OCTANE

ACTIONABLE INSIGHTS
REMARKABLE TOPICS

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VOL. 1, ISSUE 2 2017

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Letter from the President

At enrollmentFUEL, we recognize the effort it takes to be successful and want to help make some tiny aspect of that easier.

Dear Octane Booster:

It's that time of the year when the rhythm of our enrollment cycle welcomes new and returning students to our campuses. That means your second issue of *Octane* is here, filled with timely and relevant tips to get your new year started. Counselors will soon hit the road, and you'll start a new cycle of Student Search. Ahhh—that familiar rhythm.

We geared this issue to the timing of that rhythm with articles about geo-fencing, best hiring practices, closing the sale, using your location as a selling factor, and ten tips for new admission counselors. We have visited over 100 schools and found these topics frequently come up in conversation. No matter what the size, location, or mission is for your school, we all share similar obstacles and questions.

As enrollment leaders, your job is one of the most rewarding and challenging on campus. You wear many hats—strategic planner, problem solver, financial aid guru, surrogate parent, mentor, advocate, self-taught law expert, sales professional and marketing genius—all while maintaining a positive outlook as you lead your team. At enrollmentFUEL, we recognize the effort it takes to be successful and want to help make some tiny aspect of that easier.

As new students start their education at your school, hats off for all the hard work you and your team have already done to fill seats, generate revenue and make student dreams a reality. Is there any better job than that? I can't think of one.

Yours in partnership,

Jacquelyn D. Elliott, Ed.D.
President

enrollmentFUEL would like to extend our gratitude to **Unity College**, a microSEARCH™ client, for their contribution to the cover of our magazine. If your institution wants to be highlighted on the next cover of *Octane*, let us know.

***Octane* the Magazine:**
A Publication of enrollmentFUEL
A collection of innovative thoughts from a team of people bonded to clients in a way to prevent the knocking that comes with the "one size fits all" search strategies. Adding Octane to your thinking fuels creativity and releases positive energy among enrollment professionals.

inside OCTANE

VOL. 1, ISSUE 2 2017

enrollmentFUEL

Get that Deposit

The Art and Science of Closing the Sale

By Jacquelyn D. Elliott, Ed. D.

I love history. In fact, the older I am, the more I love it. I am not sure of the fascination with it all, but I can tell you the more I dig into the past, the more I appreciate our modern-day endeavors and vision for the future. As I ponder the many paths we chart to bring in a class of students, I know one thing for sure—our biggest area of weakness is training staff to close the sale, effectively. Instead, we tend to focus on teaching the NACAC rules of engagement, how to set-up a college fair table, what to do on a private visit, and how to give a campus tour, interview students and review application files. These are all important, but what about the close—are we intentional about how we train our young enrollment professionals to get the deposit? Based on experience, in eight out of ten cases, I would say not. To help make way for consideration of such training, in this article, I will defer to my love for history. I will provide a brief history of selling, reveal some modern revelations and share a few choice nuggets embedded in our training programs on the topic, which you can adopt.

Selling is practically as old as time. Whether bartering, trading, or buying, the sale has always involved persuasion on the part of the seller, and desire on the part of the buyer. The history of selling, between the 1860s and 1950s, was defined by simply meeting sales quotas.[1] Since around 1900, the seven steps of selling have created a framework for selling across the globe.[2] These seven stages include 1) prospecting, 2) pre-approach, 3) approach, 4) presentation, 5) overcoming objections, 6) closing, and 7) follow-up. This framework is still dominant in most selling circles.

In 1960, the Information Age emerged, with a heavier focus on the *customer relationship*. The guru of selling, based on developing customer relationships, is Dale Carnegie, best-selling author of *How to Win Friends and Influence People*. Mr. Carnegie smartly combined the two distinct fields of psychology and process methodology to come up with the AIDCA methodology: 1) Attention, 2) Interest, 3) Desire, 4) Conviction, and 5) Action.[3] Alongside these evolved selling philosophies, the Information Age also introduced new technologies—fax machines, cell phones, the internet and customer relationship management (CRM) systems. As a result, the sales game changed.

