OCTANE

ACTIONABLE INSIGHT
REMARKABLE TOPICS

BROUGHT TO YOU BY enrollmentFUEL

VOL. 7, ISSUE 2, 2023

INSIDE

A LETTER FROM THE

VICE PRESIDENT FOR CLIENT RELATIONS

Our goal is to provide topics that provide practical insight and expand the understanding of Strategic Enrollment Management (SEM) within our community.

enrollmentFUEL would like to thank Shenandoah University in Winchester, Virginia for allowing us to feature this photo on the cover of our magazine.

Dear *Octane* Booster:

The first issue of *Octane* came out in May 2017. We are still going strong six years later, thanks to continued interest from readers like you.

Our goal is to provide topics with applicable practical insight and to expand the understanding of Strategic Enrollment Management (SEM) within our community. In this issue, you'll hear from two guest contributors. Kristen Capezza, MBA, talks about breaking free from constraints in "Cross-Campus Partnerships: Breaking Down Silos and Why It's Important." In "Operationalizing a Strategic Enrollment Plan," John Haller, EdD, discusses the core components of successful strategic planning in today's challenging enrollment environment.

We also have new articles from our enrollmentFUEL team. President Jacquelyn D. Elliott, EdD, looks at five critical areas in the changing SEM landscape. Associate Vice President of Marketing and Learning, Laralee F. Harkelroad, EdD, shares thoughts on training and development. Vice President of University Partnerships (Mid-Atlantic), Will Lee, MS, writes from personal experience on partnering with athletics to grow overall enrollment. And Project Manager, Jazmane Brown, MA, offers tips for reading admission essays.

We would like to share a milestone, and are pleased to announce that microSEARCH®—the subject of one of our first *Octane* articles—is now a registered trademark of enrollmentFUEL. We believed this small-scale, highly targeted form of Student Search could be a game-changer when we introduced it, and that has been the case for client-partners who have used it to meet their goals.

Thank you for being part of the *Octane* community. If there is anything I can do to help you, please email me at *lisa.branson@enrollmentfuel.com*.

Yours in partnership,

Lisa Branson

Lisa Branson
Vice President for Client Relations

Octane the Magazine: **A publication of enrollmentFUEL**
A collection of innovative thoughts and ideas from leadership in all areas dedicated to improving your Strategic Enrollment Management and Student Search strategies. Our goal is to fuel creativity and release positive energy among enrollment professionals.

inside OCTANE

SCAN HERE TO SEE PAST ISSUES OF OCTANE

QUICK TAKES

FAST *reads and* ***INNOVATIVE*** *ideas to* ***BOOST*** *positive results*

ChatGPT Isn't Taking Over Just Yet

As AI chatbots gain popularity, concerns are growing over how students looking for "shortcuts" might use them. But recent research suggests many students aren't on that page just yet.

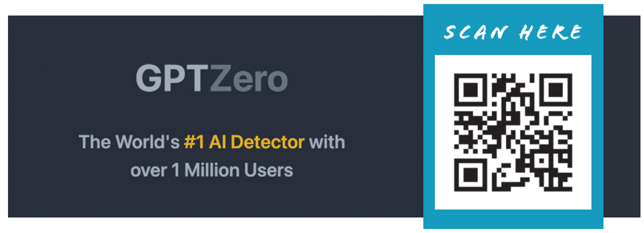
In a survey of 520 US college students, a Morning Brew/Generation Lab poll found that 40% have never even heard of Chat GPT, the chatbot from OpenAI. Among those who have heard of it, 52% have never used it. Of the students who have used the AI bot, 55% say they "almost never" use it.[1]

ChatGPT is, of course, still relatively new, and for now, it seems like students are using the bot for fun or research.

- 71% of students who use ChatGPT say they use it for entertainment or fun
- 32% of students who use ChatGPT say they use it for quick answers to simple questions
- 31% say they use it to better understand complex topics

As AI becomes more prevalent, education professionals must consider how to work with it while emphasizing the unique knowledge and complexities of human thought and inspiration.

1 Freyman, Neal. "ChatGPT not a hit on college campuses...yet." *Morning Brew*, 5 March 2023, https://www.morningbrew.com/daily/stories/2023/03/05/chatgpt-not-a-hit-on-college-campuses-yet.



How to Spot Cheating in a ChatGPT World

According to a Morning Brew/Generation Lab poll, 17% of students who have heard of ChatGPT say they have direct knowledge of friends using it to cheat![1]

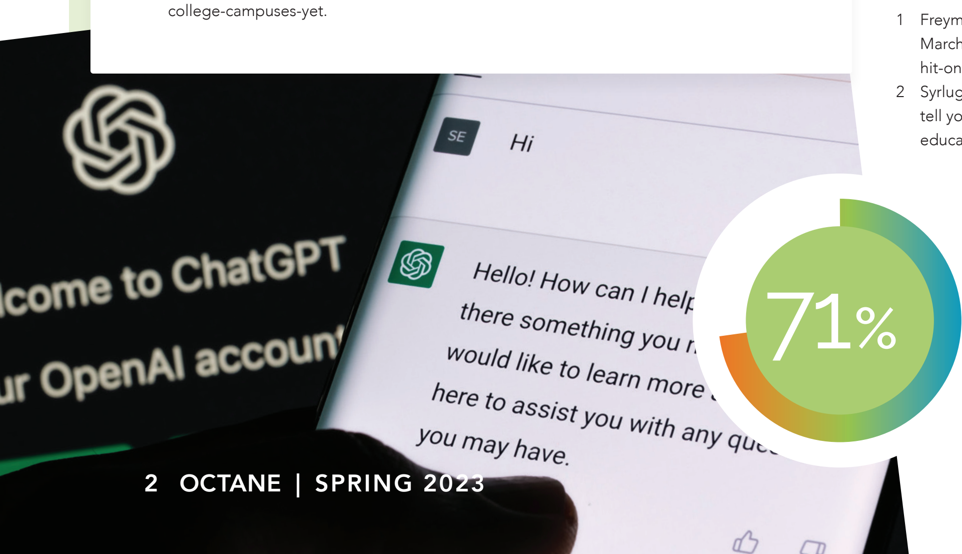
It may not be a big hit just yet, but as students realize that ChatGPT can easily churn out short essays as good as—or even better than—their own writing, teachers are on the lookout for tools to better detect the telltale signs of AI writing.

Tools to detect cheating and plagiarism have been around for decades. Today, the most buzzed-about tool is GPTZero, developed by, ironically enough, a college student. Princeton student Edward Tian created the app to determine the likelihood of a piece of text being written by a human or by ChatGPT.[2]

The app already has millions of views, and tools like these are likely to become even more popular as cheating detection tools work to keep up with the AI era.

1 Freyman, Neal. "ChatGPT not a hit on college campuses...yet." *Morning Brew*, 5 March 2023, https://www.morningbrew.com/daily/stories/2023/03/05/chatgpt-not-a-hit-on-college-campuses-yet.

2 Syrluga, Susan. "Was that essay written by AI? A student made an app that might tell you." *The Washington Post*, 12 January 2023, https://www.washingtonpost.com/education/2023/01/12/gptzero-chatgpt-detector-ai/.



71% of students who use ChatGPT say they use it for entertainment or fun

A Testing "Boot Camp" Is Leveling the Playing Field

Developed by the founder of Khan Academy, Schoolhouse.world has become a go-to platform for free, accessible test prep for high school students getting ready for the SATs or AP exams. Many of the platform's tutors are students, with small, peer-to-peer "study groups" designed to empower students while improving test scores. The platform offers access to test prep that has long been considered "elite."

The platform has partnered with a dozen states to raise awareness and access, and several major universities are including application questions about tutoring with Schoolhouse.world. It's getting results, too: early research found that students who participated in the tutoring scored as much as 55 points higher on their SATs compared with their PSATs than students who did not participate.[1]

1 Newcomb, Tim. "Free SAT Boot Camp & Tutoring Platform Is Getting Noticed by States, Colleges." *The 74 Million*, 1 November 2022, https://www.the74million.org/article/free-sat-boot-camp-tutoring-platform-is-getting-noticed-by-states-colleges/.

