take a deep search."**

> **Wording is key! Tell me quickly in my search if your program is all online, hybrid, or in person. How many credit hours will I need to complete my degree? Be inviting when I click on your link! Don't bring me to a FAQ that doesn't answer my question."**

> **Make it simple and to the point. Searching/considering graduate school is stressful enough. I want to know what the program is, where the program is, how long the program is before clicking the link."**

Clearly Delineate Degree Designation and Delivery Format

A big theme was people noting that program pages do not clearly delineate in search results that the page is, in fact, for a graduate degree program. Many respondents said they would land on a page and that it would take them a while to figure out that they were reading about an undergraduate program and not a graduate one. Each degree designation should have its own page and the title tag and meta description should clearly state "Master's," "PhD," etc.

Furthermore, each delivery format for a program needs to have its own page. Don't try to house information about an on-campus MBA and an online MBA on the same page. If you do this, it will be more difficult to show up in search results and your content will

also be frustrating to users who have a clear intent. For example, students looking for an online program are not interested in reading about on-campus assistantships or lab opportunities. Instead, they want to know if classes are synchronous or asynchronous and how they can earn their degree around their work schedule and family life. In addition to having separate pages for each delivery format, be sure to make that delivery format is clear in the title tag and meta description—for example, "Online Part-Time MBA Program | Carnegie University" vs. "On-Campus Full-Time MBA Program | Carnegie University."

> Be clearer about what format the classes are in, especially if there is an in-person or hybrid option. There's a big difference between a daytime hybrid option and a night class when you're working a full-time job!"

All quotes are taken directly from the survey without correction to preserve the integrity of the response.

Target the Right Keywords

Keep in mind that your program names might not match the way users are searching

There can often be a disconnect between the way that prospective students search for a particular program and what colleges/universities call that program. Many respondents noted exactly this issue. As one respondent said, "Use more key terms that might be included in the search process instead of technical language that won't be picked up by search engines." Perform keyword research to gain a better understanding of how prospects are searching for a particular program and optimize the program page for the most popular search terms, including keywords in the page's body copy, header tags, and metadata. Additionally, take SEO into consideration whenever you launch a new program. Be sure you choose names for new programs that are in line with how users are searching for that type of degree.

Furthermore, be cognizant of how you refer to joint degree programs. Research how people are searching for that program–joint, dual, combined—and use that terminology in the page's content to grab those searches.

> Make sure that you cover all of the 'key words' a student may use to find your school and your program. There are some students (like myself) who never know exactly how to phrase what they're looking for. So, as a university try and cover all the bases that a potential student may use."

> Use key words people are looking for so they can find your program more readily. Some of my search results did not show programs I later found were relevant because the wording was perhaps not using the most popular search terms."

> Program naming conventions should be an industry standard. For instance, I'm seeking a program that is both a program combined with a PhD program. These have been called joint or combined degrees but there is no standard. It's a confusing issue."

All quotes are taken directly from the survey without correction to preserve the integrity of the response.

Make Sure Landing Pages Match User Intent

A lot of respondents noted a frustration with landing pages not matching the search query that got them there. As one respondent said, "Results should match to a high degree of whatever exact phrase or wording was used in the search." You want to be sure that your content matches user intent and that the right page is showing up for the right keywords. Use Google Search Console to identify the exact URLs that are showing up for various search queries. You might be surprised to discover that Google is serving up a different page than you would have thought. You might also find that Google is confused about which page is the most relevant and therefore splits visibility across multiple URLs.

Through SEO tactics, you can control what pages show up for what keywords. You need to be thoughtful about what queries you are optimizing each page for. For example, your MSN program page might be appearing for a "nursing programs" search. This may not be the most relevant landing page though. Someone searching for "nursing programs" is not necessarily searching for an MSN—they might be searching for an associate or bachelor's degree. Instead, the query "nursing programs" should lead users to a landing page that lists out all nursing degree offerings at the institution, and the MSN page should be optimized for master's-specific search queries. Be sure to have pages for individual concentrations and certificates as well so that you show up for those niche searches. Finally, check to make sure that old pages with outdated information are not still indexed and showing up in search results.