1 Dudovskiy, J. (2013). *The evolution of selling: A study of historical and contemporary sales methods and attitudes.* Retrieved from http://research-methodology.net/the-evolution-of-selling-a-study-of-historical-and-contemporary- sales-methods-and-attitudes/

2 Moncrief, W. C. & Marshall, G. W. (2005). The evolution of the seven steps of selling. *Industrial Marketing Management (34)*, 13-22.

3 Hughes, T. (2011). *The evolution of personal selling.* Retrieved from http://www.crmworks.asia

continued on next page

In modern-day sales, Dale Carnegie's basic principles and platforms of selling still ring true. However, there are two critical aspects of contemporary selling strategies Mr. Carnegie did not address The first is the advent of *team selling*, and the second is, it's not *who* you know, it's *what* you know.[4]

Team selling is critical to enrollment management offices, but often, an underrated aspect of the work we *should* do. More often than not, when I consult with offices, each territory manager (admission counselor) recruits in a vacuum without truly understanding how the *team* orchestrates, promotes, and ultimately closes, the sale. Many counselors act as Lone Rangers, similar to the outdated sales model from the turn-of-the-century. It is imperative that each counselor understands the role of others in their close.

The roles include telecounselors who might have been the first line of communication for awarding a scholarship in anticipation of converting the student to an applicant. Other roles include the campus visit coordinator who sets up the tour, or the student ambassador who gave the tour. A fourth role is the operations team, which is responsible for ensuring the direct mail and digital communication are getting through to the student and family.

If the admission counselor is operating without considering these touchpoints, then the close becomes much harder, because the prospect senses chaos, rather than teamwork, on their behalf. As an example, telecounselors and the campus visit coordinator should always reference the counselor's name in conversation, so the team approach is evident. **People recruit people**, and it happens in teams. Counselors should be less concerned with "selling" in old-fashioned ways, and instead, be spending more time facilitating and nourishing the relationships between the student and people on the team—and, in the institution. This includes connections we make for our students with financial aid, academic advisors, coaches, and student life professionals before they even enroll. When the student senses they have a team on their side, the close becomes much easier. These actions demonstrate to the student your school is a place that will support them.

What about this concept of it's not *who* you know, but *what* you know? "If the only weapons you have in your sales arsenal are your winning personality and your personal connections, your chances of achieving major success in today's competitive market are limited."[5] Due to the advent of the Information Age, today's students and parents are far more sophisticated, knowledgeable, and demanding. It is true that building relationships with students is the way to close. However, the relationship can no longer be about schmoozing. Instead, the relationship must be built on the *information* you share with your recruit. How often are you sharing information, is it relevant, is it timely, and is it beneficial?

The following example illustrates my point. When I was a counselor, I had a student who was very eager to horseback ride during her college experience. We were in a landlocked, small city on 54 acres. We had an agreement with a riding stable for students to take lessons, but that was about the extent of our program. After learning about the student's desires, I set out to collect *information* to share with the student. She had a need, and it was my job to find the solution if I wanted the sale. Therefore, I gathered information about nearby stables, how she could bring her horse, places that would allow her to ride at her leisure, and transportation options to get there. I sent her brochures, contact names, etc.—you get the picture. And, yes, the student DID enroll. I didn't just lightly gloss over the issue with her and say, "Oh, there are lots of places in the area where you can ride" and leave the work to her. I collected *information* to prove my commitment to overcoming her obstacle. Without the effort, that obstacle probably would have prevented me from closing the sale.

4 Michaelson, G. (1994). *50 ways to close a sale, and keep the customer for life*. New York, NY: William Morrow and Company, Inc.
5 Michaelson, G. (1994). *50 ways to close a sale, and keep the customer for life*. New York, NY: William Morrow and Company, Inc. p. 18.