Expand Outreach Opportunities with Ringless Voicemail

enrollmentFUEL's ghostVOICE™ is a ringless voicemail technology. This solution expands the admission team's phone calling bandwidth with an easy-to-execute and cost-effective option for spreading the news about:

- Scholarship opportunities
- Application and deposit date reminders
- Campus visits and events

Messages are easy to create and record. You can feature a member of the admissions team, a student ambassador, well-known alums, or a professor.

Discover more online.

It's Never Too Late to Learn

When we think of "returning students," we usually picture a working professional, or perhaps a parent, returning to school sometime in the middle of their life. One Australian woman is proving there's no age limit on education—and inspiring us all in the process.

Alison Asquith, age 82, recently completed her PhD at Deakin University. And she's not the only "senior" exploring the world of higher education, with many older adults enrolling to improve job prospects, develop personal interests, or study subjects they didn't have time for earlier in life. These returning students' passionate pursuit of education further proves there's no time limit on expanding our horizons and re-investing in education.

READ MORE

CREDIT: PAUL JEFFERS

STRATEGIES

FROM "SEE" TO SHINING "SEE"

—Observations of the Changing SEM Landscape Across the Country

Jacquelyn D. Elliott, EdD

If you have read any of my previous articles, you know I do a lot of traveling for enrollmentFUEL. I zig and zag across the country visiting many of you, as well as prospective client-partners, to talk about our distinct product offerings and white-glove service.

All that travel has enabled me to converse with folks on the front line, presidents, board members, and students. Based on those conversations, I have five critical observations to share.

1 THE CLIFF IS REAL, AND MOST SCHOOLS ARE NOT IMMUNE

In 2018, economist Nathan Grawe wrote *Demographics and the Demand for Higher Education*, in which he exposed a looming demographic cliff that will hover over higher education for almost the next decade. The statistics paint a stark reality: the students required to fill our seats were not born. And my travels bear this out.

Despite this, nearly every school with whom I meet is budgeting in strategic plans for continued growth during this same period. Approximately one in ten expect to hold steady and a few outliers do predict a decline. For schools that expect to grow, predictions range from 3% to an astounding 10% annual growth. I find this interesting because rarely are there any strategies regarding this growth; instead, a budget has been prepared, and the number of students required to meet this budget is passed down to enrollment leaders.

In addition, I often hear that while many leaders recognize that the demographic cliff is real, they believe it will happen to the "other guys," and their schools will be immune because they have good people, a robust system, a good CRM, or any number of other factors that will not solve this problem.

So, what can you do? Honestly, many schools will struggle and fail to meet the budget. Some will merge or close entirely. This is not a guess—this is a reality.

But there is hope for schools who pause and spend time planning for this by putting together a list of tactics and strategies and resourcing them. (Why? Because this level of thoughtful planning is not being executed in most places.)

Genuine conversations are necessary because, for many schools, you are "the other guy." Being brave enough to innovate and think more like a business than a university will go a long way. If you are a VP for Enrollment Management and have yet to have this type of conversation, the time to act is now. Meet with your president and ask what the plan is for combating the demographic changes ahead. If you do not get a strong response, ask for a team of intelligent and dedicated people to help create a plan.

2 DONE CORRECTLY, DIRECT MAIL STILL HAS VALUE

One of the questions schools and VPs ask most often is whether direct mail is worth the investment. In the face of tight budgets, rising postage costs, and increased paper expenses, it's a legitimate question.

The cost of paper rose an exponential 12.8% in 2022 alone, and the price of first-class postage has risen 4.2% this year (a staggering 13 cents in the past five years—the fastest increase in USPS history).[1, 2] Although I don't have exact figures on budget cuts in enrollment divisions, I hear about cuts from 7% to a whopping 27% over the past five years.

With these figures at play, it's essential to look at every SEM tactic with a critical eye. However, direct mail still has value—when positioned at the right time and done well.

So, what is the right time, and what should you consider? There are three critical ways to think about timing. The first is during Student Search, the second is to drive applications, and the third is to drive matriculants.

In Student Search, deploy direct mail about a third of the way through the campaign to augment email open rates and digital clicks. At enrollmentFUEL, we see an uptick in campaign activity following the drop of a mail piece, without fail.

Now let's think about appropriate timing, doing direct mail well, and applying the concepts to driving applicants and matriculants. The top two mistakes almost every institution makes are sending purely transactional communications (which are not appealing or engaging to Gen Z) and failing to segment communications to maximize relevancy. In other words, schools are still segmenting like it's 1999. (Although Prince might be happy that we're still partying like that, our Gen Z student is not.)

---

1 "Industry Market Research, Reports, and Statistics." *IBISWorld*, https://www.ibisworld.com/us/bed/price-of-paper/4595/#:~:text=In%20response%2C%20paper%20manufacturers%20had,exponential%2012.8%25%20in%202022%20alone.

2 Rahal, Nour. "USPS Forever Stamp Prices Increase 3 Cents, Expect Changes Twice a Year: What to Know." *USA Today*, 21 Jan. 2023, https://www.usatoday.com/story/news/nation/2023/01/21/stamp-prices-rise-2023-usps-forever-stamps/11096096002/.

What motivates prospective students to deposit (and ultimately matriculate) is smartly designed segmented mail. Segmentation does not mean the student's name appears multiple times in the communication or that you plopped in references to a major, sport, or extracurricular activity.

On the contrary, smartly executed direct mail is designed with "clusters" of student personas in mind. It speaks in a voice that caters to the family's lifestyle and assures them you will be an extension of that lifestyle when the student enrolls.

Let's say you have a middle-aged, upscale family seeking to escape suburban sprawl and living in a small rustic township. Parents in this group will have post-graduate education and hold management positions. They will be dual-income couples with a comfortable, child-centered lifestyle. Garages are filled with sporting goods and equipment, and families have the latest tech gadgets for online shopping and researching colleges. This persona is called *New Homesteader*.[3] How you write and communicate with this family should vastly differ from how you communicate with a zero-EFC family called *Family Thrifts*.

Success comes from reconstructing the old way of doing business and modernizing to communicate with families in a way that gets them to the close. If you need help identifying how to research and categorize your prospective list into such clusters, enrollmentFUEL's smartSEARCH approach is the answer. (That wasn't a sales pitch—I just wanted you to know it exists.)

Yes, it is okay (and required) to send mailings reminding students about missing information or next steps, but send those from an operations director with the director's name on them. Keep the counseling staff engaged in relationship-focused transformational communications, such as personal notes.

In student focus groups conducted during the past few years, students consistently say that hand-written notes are rare but carry the most weight. A hand-written note is novel to tech-driven students. A note stands out and makes them feel seen and special—attributes that are important to Gen Z. (By the way, the focus group students said the second most memorable direct mail items are die-cut or interactive in some way, so tuck that nugget away, too!)

We all know this generation is tech-savvy, so every school puts the bulk of its money and time into tech solutions. But if *you* are using technology to communicate, so are 50 other schools like you, and it all becomes white noise to your prospects. So, it's clear that to drive applications, you must make the counselor's communication distinctive and relationship-focused.

3 "New Homesteaders." *Claritas*, https://claritas360.claritas.com/mybestsegments/#segDetail/PZP/15.

3 STRATEGIC PARTNERSHIPS ARE A KEY TO SURVIVAL

The idea of partnerships is controversial. I have interviewed presidents about the topic and promised to keep their names confidential.

Presidents at smaller-private colleges and universities with fewer than 3,000 students recognize that discount rates continue to climb and costs are out of control. No silver bullets exist to solve this until higher education gets a national overhaul.

Presidents said (off the record) that they believe many are doing everything they can to hang on now but failing to position the institution for its future. In one interview, a president said,

> **"I think many of us at schools like mine are doing a disservice. We are doing what we need in our presidency to protect ourselves. But, in reality, I think we would be better off finding the right partnership while we still have something worth looking at rather than getting ourselves into a position where in four or five years, no one will want to look at us, and the only option will be to close."**

These conversations were eye-opening. Partnerships will remain a key solution to the long-haul issues the demographic cliff will create.

These partnerships might be actual mergers, businesses buying "bulk" training for employees, shared resources, teaching across institutions (look at Colleges of the Fenway as a proactive case example), or corporate partnerships for specific degree or training programs.