> It's not enough to show up in the search results; try to have the right pages of your website show up. That way, those who enter your website will be directed to the most important pages about the school's programs and requirements."

> Make sure your search result link goes to the page regarding the specific grad school program...not just to your schools main homepage."

All quotes are taken directly from the survey without correction to preserve the integrity of the response.

Appear in Special SERP Feature Positions

A few respondents noted wanting to see schools show up in more engaging ways in search results other than the traditional organic listings. In the SEO industry, we refer to all these "other" positions as special SERP (Search Engine Results Page) features. We have a whole article devoted to the different types of special SERP features higher education institutions should optimize their websites for. We've grouped some of the features that survey respondents noted in particular below.

Sitelinks

Respondents noted that they would like to see more detailed links appear in search results when they type in a keyword. Respondents said, "Include links beneath the search results to specific sections of your website" and "Make sure there is a graduate school info sublink under the main link. It makes it easier to find the necessary information and shortens the time spent trying to find said information on their main page." In order to meet this ask, schools should place a focus on optimizing their websites for sitelinks. Sitelinks give users the opportunity to click through to different areas of your site—so instead of just appearing with one link, you can appear with several links, thus increasing CTR and improving user experience. In order to appear for sitelinks, your website needs to have a clear and intuitive information architecture, and the content needs to be housed properly under the correct folders.

Image Optimization

One respondent said, "Pictures attached to the search ." As it relates to photos, so many websites fail to optimize their images, which is a big low-hanging SEO fruit. Images can appear in several different ways in search results. They may appear as part of a featured rich snippet, in Google's Discover feed, in image results, and more. When an image appears alongside a search result, it takes up more Google real estate and grabs the user's attention. In order to optimize images, you want to include keywords in the file name, title text, and alt text. Always be sure to compress your images as well to decrease load time.

Google Business Profile

Another respondent noted that schools should "have contact information and email populate search ." This information usually appears in a school's Google Business Profile (GBP). You should ensure that you have claimed and optimized all of your Google Business Profiles. It is typical for schools to have several different properties for various locations on campus, such as different schools or departments within the institution. Optimizing your GBP will increase your visibility in local search results and increase your inclusion in special SERP features such as the local pack, college pack, and college cards.

People Also Ask

Another respondent noted, "Make sure to have FAQs on their page so if you do a search engine it will pop up that other students have asked." Optimizing your content for questions and answers is an excellent SEO strategy. When you do so, you increase your chances of appearing in Google's "People Also Ask" feature or rich snippet position. You can build entire pieces of content around answering a single question, or you can work multiple questions and answers into a page. For example, you might have a header tag on your MPH program page that asks, "What careers can I pursue with an MPH degree?"

How does a college or university's website impact your decision-making process?

Our next set of questions moved beyond search engines and into prospective graduate students' user experience on college and university websites. Showing up in search results can be quickly made useless if prospects don't like what they see when they actually click through to your site. We wanted to glean insights into how institutions could better meet graduate student needs and provide the type of content that would be instrumental in helping them make their decision on where to apply and ultimately enroll.

When you get to a college or university's website for the first time, what do you look for first?
+ **48% said a list of graduate programs or information about a specific program**
+ **26% said admissions requirements**
+ **23% said financial aid and scholarship information**
+ **3% said "other"**

Nearly half of respondents said that the first thing they look for on a college or university website is a list of graduate programs and/or information about a specific program, illustrating the importance of optimizing your website's program pages and ensuring that the list of programs is easily accessible from the homepage. With the next two categories being admissions requirements and financial aid and scholarship information, you want to ensure that you have pages focused on these topics specifically for graduate students. In addition to having a main graduate student admissions requirements page, as well as a graduate student financial aid and scholarship page, some programs may warrant additional pages of content related to cost, especially those that offer assistantships. Make sure all of these resources are linked to on program pages.

Is there any information you look for on a college/university website but frequently don't find?