Buying Cycle

BUYER'S ACTIONS	Plan	Recognize	Search	Assess	Choose	Obligate	Implement	Track	Integrate
SELLER'S ACTIONS	Strategize	Market	Target	Support	Accept	Commit	Fulfill	Track	Assimilate

Figure 1

While the seven steps of selling and Mr. Carnegie's framework are still important aspects of the work we do in recruiting, you can see that with the increased availability of information, savvy customers expect more from us as salespeople. It is imperative that we train staff to focus on the relationship building in ways that are beneficial to the student and family, built around a framework of team selling. Our salespeople also need to be armed with information to answer the most complex questions about the institution, its policies, processes, and culture. They also need to know how to close the sale when obstacles are articulated.

From the training modules I conduct on closing the sale, I've included these ideas to help you see immediate gains for your office, an individual territory, and the overall "win" for the team. These ideas focus on: a) understanding the stages of selling and buying, b) practicing how to "make the ask" and, c) re-selling the sale.

A professional sales person must first know the buying and selling cycles. If I were to ask you to name the stages of each off the top of your head, could you do it? If not, then begin thinking more consciously about these stages in the work you do. You will find it helps you get to the close more effectively. I have shared the following basic Buying Cycle architecture (located in Figure 1 at the top of the page) to help you visualize the process, with the buyer's actions on the top line and the seller's actions on the bottom line.[6]

Selling Cycle

Selling is a critical activity and worthy of a day's retreat. Half of the day can focus on understanding the process. You can convert this diagram into stages related directly to enrollment at your institution, and then, identify with the entire team the actions and tasks for the student, and school, at each stage. Once you have done this, you will have deepened your understanding of how actions on both sides align, which helps you close the sale in ways you have never experienced before.

For the second half of your retreat day (after doing the exercise above) focus on how to "make the ask" and how to re-sell the sale. I often suggest some very simple exercises like role plays. New counselors are not good at asking for the deposit because they simply haven't practiced. The more we do it, the easier it becomes. By having more seasoned professionals role play with new counselors, you help your team build critical closing skills.

Finally, create a group plan about how you will "re-sell" the sale. Remember, just because a student makes a deposit does not mean they will matriculate. Create a calendar of activities with action items and frequency to be executed AFTER the deposit is received. Each counselor should then be responsible for those touchpoints, and a system of accountability deployed.

In closing, the best way to get that deposit is to be prepared. Be certain that you understand the art of team sales, are armed with information to make the close, and are trained in the best practices required of you. If you are a leader of an office and have not thought of doing this type of training, now is the best time to do it. If you are an admission counselor, and sense you need this training—ask your leadership to help you. Remember, we are all on the same team with the same goal—meeting the net tuition revenue required to educate our students.

Dr. Jacquelyn D. Elliott is President of enrollmentFUEL. Her admissions, retention, and financial aid strategies have led multiple institutions to reach record enrollments. She can be reached at jacqui.elliott@enrollmentfuel.com.

6 United Professional Sales Association (UPSA). (2007). *The compendium of professional selling*. Reston, VA: Brian Lambert.

NUMBERS, DATA, RESEARCH… So What?

By Tim Fuller

These are challenging days for enrollment leaders on independent college campuses. Achieving strategic enrollment health is increasingly difficult in the face of competition, concerns about affordability, adverse demographic trends and the increasing cost of recruiting students. Campuses that are bucking the trend and achieving strong enrollment results build on a foundation of data to keep them on track toward their goals, measure the return on strategic initiatives, assist them in mobilizing campus recruitment partners (particularly the faculty) and make the case for keeping the resources they have (or getting more, as necessary).

In our work with enrollment leaders, we often find them struggling with the balance between too much and not enough data. Some are buried in data, while others either go by the gut or are stymied by complicated CRMs that are not fully functional. How do you find the right balance and focus on enough of the pertinent data? Most importantly, how do you move from looking at data to asking and answering the all-important "so what, and now what" questions that emerge from your study?