Executing a plan of action around recruiting and creating partnerships that drives revenue is crucial. We know this, but too few are doing it.

4 STUDENT SEARCH IS NOT DEAD

In an environment of budget cuts, many schools question the role and importance of Student Search or look to it as the *thing* to cut (since it's easy to cut one larger line item than chip away at many). Student Search is an easy target in budget-cut conversations, and many schools think they can do it in-house.

Here is what we see. Yes, Student Search can be done in-house. But schools still need to be trained to do it correctly and effectively. Without training, schools license names, dump the list in their CRM, and send emails. The search is done quickly, and then it's over. *This is not Student Search*. Student Search is not simply communicating with a bunch of students and hoping something will stick.

When done correctly and ethically, Student Search converts suspects to prospects/inquiries—it generates hand-raisers who are *interested* in your school. If you want to know why students aren't opening your emails, it's because many schools are blasting emails to students who never said they wanted to receive them. In real Student Search, if students do not respond, they are considered uninterested, and you do not continue communicating with them.

Many aspects of Student Search require finesse, and most schools lack in-house resources, which is why it is outsourced in the first place. Here are a few questions that can serve as a litmus test to determine if you are ready to do Student Search in-house.

- Are you able to segment emails correctly, run them with A/B tests, compare the data, and tweak the process before sending a subsequent email? Or do you set up your emails sequentially, push the button, and walk away?
- Are you able to "warm up" servers?
- Do you know how to "outsmart" the Google algorithm to get your emails opened?
- Do you cleanse your addresses using CASS certification software?
- Do you find missing emails for addresses in your CRM, or fix the ones that are missing extensions, etc., before each and every email?
- Do you source each inquiry from its original name source to know the ROI for the next name purchase cycle?
- Are you able to dispatch emails across a server farm?
- Are you able to protect your domain reputation when sending hundreds of thousands of cold emails?
- Do you run digital ads that will generate inquiries that include the names of students who clicked on them?
- Are you able to identify the names of the students who visit your website thinking they were bypassing your Search strategies?

If the answer to any of these is "no," you are not doing Student Search; you are running an email campaign—and probably frustrating 95% of the families on your list.

Don't get me wrong: running Student Search in-house can work! We believe in the value of Student Search so much that we will teach schools how to do it properly and ensure they are successful. However, a school can't simply pull the plug on Student Search for the sake of the budget—it has to be moved in a way that generates students who are the right match for your institution.

If you are in such a situation, or need to build Student Search into your CRM, work with a provider like enrollmentFUEL to help you on the transition, so the money you spend on your names is not wasted. Train on the process early in your cycle of any given year, as there are many aspects to consider, build, and test before you go live.

5 WE NEED TO MODERNIZE

Colleges and universities have long held onto tradition and been protected from the outside world—academia is called the Ivory Tower for a reason. Our field has been highly insulated from the changing landscape for years. Yet, if we were to compare ourselves to the auto industry, it's as if we're still trying to sell American Muscle in the age of the E-car. So, how can schools modernize?

Five areas remain critical: digital, curriculum, nimbleness, data, and structure.

A FormAssembly blog post on this topic caught my eye.[4] As FormAssembly noted, modern institutions are digitally focused. Focusing on the digital is a bedrock for how an institution does business—it is not some passing notion or item on a checklist buried four layers down. Everyone from the cabinet level down needs a digital focus; embrace it with investments in and out of the classroom. If you want to stay relevant, this is *required*.

Curriculum design has to be more than just a discussion about how to deliver online learning. While in-person instruction feels like what we do best, you know you are modernized when you talk about and plan all modalities, not in terms of "how to add or change," but how to augment and shape.

If you are still thinking about how to structure your curriculum in this new environment, you have not modernized your campus. If your faculty are still lecturing with an accompanying PowerPoint, your in-class environment is not an easy sell from an enrollment standpoint (and is it really worth the tuition you are asking for?).

The classroom environment won't remain a secret once the student enrolls—and students transfer because of classroom environments. You are not modernized if your school isn't using computerized grading, electronic textbooks, simulation technology, gamification, flipped classrooms, active learning classrooms, collaborative distance learning environments, and learning management systems (LMSs).

Modern institutions remain nimble. Rather than having committees on committees making decisions about the institution's business aspects, nimbleness means having an appropriate balance of shared governance and business prowess. Schools must adapt quickly to changing guidelines, legal issues, federal and state regulations, financial aid opportunities, developing corporate partnerships, safety concerns, and media issues.

In consulting engagements, I know an institution is successful when they share a list of items they need to accomplish, and when I return the next month, many of the items have been solved, and new ones are on the list to move through the process.

Sadly, most schools will have the same items on the list six months later, with leaders bogged down in meeting after meeting. Modern schools move like a business that's trying to attract an investor. They are quick, forward-thinking, and energized by solving problems.

Additionally, modern institutions are quick with data, and data is easy to access. These institutions no longer hire "tech people." Instead, they focus on data scientists and analysts who look for trends in data and *make recommendations*. They hire astute people who do the heavy lifting of knowing what the data means, not just how to structure, access, and compile it. These schools visualize data and share it widely. There are no data silos; the data belongs to the people.

Lastly, there's structure. Modernized institutions approach enrollment as the sales engine and fund it accordingly. They focus on the student experience as if the student is a customer (because they are, and customers have many options). Their plan focuses on innovation (and does not sound like every other school's strategic plan), uses mechanisms to hire the right people (and tools to match the employee to the role—think *Culture Index*), and has clear standard operating procedures that guide employees to be self-starters.

If these sound like areas your institution needs to address, the time to modernize is now. Statistics always tell a story. Consider the following:

- Only 60% of individuals who begin a college education move to degree completion
- Private institutions witnessed an 8% decline in admission since the COVID pandemic
- Online education is projected to be a $350 billion industry by 2025
- E-learning methods can increase student memory and retention by 25-60%[5]

Our landscape is shifting. What I have shared with you today is only the tip of the iceberg—but these topics need the most immediate action for schools to survive, thrive, and, ultimately, flourish. If you recognize any of this at your institution, act now. What we "see" from shining "see" is right before us—and turning the plane requires passion, action, and desire.

4 "The Modernization of Higher Education: Navigating New Challenges in a Digital World." *FormAssembly*, 5 Aug. 2021, https://www.formassembly.com/blog/modernization-higher-education/.

5 https://www.formassembly.com/blog/modernization-higher-education/

60%

Only 60% of individuals who begin a college education move to degree completion

8%

Private institutions witnessed an 8% decline in admission since the COVID pandemic

25% → 60%

E-learning methods can increase student memory and retention by 25-60%

Dr. Jacquelyn D. Elliott is the President of enrollmentFUEL. Her Strategic Enrollment Management expertise has led multiple colleges and universities to reach record institutional enrollments. She consults with various institutions and is passionate about helping them develop strategies to achieve financial objectives while helping build strong educational foundations to support the dreams and goals of their student populations. She can be reached at jacqui.elliott@enrollmentfuel.com.

OPERATIONALIZING A STRATEGIC *ENROLLMENT PLAN*

By John Haller, EdD

Literature abounds on the topic of strategic planning. It is easy to find essays explaining why strategic planning is essential (or why it should be less important). So is locating instructions for creating strategic planning documents that amount to glorified paperweights. I take a different approach, viewing strategic enrollment planning from an operational perspective.

The Importance of Strategic Plans

Strategic plans matter because they get your team on the same page so you can work together smoothly and achieve common objectives. There are many formats and structures for plans. I often recommend developing a visual graphic formatted like a Venn diagram showing the intersection of priorities, actionable items, and overlapping goals. Then, on subsequent individual pages, show each team member their vital part in reaching your group's goal.

How can your team use this technique to develop and operationalize a strategic plan for maximum success? A few simple steps can set you on the right path.