+ **53% said more detailed financial aid and scholarship information**
+ **31% said more detailed program information**
+ **11% said admissions requirements**
+ **5% said "other"**

You can see that the top three areas that prospective graduate students look for first on a website are also the topics that they wish institutions provided more information on from the previous survey question. First, you want to ensure that you have robust content on your website about financial aid, scholarships, programs, and admissions requirements. Second, you want to make sure that this content is not buried in your site architecture. You can do your own little test. Go to your institution's homepage and use the main menu to navigate to financial aid information. How intuitive was the journey to that page? How many clicks did it take to get there? As a general rule of thumb, important content should be no more than three clicks away from the homepage. The more clicks it takes to get there, the less likely that users actually will find the information they are looking for.

How many times do you visit a school's website prior to requesting information about the school or program?

+ **63% said 1–5 times**
+ **28% said 6-10 times**
+ **6% said 11–15 times**
+ **4% said more than 15 times**

With 63% of respondents saying that they visit the website one to five times before filling out an RFI and 38% saying it takes even more visits than that, it is important to ensure that you are employing strategies to get users back to your website from many different avenues—advertising, organic search, email marketing, etc. In order to get them to return to your website, you need to have engaging content that they actually want to interact with. Utilize advanced data-tracking tools, such as a Customer Data Platform (CDP), to better understand users' on-site behavior and the content that matters most to them. Then respond to them in real-time with personalized messaging that fits those needs to usher them through the funnel and build a positive user experience.

Do you enjoy when web content is tailored to your interests or browsing behavior?

+ **59% said yes**
+ **12% said no**
+ **29% said it doesn't matter**

Do you expect content to be personalized on return visits?

+ **44% said no**
+ **37% said yes**
+ **20% said they don't know**

Nearly 60% of respondents said that they enjoy when web content is tailored to their interests and browsing behavior. Higher education has largely been behind in the trend of personalized content that sites like Amazon and other e-commerce giants have been employing for years. With a growing number of prospects expecting to see personalized content (36%), it's time to invest in advanced tracking tools such as Carnegie Clarity that will enable you to serve up personalized messaging to prospective students in real-time.

How does program content on a college/university website impact your search and decision-making processes?

In this set of questions, we wanted to learn more about how colleges and universities could enhance the program information on their websites to better meet the needs of prospective graduate students.

What types of graduate programs do you seek out--on campus, online, or hybrid?
+ **45% said on campus**
+ **30% said hybrid**
+ **25% said online**

How helpful is it when the degree program content is geared toward that specific format (on campus, online, hybrid)?
+ **48% said extremely helpful**
+ **36% said very helpful**
+ **14% said somewhat helpful**
+ **1% said not so helpful**

Since the onset of the COVID-19 pandemic, higher education institutions have been rapidly responding to the increased market demand for online programs. With 55% of graduate student respondents indicating that they look for either online or hybrid programs, colleges and universities must shift their content marketing strategy away from the on-campus student default. Eighty-four percent of respondents say that having degree program content that is geared specifically toward the delivery format is either extremely helpful or very helpful.

Higher education institutions must ensure that they are speaking to each unique audience. What matters to an on-campus graduate student (such as assistantships and on-campus facilities) is going to be different from an online graduate student (synchronous vs. asynchronous courses, flexibility around work schedules, etc.). Don't just have one MBA page that tries to talk to all audiences—build out separate program pages for each delivery format.

When viewing a program page on a college/university website, do you expect all of the information related to a degree on one page or multiple pages?
+ **52% said one page**
+ **48% said multiple pages**

Survey respondents were nearly split 50/50 on whether or not they preferred all program information to live on one page or multiple pages. From an SEO perspective, Google looks to see that you have multiple pages devoted to a single topic; this signals that you are an expert on that topic. For example, for MBA, you may have the following pages:

+ **On-Campus MBA overview page**
+ **Online MBA overview page**
+ **Careers you can get with an MBA**
+ **MBA Faculty**
+ **MBA Curriculum**
+ **MBA Internships and Assistantships**

However, those pages must be robust and serve unique purposes. Putting just one paragraph per page is not going to help user experience or SEO. Each page should have at least 500 words of content—if you cannot fill multiple pages with unique valuable content related to the program that meets this word count, it is best to keep all information housed under one robust page.