Here are some enrollment management data principles to live by:

Don't go overboard – the point is not to gather as much data as possible! Focus on the most impactful data elements, and don't get distracted by the clutter.

Have a plan – what will you collect, who owns the collection, how will you report it and to whom? How will you analyze it, and what will you do with the analysis are all questions your plan needs to answer.

Hire the right people – make sure your team includes someone who lives for organizing data effectively and another who loves to figure out what it means. On a small team, this might mean you need to hire someone who can do two tasks well. These two roles, when filled by the right people, can make the rest of your team much more effective.

Make sure your CRM is working for you and not the other way around. Once you have decided on the data you need, work with your CRM team to produce "push button" reporting so you can put your time into analyzing data, not extracting it.

A credible data plan, well executed, helps enrollment leaders build confidence across campus and with the board.

What should you study? I've asked that question of enrollment officers across the country and have come up with this list:

Funnel trends – how are your yield rates throughout the funnel changing? When you disaggregate the funnel by key variables such as intended major, geography, gender or contact source, what do you learn? Recruiting pre-med students is different from recruiting business majors, and your data might give you some clues.

Territory progress reports – how is each counselor doing at managing their territory and meeting enrollment goals?

Competition – what does your College Board Shared Score Report and National Student Clearinghouse data tell you about your competition? How is that changing over time? Knowing your competition helps you shape strategy and messaging appropriately.

Market trends and demographics – what are students looking for in terms of majors and career preparation? How does that compare with your current offerings? What does research on high school graduation projections tell you about your market potential?

Persistence and graduation rates – how do your first to second year return rates and graduation rates compare with appropriate benchmarks? You may not have responsibility for retention in your job description. However, you need to know these rates so you can be an advocate for improvements which, in turn, will help share the load on meeting overall enrollment goals.

Discount rate and net price – is net tuition increasing? How has your discount rate changed over time? Is this pattern sustainable?

Campus visit trends, totals and yield rates – this is one of the best indicators of strong enrollment potential and is found in your campus visit trend data. Are your visits up from those who could enroll next fall? How do your yield rates compare for individual visits versus open houses? What you learn from studying yield rates can help you prioritize the most effective mix of visit events and strategies.

Student quality measures – With more campuses going test optional, and the loss of class rank at many high schools, measuring student quality has changed over time. However, measuring student quality remains important. Even more important, how do student quality measures correlate with student performance when they arrive on campus? Make sure your admission standards match actual student performance.

Admission office scorecard – how are you measuring the performance of your team in serving students well? Including some questions in admitted student (and parent) research, and on campus visit surveys, can provide valuable insight.

Benchmarking cost to recruit a student – how does what you're spending compare to selected peer institutions? How about staff size or the performance of your admission funnel? Knowing the answers to these questions can help you make the case for more resources or help you shift staff and budget appropriately.

Finally, be sure to focus on both leading and lagging indicators as you track your data. Comparing monthly funnel data to several previous years (or more often) gives you valuable context. Comparing funnel indicators against goals is even more valuable, if you have turned your annual goals for applications, admits, campus visits and deposits into leading indicators.

As we often say on campuses, you can never have enough data, but you can have too much!

Tim Fuller is the Senior Vice President/Owner at Credo. He brings subject-area expertise to enrollment, research, and strategic planning as a member of Credo's Executive Leadership team. In his role, Tim is a primary collaborator within the higher education marketplace leading strategic planning projects and consulting with independent colleges and universities in the areas of enrollment, research, and comprehensive projects. Tim is a frequent conference speaker with a variety of higher education organizations on topics of strategic planning, enrollment, the future of higher education and research. Tim has been in higher education and consulting since 1980. Prior to joining Credo, he served at Houghton College for 27 years, the last 15 on the senior cabinet, supervising admission and student financial services, in addition to coordinating student persistence efforts.