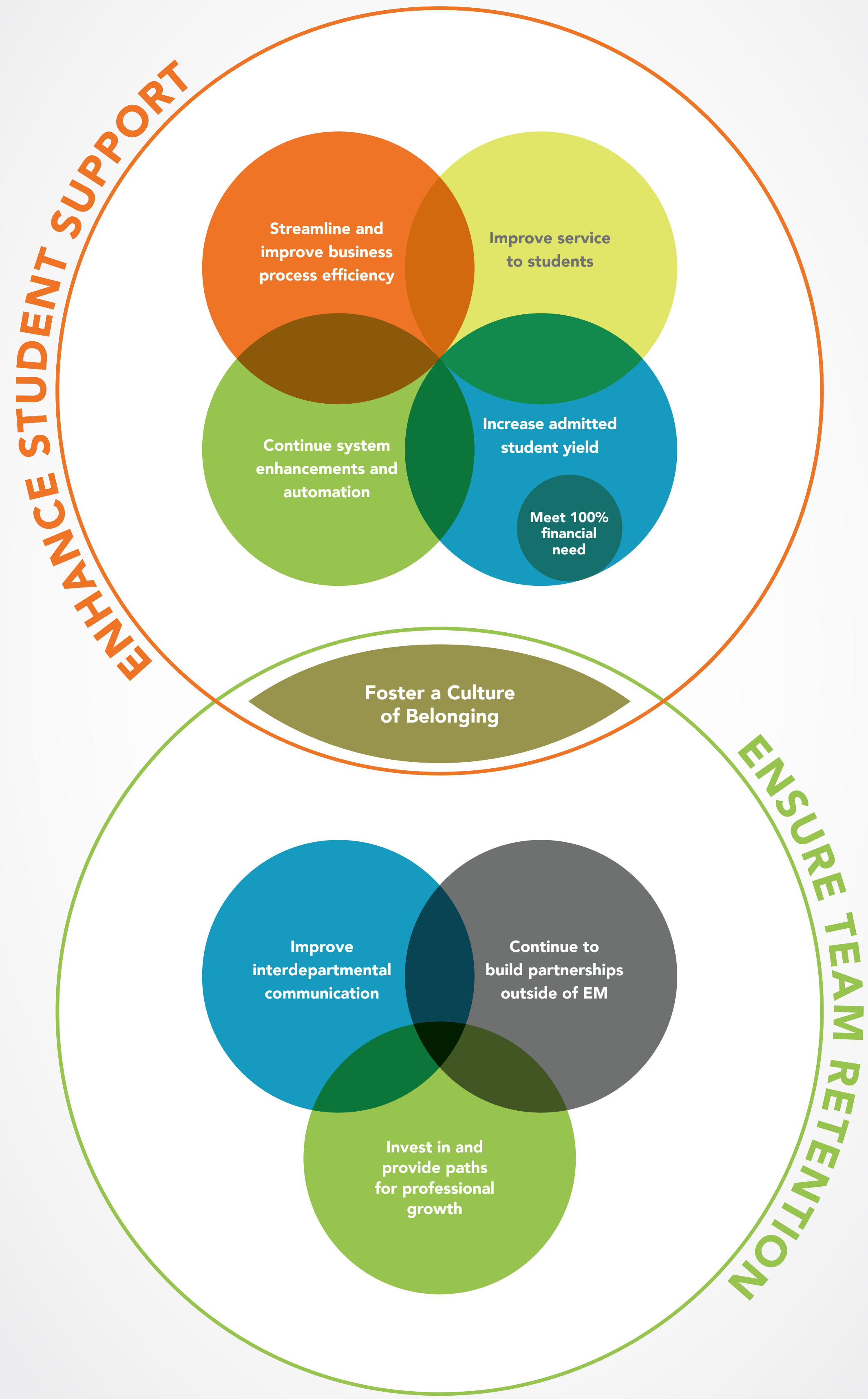
STEP 1: Consider Your Mission

Every great plan starts with understanding the project's specific goal and how it fits within the organization or institution's overall mission. As you develop your strategic enrollment plan, lean into the institutional mission and examine enrollment's role in achieving it.

Most institutional missions say something about "successful student outcomes." That phrase speaks to the fact that every area of the institution—from admission to financial aid to student success—plays an important part, which makes student outcomes a powerful concept around which to structure a strategic plan.

For instance, if your overall mission or goal is to increase student persistence, you might develop a Venn diagram to represent your priorities. The two main circles in the illustration (p.12) represent two critical tactics for achieving the goal: enhancing student support and ensuring team retention. Each circle then contains a list of actionable steps that overlap. Most importantly, the middle of the Venn diagram shows where the two tactics overlap and what that means for the institution: fostering a culture of belonging for students and employees.

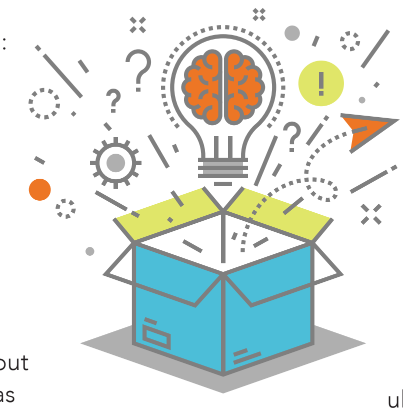
SAMPLE PLAN: INCREASE STUDENT PERSISTENCE TO GRADUATION



STEP 2: Brainstorm with Your Team

Rather than mandating planning from the top down, a more effective approach is to bring your team together to discuss the objectives and potential tactics. I have found success with a "retreat" approach: getting everyone together to focus on the task.

Consider putting people at round tables, with about eight to ten people at each table, all from different areas of the organization, so people have the chance to work with people they may not know. This approach also results in relationship and trust-building within your team while simultaneously developing a plan.



Start with a general prompt or question: where do you want to be in five years? Do you want to grow? Get stronger students? Improve retention? Each group can work within a designated block of time (depending on your scheduling constraints and needs) to create a list of actionable items, focusing on ideas that your area can either control or influence, regardless of cost (at this stage). No matter how "out there" it might seem now, every idea has value as long as it addresses current pain points or processes that contribute to student outcomes—there is no wrong answer.

STEP 3: Discuss with Senior Leadership

With this wealth of ideas and information, assemble your senior leadership team and consider the initiatives as a group. Put all ideas on the table and look for common themes, threads, or intersecting ideas.

Prioritize each item according to impact and cost. The leadership team should identify gaps or other tasks to include in the final plan. Evaluate each suggestion and assign a "letter grade." The most frequently referenced options that have a meaningful effect and are financially feasible get an "A" grade, and so on, down the line.

Some ideas will be too costly, while others will be outliers that will not impact the objectives. Those can be discarded until the "pile" of ideas is whittled down to a clear plan.

Don't just toss the discarded ideas out wholesale, however. Store those ideas and suggestions, like a "rainy day list," for a later time. In the future, the situation may have progressed or changed to a point where those ideas are feasible, and it can be helpful to have them on hand. Instead of framing it as a "no" file, frame it as a "not right now" file.

STEP 4: Assemble an All-Star Team

Once the long list of ideas has been narrowed to a handful of relevant, meaningful, and actionable items, it's time to assemble a strategic enrollment planning working group. Bring together rising-star professionals from each area of your organization who see the big picture and work operationally. Meet with this team regularly to operationalize the plan visually, relative to priorities, while ensuring they handle the responsibility of leading some initiatives.

This step-by-step, team-centric approach is helpful for several reasons. It serves as an excellent way to ensure overall buy-in since the specific ideas came from the team, while prioritized and guided by leadership. This process helps galvanize a team around a common goal in a way that keeps everyone rowing in the same direction and informed about the necessary part they are playing in achieving the ultimate goal. At the same time, it supports career development, leadership training, and succession planning by bringing in your rising stars to lead the way.