What information do you wish that degree and program pages provided upfront/provided more detail on?

Respondents had a lot to say about information that they often find is missing from higher education websites. The word "deceiving" was used a lot, as people think that schools purposefully withhold important information to force them to reach out. However, this technique often just drives them away to a competitor website.

Withholding information from your website is not a lead generation tactic. One respondent said, "If the program was not up front or tried to make me sign up or talk to someone to get it, I didn't even consider them." Another stated, "There is no excuse to not have every bit of information readily available online, anything else looks deceptive." In short, the website should provide prospects with all the information they need to make their decision on where to apply and enroll. The topics that prospects want more information on include:

Curriculum

We're not just talking about a catalog page. Prospects want detailed information about a degree program's curriculum, including specific courses needed, the material that is covered, class structure, class size, and more. Many respondents said they wanted a road map or example course of study that showed what classes had to be taken in what order and what the course load would look like for the entire length of the program, including how many credits are needed to complete the degree. They want to know how many courses need to be taken per semester/quarter to achieve the degree in the expected time and what the graduation requirements are.

Students also want to know the class size, what topics will be covered in each class "rather than students finding out halfway through the class what they need to know/do," and how much work each class will require, including how many hours a week will need to be devoted to the program. Many respondents were concerned about whether or not they would be able to pass a class, what constituted a failing grade, and what would happen if they did not pass. In a similar vein, others stated wanting to know what prerequisites they needed to either be accepted into or successful in the program.

A lot of respondents were concerned with how a graduate program would fit around their other obligations. As such, they want an easy way to see which programs are in person, online, or hybrid. For in-person programs, "Exactly how many times a term and what specific days and times to meet on campus for the whole program due to work." Are there weekend and weeknight options available for working adults? For hybrid programs, it should be explicitly stated how often students will be expected to be on campus. And for online coursework, students want to know if the classes are synchronous or asynchronous.
Additionally, many respondents noted wanting clearer and more in-depth information about concentrations, certifications, and specializations. For certain programs, students desire more information about clinical sites, research labs, and assistantships. Students also want more details on completing a thesis.

Finally, some respondents wanted more information about faculty. What research is each professor in the department doing? What is each professor's specialty or field of study? Are certain faculty members recruiting students with specific interests?

> "Example course of study showing which courses for which semester to get a feel for the course load and if it will work with my schedule. Very detailed info about whether online degree programs require any on-campus visits or classes where you must log in/watch lectures at set times or just on your own time. All the necessary info to determine if the program is a good fit for my schedule."

> "I believe something that is important is a dropout rate, what is expected of you in the program, as well as what you would be undertaking as you go into the program. An understanding of what you would have to carry as a work load within the program."

> "How the degree curriculum is organized: Is the degree plan flexible/asynchronous in terms of the lecture format? How much leeway do we have to choose the electives we want? Do classes need to be taken in a certain order? What is the schedule of the degree over the program duration?"

All quotes are taken directly from the survey without correction to preserve the integrity of the response.

Program Outcomes and Career Preparation

Respondents are very interested in hearing from past graduate students about how they used their degree. They want to speak with alumni and read graduate spotlights to get an idea of what they will be able to do with a particular graduate degree. What credentials will a student have on the job market after completing the program? In what internships or assistantships can they partake in graduate school to prepare them?

They also want to know the various career paths they can pursue with the degree, not just the obvious ones. You should have a Careers section on each program page that describes the various specific job titles and roles students can pursue with that degree. In some cases, you may have enough content to warrant a whole separate Careers page. It's a bonus if you can provide information on partnerships with employers or companies that are looking to hire people with that degree, as well as the average pay for various positions.

> "I want more transparency on where program alumni end up working and on what non-academic/industry preparation programs have as part of their curriculum."