About Credo
Credo is a comprehensive higher education consulting firm focused on independent higher education. They help colleges build strategic plans, optimize enrollment, learn more about constituents and potential students through research, create campus master plans, design new buildings, build strong brands and improve retention. Learn more at Credohighered.com.

Campus Location – Marketing Your Setting

Imagine you are walking across campus at your school. It is mid-morning on a sunny day in late September, and classes are in session. As you scan the surrounding landscape, do certain buildings or symbols fuel memories about your school's history or traditions? As you glance at classroom windows, do you feel the hum of positive energy generated by learning?

Author and Civil War historian, Shelby Foote has said, "A university is just a group of buildings gathered around the library." At enrollmentFUEL, we respectfully disagree.

Every campus is more than a collection of buildings. It is a community, evoking a unique sense of place. When you look at it objectively, you will see a complex tapestry, woven from color, texture, and character, and framed by stories that are both fact and fiction.

When you can create a strong sense of place, it helps you during your Student Search campaign in three ways:

- It sets you apart in the market
- You attract students who are actively searching for a school in a location like yours
- By creating a strong top of funnel with viable leads, since students who emotionally connect with a school's setting and culture are more likely to enroll

When developing a locational strategy, consider using The Minto Pyramid Principle. Developed by Barbara Minto (www.barbaraminto.com), a Harvard MBA and the first female consultant ever hired by McKinsey and Company, the Minto Pyramid offers a proven methodology for constructing logical arguments to support a position.

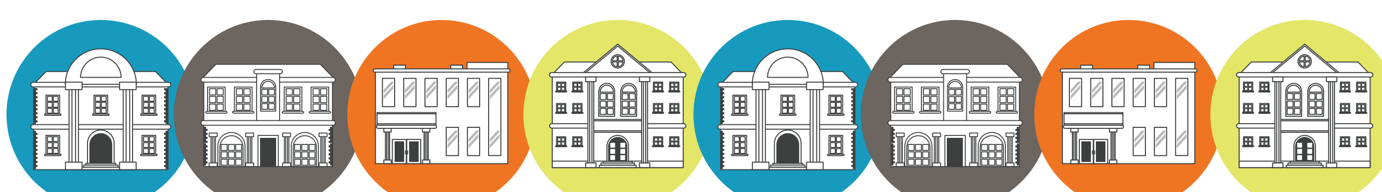
To construct your pyramid, start by asking, "Why should a student seriously consider my school based on its location and the elements of the campus?" Answer the question starting with an executive summary, listing major points supporting the choice. Reinforce every point with facts, data, insight and benchmarks to identify and support marketing possibilities.

Examine your campus from all angles.

- Geography and climate
- What are you known for academically?
- History
- School ideology
- Campus architecture (because settings physically connect people to the past)
- Lifestyle options
- Locational aspects related to opportunities, such as the availability of local internships or out-of-class experiences

For most students, choosing a college is the first time in their life when they play an active role in determining where they will live. Some students want adventure and diversity. Others seek comfort and familiarity. Some want a self-contained, supportive community, while others are on a quest for a thriving campus in a wider, urban environment.

Many of these students are looking for a campus exactly like yours. Offer them a taste of who you are, through a strong narrative accompanied by compelling images. As David Ogilvy, often called the father of modern advertising, said, "Tell the truth, but make the truth fascinating."



Unity College – In the Middle of Everywhere

Unity College (unity.edu) in Maine offers 17 environmental majors. The campus sits on 225 acres of fields and woodlands, overlooking Lake Winnecook. Emphasizing the unique attributes of their setting in their marketing approach, Unity creates differentiating benefits that attract students.

We asked the Unity team to share thoughts on how they use setting as part of their overall marketing strategy. Dr. Sarah Cunningham, Chief Student Success Officer, and Dr. Erika Latty, Chief Academic Officer, shared these thoughtful insights.

How do place and setting play a role in your student recruiting?