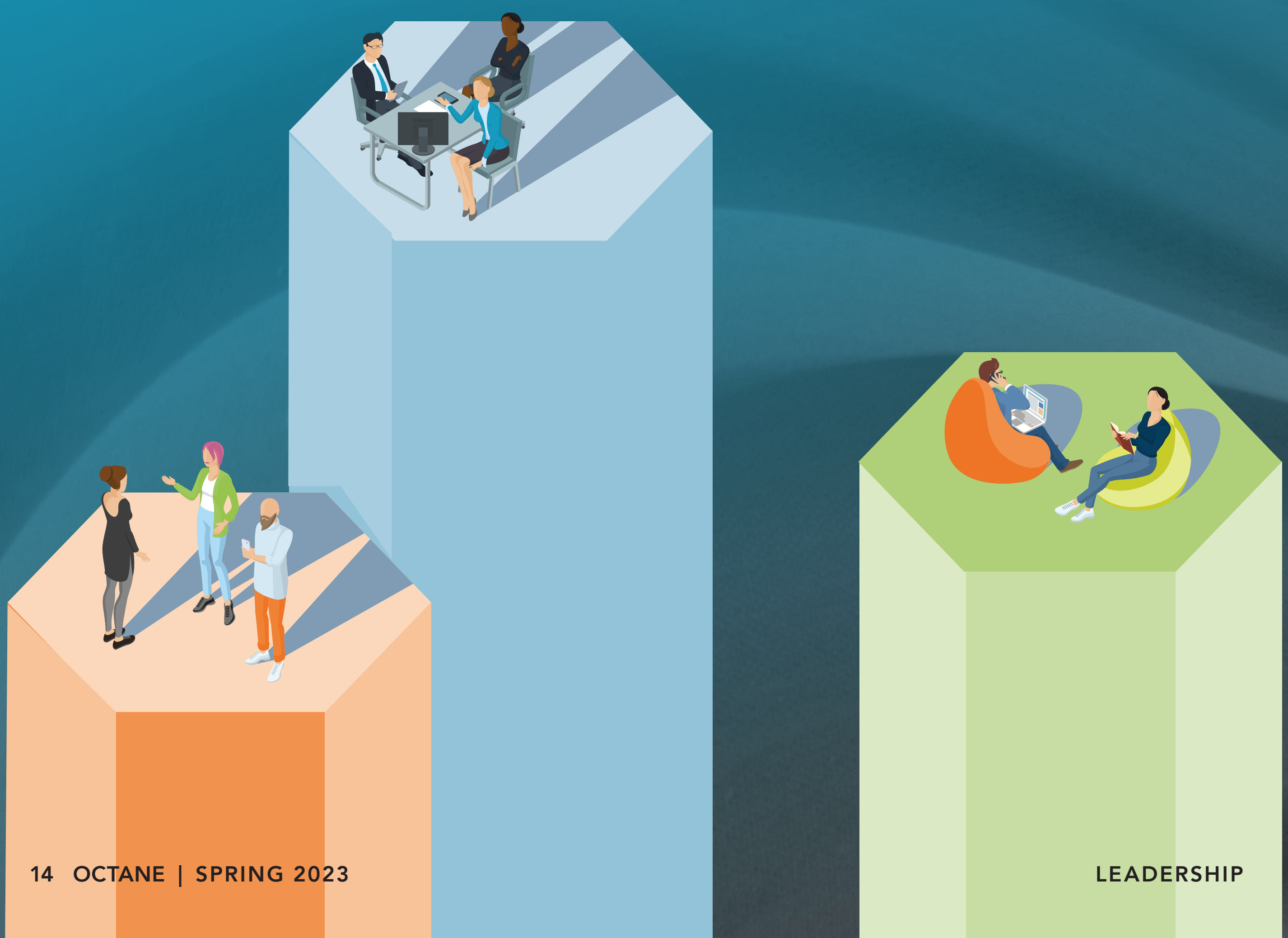
As a leader, you must return to your strategic plan with your whole team and leadership team at timely intervals—depending on your assessment of the needs and skills of your team—to keep your eye on the ball. Without this continued guidance, it's easy to get lost. Or, as Lewis Carroll wrote, "If you don't know where you're going, any road will take you there."

John Haller, EdD, is the Vice President of Enrollment Management and New Student Strategies at the University of Miami, as well as an expert in both federal and institutional methodology financial aid approaches. During his time at Miami, the institution has realized a 60%+ increase in applications and a 50%+ increase in yield while also moving to a need-based financial aid strategy where 100% of financial need is met. John previously served as the Associate Provost for Enrollment Management at Saint Joseph's University. He is an honors graduate in economics and statistics from the University of Michigan, received master's degrees in business and higher education, and received his EdD in higher education from the University of Pennsylvania. You can follow him at johnhaller.org. Contact Dr. Haller at johnghaller@yahoo.com.

CROSS-CAMPUS PARTNERSHIPS:

BREAKING DOWN SILOS AND WHY IT'S IMPORTANT

By Kristen Capezza, MBA



Institutional silos can slow a school's ability to innovate and respond to student and market needs. How can we break down these silos? I call it "What's In It for Them (WIIFT)", and it's part of a process for developing shared missions.

Ask an admissions officer about building a class, and they'll tell you that enrollment isn't just a job for the admissions office. Every campus department plays a critical role in supporting recruitment and retention. In fact, it's a core principle of Strategic Enrollment Management (SEM): if you can create effective cross-campus partnerships, you can drive better enrollment growth and persistence.

Let's face it. Departments are working hard, but they are not always working hard together. Encouraging each department to do its part can seem like an overwhelming task, requiring a willingness on both sides to share information, resources, and ideas, along with the capacity to collaborate and execute. In other words, it requires a shared investment.

Institutional silos can slow a school's ability to innovate and respond to student and market needs. How can we break down these silos? I call it **"What's In It for Them (WIIFT)"** and it's part of a process for developing shared missions.

WIIFT brings every university office into your enrollment mission, builds shared investment, and drives student-centered results across campus.

WIIFT can also put enrollment managers in a powerful position, enabling them to become strategic influencers on campus, driving cultural change and cross-campus partnerships. After all, inefficient or missing communication, siloed operations, and lack of data sharing can prevent growth in your enrollment funnel, produce misaligned academic offerings, and result in ineffective aid allocation and missed tuition revenue targets, to name just a few challenges.

Adelphi University, located in the beautiful suburb of Garden City, New York—a short 45-minute train ride to New York City—enrolls more than 7,250 students with a mix of undergraduate, graduate, and doctoral scholars hailing from 43 states and 72 countries. With 150-plus programs spanning eight colleges and schools, one central campus, dynamic learning hubs in Manhattan, the Hudson Valley, and Suffolk County, and the online world of study, the risks of decentralization and silos are significant.

However, as Vice President of Enrollment Management and University Communications, I've intentionally spent time cultivating relationships across campus over the past several years. My focus has been shifting conversations from "What is the office of admissions doing to recruit students?" to "How are our efforts creating synergy in recruitment and enrollment?"

In short, WIIFT.

Let's look at a few sample cross-collaborative partnerships and how the WIIFT plays out.

Academic Affairs: Is your program portfolio helping or hindering enrollment? Collaborate with faculty governance and academic leadership to share market trends and develop plans to launch high-growth, high-demand academic programs.

> **The WIIFT:** Open communication sets the stage for resource prioritization, cutting-edge programming, and clearly articulated value propositions across all programs. Like many schools engaging in this vital work, Adelphi has found that improved collaboration leads to better-defined marketing campaigns, stronger day-to-day sales pitches, and, ultimately, fuller campus classes.

Advancement: Are you optimizing donor funds to support retention, and does your infrastructure allow for transparent information-sharing between departments? Set aside time to collaborate on building systems that share funding and spending patterns transparently across restricted and endowed funds. Create reports showing dollars spent and outcomes tied to student and institutional success.

> **The WIIFT:** Developing shared plans to track, award, spend, and steward philanthropic dollars produces a win for all. Impactful giving and strong outcomes often lead to repeat and greater giving. At the same time, students benefit from having their needs met and financial gaps closed—an essential goal for our cross-departmental team.

Alumni Affairs: Have you taken advantage of your alumni network? Working with your alumni affairs colleagues, develop programs to collect testimonials, referrals, and perceptions. Engage alums in print and in person.

> **The WIIFT:** A strong alumni affairs-enrollment partnership offers new engagement opportunities for alums, often resulting in powerful, far-reaching stories of satisfaction and pride in the institution. In addition, many colleges, like Adelphi, find that alums are a valued source for enrollment as lifelong learners.

Business Affairs: Do your billing, collection efforts, and payment policies reflect student-centered operations? Bring your business affairs and enrollment teams together to develop an appropriate array of student support, including emergency grants, deadline extension policies, scholarship and aid renewal criteria, financial literacy workshops, and payment plans. Create a shared understanding of your price positioning relative to your competitors to drive more productive conversations and informed pricing and enrollment strategies.