> "Potential jobs once said degree is obtained. Some degrees have so many possibilities but many students only know about the 'popular' titles."

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Admission Requirements

Many prospective graduate students are concerned about their chances of getting accepted into certain programs. Anxieties around eligibility were noted in many of the responses. They want to know what prerequisites, qualifications, or undergraduate grades they need in order to be accepted into a program as well as standardized test requirements. They're also concerned with acceptance rate and the size of each incoming cohort.

Respondents also want to know how to contact advisors who work specifically with graduate students or how to set up a department-specific meeting with a program head, professor, or current graduate student.

More logistically, they noted wanting step-by-step instructions on how to apply to a specific program and clear dates of when the application opens and closes. If there is an admissions exam, students want to know how to access a practice exam. International students want to know specific international admissions requirements, fees, expenses, sponsorship opportunities, and processes for obtaining a visa.

Furthermore, some respondents noted feeling lost after they were accepted into a program. One person said, "For me, there was a large gap in between acceptance to beginning my courses. I felt very separated from the university and needed them to bring me into a community, which was desperately lacking." Others noted not knowing what was expected of them once they were admitted into the program. Fostering a connection and providing clear next steps is imperative to avoiding melt.

Clear Information About Tuition/Fees/Scholarships

A lot of respondents felt that institutions are not upfront about the true cost of attending graduate school. They noted that there were always a lot of hidden costs, such as fees, that added up and were not revealed until later. As one respondent noted, "The info is general and a student doesn't really find out the real numbers until they either apply to that school or talk to an advisor." Some also noted that price discrepancies were not clearly delineated for different program formats (online, on campus, etc.). Many expressed frustration at not knowing until after they had applied whether or not they would even be able to afford that school.

Prospective graduate students also want detailed information about financial aid and scholarships. Are scholarships available within the school or department? Or from affiliated organizations? Are there graduate or teaching assistantships available that would pay them stipends and come with a tuition discount? Additionally, international students in particular wanted information on living expenses and accommodations.

> **Even though some admission costs are usually shared from the get go, more often than not, there are some fees for curriculum, classes, and special fees that were never disclosed and cost thousands of dollars."**

> **Why do we have to wait until you accept us to know if we can afford it? We want to know the program cost (put a template there with different possibilities) and tell us how much scholarship we can get too."**

All quotes are taken directly from the survey without correction to preserve the integrity of the response.

Campus Support and Community

Beyond program specifics and admissions requirements, students want to know that they will be accepted and supported in your campus community. Respondents want information on student support and safety, especially for minorities and women. They also want to know about military accommodations, the diversity of the student body, the school's take on equity and inclusion, and the culture and social life on campus and in the surrounding community.

How does social media affect your graduate school search process?

In our final question set, we wanted to learn how much social media impacted prospective graduate students' search for the right program or institution and what schools could do to increase engagement on their social accounts.

What social media networks have you used for your graduate school research? Select all that apply.
+ **28% said Instagram**
+ **28% said LinkedIn**
+ **26% said YouTube**
+ **23% said Facebook**
+ **12% said Twitter**
+ **12% said Reddit**
+ **8% said TikTok**
+ **7% said Quora**
+ **5% said Snapchat**
+ **28% said none of the above**

Which best describes your general experience with graduate schools' social media presence?
+ **29% said they find the frequency of posts and content of the posts helpful in helping them decide if a school is a right fit for them**
+ **27% said they find that schools post frequently but not content that is helpful to them**
+ **23% said they find the frequency of posts and content to be inadequate and unhelpful in deciding if a school is a right fit for them**
+ **22% said they find the posts helpful but wish schools posted more frequently**

Graduate students noted that they use Instagram, LinkedIn, YouTube, and Facebook the most in their research. However, only 29% were actually satisfied with the content schools posted to social networks and the frequency with which they posted. Ensuring that you have a strong social media strategy that is tailored to your audience is key. Create content that resonates with them and develop a content calendar to make sure you are posting on a regular basis.