> **The WIIFT:** Optimizing tuition is an enormous undertaking. Pulling together finance and enrollment staff to streamline financial assistance options can improve communication, increase student retention, enhance receivables, and create a public reputation for affordability. At Adelphi, we literally pulled down walls to eliminate these silos, creating a single One-Stop Student Services Center for academic records, financial aid, billing, and account assistance.

Information Technology: How are you sharing data across campus, and where is your data originating from and flowing to? Collaborate with your data and technology teams to build robust data warehouses, real-time dashboards, and cross-departmental reports demonstrating the interdependence of campus partners. Transparency in enrollment metrics highlighting departmental codependency—such as turnaround times for financial aid packaging, call center answer rates, student employment take rates, event engagement rates, and registration holds—can present opportunities for campus partners to rally and collaborate on advancing student success.

> **The WIIFT:** Data-sharing can drive enrollment growth, improve student success, and positively impact institutional change. Data-informed decision-making is at the heart of every intelligent institution. Enrollment and information technology teams benefit from shared campus understandings of data trends, improved data integrity, and reduced misuse and misunderstanding of critical metrics. At Adelphi, we are increasing our number of operational dashboards, empowering leaders to understand enrollment opportunities and challenges at a glance.

I've only touched the surface with this list and the potential benefits of these collaborations. Empower yourself and your team to improve your campus culture, break down walls, and strengthen integrated collaborations.

Through it, remember that strong relationships rest on constant and clear communication. This work is not linear and has no start or end point. Instead, it is a continual loop with a commitment to ongoing improvements. Breaking down silos is challenging. But the potential rewards—they're well worth the effort.

In the end, that's **WIIFAOU—What's in It for All of Us.**

Kristen Capezza, MBA, currently serves as Vice President of Enrollment Management and University Communications at Adelphi University, New York. She is responsible for the leadership and development of a 100+-person team spanning Communications and Marketing, University Admissions, and One-Stop Student Services, which includes financial aid, student accounts, and registrar services. Her professional awards include Long Island Premier Business Woman (2022), the Nassau Counselors' Association College Counselor of the Year (2018), the Adelphi University Mentoring Excellence Award (2018), the LIBN Top 40 Under 40 Professionals of Long Island (2017), the KPMG Athena Young Professional Leadership Award (2017), and the NACAC Rising Star Award (2012). She holds a BSBA in Marketing and Finance from Bryant University, an MBA in Marketing from Adelphi University, and a Certificate in Diversity and Inclusion from Adelphi University. Contact Kristen Capezza at kcapezza@adelphi.edu.

5 TIPS FOR Admissions Counselors Reading Application Essays

Jazmane Brown, MA

As hundreds of college applications cross our computer screens, falling into the lull of reading essays can mean we miss out on an excellent fit for our institution and a chance to connect personally with a student. The essay is the portion of the application where students can share their "why," their ideology, passion, and nature, and where they can become more than just a piece of paper or a form submission.

Admissions counselors are only human; some read hundreds of essays, making it hard to appreciate what's written by any one student. To make the most of these opportunities and ensure each student gets the attention they deserve, here are five tips to remember when reviewing college essays.

1. SET ASIDE ENOUGH TIME

The reading season may look different for many admissions offices, but one thing is certain. When essays are a requirement, reviewing them can slow down the admission process.

Assessing an essay involves intentional focus and reflection. You must combine qualitative information with quantitative elements of the application and evaluate both when making a decision—and that takes time.

Plan for the task at hand by setting aside blocks of reading time. Enhance the atmosphere by setting the stage. Are you reading in the office? Remotely? At a local coffee shop? The setting matters less than the intention to "lock in" and be present.

Set a routine or establish reading days when you have enough capacity to designate assigned time for colleagues. Be open to fluctuations and use your time wisely. Plan for adequate time to assess; be deliberate and keep app review flowing for the office. Processes move forward through a collective team effort.

2. WATCH FOR UNDERLYING THEMES

The essay is a particularly vulnerable part of the application process. Students may use the essay to provide insight into their most sensitive feelings. Sharing can become a form of therapy and self-preservation.

Remain mindful of themes within the writing sample, and watch for undertones indicating a need for help. Establish a process within the office to address these topics to ensure students' well-being. While we are not psychologists, reporting any form of self-harm is required.

3. READ TO UNDERSTAND

Instead of "I *have to* read admissions applications," reframe your actions as an essential part of your significant role in the process. While reviewing the essay, look for student characteristics that don't appear in other parts of the application. Determine what students are capable of beyond their GPA or test scores.

- Do their aspirations match your institution's values?
- Can they thrive in your environment?
- What information demonstrates how your institution would support a student's educational goals?
- More importantly, does their writing exemplify an ability to succeed at your institution?

Reading beyond the surface requires merging institutional values with student readiness. Your eye plays a critical role in helping to evaluate this factor.

4. ADDRESS YOUR BIASES

We are all inclined to prefer one thing over another. Monitor your biases and preferences when evaluating essays. Your mission isn't to agree or disagree with the applicant but to determine if they are the right fit for your institution.

To minimize the impact of your personal biases, focus on the following questions:

- Did the student answer the question?
- Was the writing comprehensible?
- Did you learn more than you knew before?

Consider one instance of an admission counselor who read an essay outlining a student's passion for competitive cheerleading. This counselor rolled her eyes—not because the essay wasn't well-written, but because she began thinking about her own not-so-great experience with cheerleaders at that age. As a result, she had a biased perception of cheerleaders. She took a break, discussed the essay with a colleague, and included a lament about her personal history.

Her colleague asked a simple question: "Did she answer the essay topic?"

The counselor realized she had been so tied to reliving her personal experiences that she had stepped outside the expectation to read for admission.

We all have biases, and the contents of an essay can activate them. Draw on personal integrity and remain open to reviewing topics with admission in mind, even when they conflict with your preferences.

5. BE AN APPLICANT CHAMPION

A theme of the application process should be evaluating essays with a glass-half-full mentality. Application reviewers serve as applicant champions. Instead of approaching application reviews with a "process of elimination" perspective, be open and remember your institution's communications to students encouraging them to apply. Remember how you may have personally encouraged individuals to finish the process:

- "It's your time to shine!"
- "Don't be modest!"
- "Tell us something we don't already know."

When the essay allows the student to shine, lean into it. Rally behind their desire to get into your institution. ***Answer this question truthfully: Would they be successful?***

Becoming the champion of their application means being honest in every sense. There will be many yeses coupled with many nos. Being the student's champion sometimes means understanding that your institution may not be a good fit or "not right now." Either way, approaching the review process with a growth mindset sets the tone for an open and often fulfilling experience.

According to research.com, "On a 10-point scale, where normal values for adults are 3.8, American teens rated their stress rate at an average score of 5.8."[1] In fact, 69% of high school students say getting into a good college is a significant stressor, and 83% cite school itself as a primary source of stress.[2] It's safe to say that focusing on writing the perfect admissions essay increases stress at a critical point in their lives. You play an integral role in this process. As an admissions counselor, you are responsible for giving your undivided attention to the applicant. It really is a service-based profession. And it is one that is worth it!

Jazmane Brown, MA, serves as a Project Manager at enrollmentFUEL and has worked in higher education for 17 years. Before joining the organization, she served as the Assistant Vice President for Enrollment Management and Director of Admissions at Xavier University of Louisiana, with prior collegiate leadership roles. Jazmane holds a BA in Communication, and a master's in Public Relations from the University of Miami (FL). She has served on several SACAC committees, including the Board, and has presented many times. In her spare time, she enjoys listening to the latest hip-hop gospel artists and exploring Europe, where she resides with her active-duty military husband and two girls.

1 Bouchrika, Imed. "50 Current Student Stress Statistics: 2023 Data, Analysis & Predictions." *Research.com*, 20 Jan. 2023, https://research.com/education/student-stress-statistics#2.

2 Reynolds, Pamela. "Managing Stress in High School." Harvard University, 10 November 2022, https://summer.harvard.edu/blog/managing-stress-in-high-school.

Partnering with Athletics to ATTRACT NON-ATHLETES

William Lee, MS

The National Collegiate Athletic Association (NCAA) reported that the number of student-athletes reached an all-time high in the 2021-22 academic year, with over 520,000 athletes participating in NCAA championship sports.[1] This statistic will not surprise long-time enrollment leaders, who have seen many institutions add sports to attract students and increase revenue.

Athletic programs are effective recruiting tools because they tell an institutional story. Colleges can leverage their athletic programs' power and reputation to attract non-athletes.

Case Study: Using Local Connections to Expand in a Target State

Several years ago, an independent Southeastern university developed an aggressive enrollment growth plan. Adding several athletic programs—including men's and women's lacrosse—was part of the vision. Both lacrosse rosters were full and enjoying successful seasons within two years. The programs were exciting, and prospective recruits were eager to join. The coaching staff worked tirelessly to recruit players to represent their teams positively in three areas: academically, socially, and athletically.

Going into the third year, the admission team collaborated with the coaches to leverage their recruiting success in eastern Maryland. They had already enrolled several stellar student-athletes from the region, and Maryland was the fourth-ranked state for new student headcount.

The partnership produced a plan to spotlight specific student-athletes in their hometowns, engaging their parents and local alums to join or host receptions. In some cases, they asked the parents for referrals.

With student-athlete permission, admission counselors told the athletes' stories at local college fairs and the students' high schools. Marketing messages highlighting the student-athletes were sent to prospective students who lived in the athletes' hometowns and to associated high schools. When students from eastern Maryland visited campus, they were introduced to a current student-athlete from that region.

The entire approach was a relationship-driven recruitment strategy. Celebrating the academic and co-curricular success of current student-athletes affirmed the school's brand promise in the minds of prospective students, many of whom were non-athletes. After all: students trust students, especially those from a similar geographic area.

By year five of the collaboration, Maryland ranked second for providing new students; most recruits were non-athletes.

We Need More Fans!

If you have ever thought, "We don't need more players on the field. We need more fans in seats," then consider how you might leverage the reputation and connections of the athletic department and student-athletes to enroll more non-athletes—built-in fans who also contribute to the institution in numerous other ways.

Here are some steps to get you started:

1. GATHER DATA

The data does not lie. Research recent enrollment trends to guide your thinking and planning. Here are essential questions to ask:

- Which sports have had the most successful seasons over the last few years?
- Which sports have full rosters? Where did these student-athletes attend high school?
- Can you identify high schools, towns, counties, or regions that appear to be enrollment feeders?
- How many non-athletes enroll from those feeder areas in a typical year?
- Are there promising emerging markets?
- Can you narrow your plan to focus on one or two target markets?
- Do you have engaged alums in key markets aligned with the enrollment data?
- Who are some of the more successful student-athletes (think both academics and co-curricular activities)?
- Which student-athletes have academic scholarships?
- Which coaches are the best partners for the admission office? Do they favor specific markets for recruiting?

1 NCAA. *NCAA Sports Sponsorship and Participation Rates Report.* 27 Oct. 2022, https://ncaaorg.s3.amazonaws.com/research/sportpart/2022RES_SportsSponsorshipParticipationRatesReport.pdf.

Data is your starting point; it proves you did your homework. However, keep an open mind when involving others in the early stages of strategy formulation. Seek new ideas and fresh insight.

2. DEVELOP STRATEGY

May is the perfect time to refresh your strategic enrollment plan. Follow these steps to leverage the strength of your athletic programs to attract new non-athletes for future enrollment cycles:

- Identify the most engaged (and successful) coaches, especially those who partner well with the admission office.
- Work with the athletic director to ensure you have their support before meeting with coaches.
- Share your vision for enrolling more non-athletes by celebrating the success of their programs.
- Collaboratively identify markets representing the most significant opportunity for traction based on the perception of specific sports or the coaches' reputations and recruiting connections.

Start small, focusing on one or two programs and target markets over the first two to three years.

3. GENERATE BUY-IN

Meet with three to six student-athletes from several sports. Consider these individuals as magnets or influencers. Prospective students at home will know who they are and trust them. Help the student-athletes understand the vision and qualify their interest in participating. They must be willing to allow admission counselors to tell their stories.

Include the coaches and the right admission counselors in the discussions with current student-athletes. People buy into what they help create, and the territory manager often owns a large part of the initiative.

Once you have selected the student-athletes, consult with their parents to measure their interest in participating. Are they willing to host or join receptions held in their area? Are they willing to refer students or serve as a reference for prospective student parents?

4. DEFINE THE RECRUITMENT STRATEGY

Once you identify your resources, refresh the recruitment plan to include the "Who, What, When, Where, and How" actions by answering these key questions:

- What is the enrollment goal for non-athletes from the target markets? Note: five to ten new non-athletes from each market may be a reasonable starting goal.
- Where are your target markets?

- When will recruitment activities begin?
- What is the timeline for each action item or event?
- What are the budget requirements?
- Will you fund the plan from existing or new budgetary sources?
- What recruitment activities will you cut to focus on this new approach?
- Who will own the initiative?
- How will you involve stakeholders (admission counselors, coaches, student-athletes, parents, and alums)?
- What is the marketing strategy, and how will you segment the communications for the target markets?
- How will this initiative integrate with the targeted territory management plan?

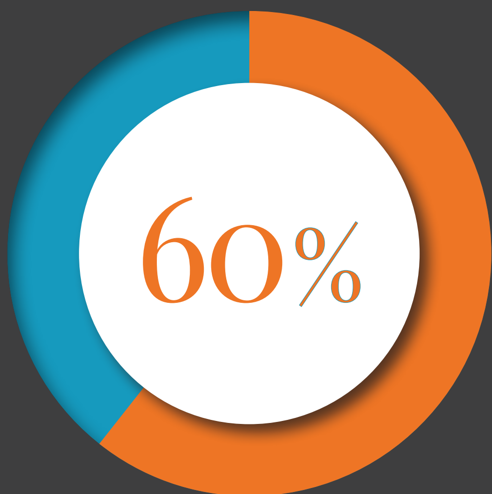
Final Thoughts

Leveraging the brand-building power of student-athletes is an effective way for independent colleges and universities to recruit non-athletes. Students recruit students. Celebrating student success captures attention, builds on existing relationships, and ultimately puts more fans in seats while meeting your enrollment goals.

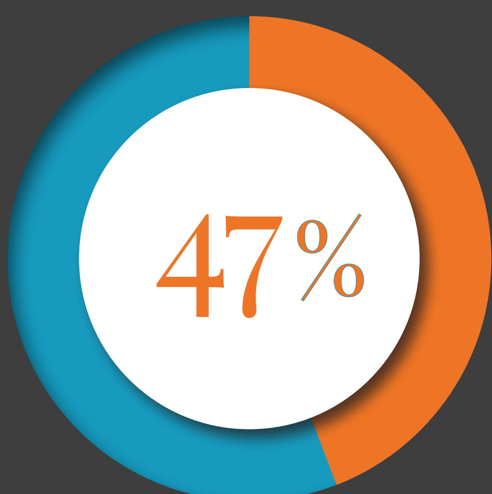
William Lee, MS, is the Vice President of University Partnerships (Mid-Atlantic) at enrollmentFUEL. He has nearly 30 years of enrollment management leadership experience and is passionate about enhancing admission teams and results through enrollment leadership coaching, assessments, and team training workshops. William served as the Associate Vice President for Enrollment Solutions at Credo from 2012 through 2022. Prior to that, he was the Director of Admissions at Queens University of Charlotte. William earned a BA in Communication and an MS in Organization Development from the McColl School of Business at Queens University of Charlotte. William welcomes all comments and thoughts. Reach out to William at will.lee@enrollmentfuel.com.

How Do You Fit PROFESSIONAL DEVELOPMENT into the Life of Your Admission and Enrollment Team?

By Laralee F. Harkelroad, EdD



60% of high-performing teams prioritize clear career paths.



Employee experience is a top priority for 47% of HR leaders

Professional development is one of the top priorities for individuals and institutions alike. The only problem is—finding the time for it! How can your busy admissions and enrollment teams carve out time for learning and growth? It's all about smart strategy, accessible resources, and prioritizing learning opportunities as they arise.

Where We Are with Professional Development

In today's professional world, learning and development are significant priorities. Lattice's 2023 State of People Strategy Report found that more than one in three organizations report learning as their top priority. Leaders at the highest levels understand the importance of ongoing development for employees, particularly given a competitive labor market where factors like career paths and learning can make the difference between retaining or losing top talent.

The impact of learning and development is evident in another piece of data from the Lattice report: fewer than 20% of low-performing teams prioritize clear career growth paths, but 60% of high-performing teams do.[1] Part of professional development is simply addressing the challenges of the job itself. For many employees, particularly those in a first job or one where they lack in-depth relevant experience, there's a lot to learn, and it's essential to have a track in place to ensure their ongoing development.

The focus on professional development is part of a larger workplace shift towards improving the employee experience. In fact, according to Gartner, employee experience is a top priority for 47% of HR leaders.[2] Nearly half (44%) of leaders report that their organizations don't have clear career paths, and only 25% of employees say they have confidence in their careers at their organizations.[3] Building clear career paths is imperative in all industries. Unsurprisingly, many enrollment management leaders are following suit.

Past career path and succession planning methods need updating, particularly as more people rethink their relationship to work itself. At the same time, professional development is at the forefront of employees' minds, meaning that leaders need to develop solutions soon.

---

1 Ibid.

2 Turner, Jordan. "What Will HR Focus on in 2023?" *Gartner*, https://www.gartner.com/en/articles/what-will-hr-focus-on-in-2023.

3 Ibid.

According to one study, employees who spend time at work learning are:

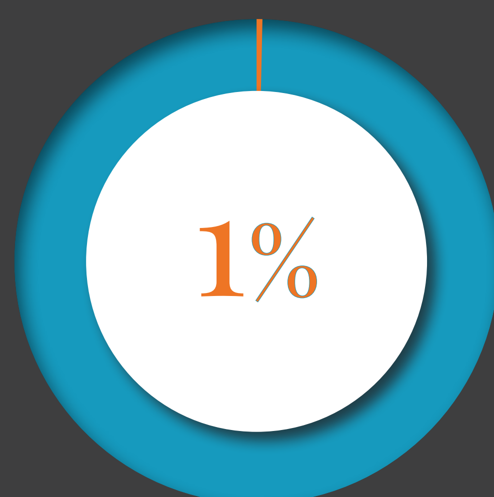
Learning and Working Professionals

As it happens, learning actually corresponds with happiness on the job. For enrollment and other higher education professionals, learning and development can also help them connect more deeply with the overall purpose of the institution.

According to one study, employees who spend time at work learning are:[4]

- 47% less likely to be stressed
- 39% more likely to feel productive and successful
- 23% more ready to take on additional responsibilities
- 21% more likely to feel confident and happy

According to HR expert, Josh Berson, in a LinkedIn report referencing research he conducted, the inability to learn and grow is among the top reasons professionals leave their jobs, but many companies need help to make room



A typical worker spends just 1% of their workweek on learning, training, and development

4 Bersin, Josh. "New Research Shows "Heavy Learners" More Confident, Successful, and Happy at Work." *LinkedIn*, https://www.linkedin.com/pulse/want-happy-work-spend-time-learning-josh-bersin/.

for learning.[5] On average, a typical worker spends just 1% of their workweek (or less than five minutes per day) on learning, training, and development.[6] Even in that small slice of time, most companies offer little beyond standardized or compliance training.

However, employers who make time to help their workers grow can see notable results. A substantial majority (80%) of employees say they learn better on the job (as opposed to in separate, formal training). Additionally, employees also say more investment in learning and development would make them more productive (74%), more engaged (72%), happier (69%), and more likely to stay with the company (66%).[7] It can be challenging to find the "right" people to fit on your enrollment team, so developing and promoting internal team members solves multiple challenges at once, helping you retain top talent, fill critical roles with trusted people, and show that the institution is dedicated to their career progression.

Making Professional Development a Priority

Learning is what higher education is all about. Learning and development improve your reputation and talent pool—but how can you incorporate more opportunities for learning in the workplace?

Most of the workday (61% of it) is consumed by three tasks: dealing with email, searching for information, and communicating (i.e., formal and informal meetings).[8] It's easy, especially in higher education, where time and resources are tight, to get caught up in the "to-do" list.

Institutions that commit to both "bottom-up" and "top-down" learning are the most likely to be successful. "Bottom-up" learning starts at the individual level, with small things we can all do to incorporate more learning:

- Practice mindfulness to get used to absorbing more info daily
- Take advantage of learning opportunities where they appear, even if they're small "fun facts" or suggestions in software
- Subscribe to a *small* number of learning newsletters, podcasts, etc.
- Make time in your calendar—remember, "bite-size" learning opportunities like listening to a podcast while getting ready or during your commute only require "bite-size" chunks of time

5 Ibid.

6 Bersin, Josh, and Mac Zao-Sanders. "Making Learning a Part of Everyday Work." *Harvard Business Review*, https://hbr.org/2019/02/making-learning-a-part-of-everyday-work.

7 "59% of US Workforce Reports Fewer Workplace Learning Opportunities Since Pandemic Began." *Salesforce News*, https://www.salesforce.com/news/stories/reports-shows-fewer-workplace-learning-opportunities/.

8 Bersin & Zao-Sanders, 2019.

In contrast, "top-down" learning focuses on taking organizational steps to provide formal learning opportunities for your employees. It is six times cheaper to build skills internally than to hire externally, so take advantage of the opportunity to develop your team and stay on budget simultaneously.[9] Explore simple methods of sharing content internally and building a knowledge-sharing system and culture that is intuitive and helpful.

Instead of extensive, formal training sessions, consider smaller, more focused educational opportunities. For instance, enrollmentFUEL offers REV On-Demand, a continuing education and training system for higher education and enrollment management professionals. These self-paced courses and modules focus on key topics such as campus visits, communications flow, and influencer marketing. The courses provide high impact learning opportunities and valuable resources without bogging employees down.

Other professional development options can tie into your team's tasks. Providing hands-on experiences, including shadowing, cross-training, and peer training is an excellent way to emphasize a culture of learning while making the most of team schedules and building team relationships. Most of all, recognize and praise progress as it happens and work to build a community. When you learn together and celebrate your wins together, your team becomes even more of a well-oiled machine—and that can make all the difference.

Dr. Laralee F. Harkleroad serves as enrollmentFUEL's Associate Vice President of Marketing & Learning, overseeing REV: FUEL's Learning Series and FUEL's marketing strategy and execution. Her career spans enrollment management, strategic planning, marketing, advancement, and programmatic design. Dr. Harkleroad enjoys working with tomorrow's leaders in the classroom and has served at various universities as an adjunct professor and guest lecturer. She holds a Doctor of Education degree in leadership and learning in organizations from Vanderbilt University's Peabody College. Contact Laralee at laralee.harkleroad@enrollmentfuel.com.

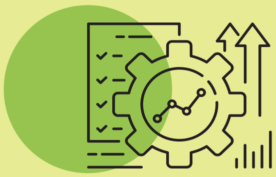
9 Bersin & Zao-Sanders, 2019.

enrollmentFUEL
136 E. Rosemary Street, Suite 100,
Chapel Hill, NC 27514

PRESORT STD
U.S. POSTAGE
PAID
CHAPEL HILL, NC
PERMIT NO. 47

Prepare to win in the next cycle with a little extra OCTANE from enrollmentFUEL.

Learn more at enrollmentFUEL.com today!



SEM Effectiveness Study FUELs Your Success

Discover hidden opportunities for improvement with an enrollmentFUEL SEM Effectiveness Study. We analyze processes, assess resources and technology, and provide transformative intelligence. You gain the knowledge you need to implement meaningful change and reach the next level of success.

Reach Transfer and Graduate Students with Digital Ads

Get tailor-made online advertising solutions to reach transfer and graduate students. From creative concepts to media buying, enrollmentFUEL's digital advertising team knows how to grab attention, build trust, and motivate potential students to check out your institution.

Get more from your professional development dollars with enrollmentFUEL's REV Learning Series. enrollmentFUEL has options for individual learners and institution-based subscription models to make on-demand learning opportunities cost-effective for all. BOOST SUCCESS IN THE NEW CYCLE.

Octane is produced and distributed by enrollmentFUEL

enrollmentFUEL.com