DR. CUNNINGHAM'S VIEW

In the case of the residential flagship, Unity College's place and setting play a huge role in our recruiting strategy. Every student who enrolls at Unity College has an interest in the environment and the outdoor world. The advantage Unity has to offer these students is our location. Trying to compare our college to a college located in a major metropolitan area makes little sense when students who are interested in our college and programs often seek out the peace, quiet and solitude only a rural area can offer. Our students don't often have long commutes to study areas. We can literally walk out the door in most of our buildings and be in a Maine forest in seconds. When you're studying wildlife biology, ecology, conservation biology, or forestry, that's exactly what you want. For students who love our rural location, but long for more, it's comforting to know we're not far from larger cities, like Bangor, which offers typical amenities for shopping, food, and entertainment. There really is something for everyone in Maine. Unity is in the middle of it all!

What advice could you give enrollment professionals on using campus setting in recruiting efforts?

DR. LATTY'S VIEW

Get out and explore. If you don't know the area around you intimately, how will you ever use it to sell the campus? I'd also recommend a mission to discover what your students like to do in the area and what the most popular hangouts are. If appropriate, these are great ways to help students find their way quickly. This will also prompt them to explore further and move out of their comfort zones closer to campus.

DR. SARAH CUNNINGHAM, *Chief Student Success Officer,* leads student affairs and academic support services for Unity College students. She provides strategic oversight for student retention, persistence, and graduation; enhancements to co-curricular learning opportunities; and programs ensuring that graduates are prepared for success after college.

DR. ERIKA LATTY, *Unity College Chief Academic Officer,* provides first-among-equals leadership and oversight of faculty, curriculum, policy, and delivery of academic programs. Dr. Latty is a Professor of Botany and a forest ecologist who specializes in the effects of introduced tree disease on forest structure. She served in her previous role at Unity as the Dean of the School of Environmental Citizenship.

Thanks to Unity College for sharing these thoughts, and for allowing us to use their photography on the front cover of this issue of *Octane*.

MARKETING STRATEGIES

How to Develop a New Market for Recruitment

By Mike Wesner

Since entering the higher education enrollment arena more than ten years ago, I've consistently heard many schools say they want to develop new markets for recruitment. That approach makes sense strategically, because it's important to identify new ways to create a continuous flow of potential students.

It has been my experience that most private colleges operate with six or seven established pipelines supplying the school's lead pool. Some of these pipelines, like athletics, can get out of balance. Others, like influence exerted from a key alumni base, can be temporary. A well-positioned program can sometimes lose its favor. For example, the humanities are dwindling, while vocational and entrepreneurial start-ups/incubators take the helm.

The following checklist might prove helpful if you're ready to explore a new market for its recruitment potential.

1 Strategy with Key Stakeholders

It's important to develop a plan and make a commitment to it. Many schools have hoped to emulate the playbook of Elon University. It is a private college in North Carolina that is an inspiration to many seeking to add new markets to their enrollment mix. Elon University has had great success in developing new markets—particularly in the Northeast. As evidenced in George Keller's book, *Transforming a College: The Story of a Little-Known College's Strategic Climb to National Distinction*, this journey was well-grounded with a good strategy and exceptional leadership. Recently, Stephen Thorsett, President of Willamette University, said, "You know why Elon's successful? Elon thinks in decades."[1] Set a strategy, and make concrete plans to put it into action.

2 Geodemographic Research

One communication phenomena that many do not understand is that one message doesn't fit all. You can't communicate in the same way with potential students in your tertiary drawing areas, as you do with students in your primary drawing area. For example, distance from home might be a significant reason for a student to look at a college. However, while one student values going far away, the other might want to stay close to home. One message certainly won't convey the value proposition for these very different choices.

There are companies, such as College Marketing Technologies led by Tim Dodge that can help you determine where your particular students can be found and explore where you might be successful. No new market venture should be launched on a hunch. Geo-demographic research is a very important ingredient in predicting potential outcomes.

3 Priming with Programmatic Digital Media

Digital marketing seems to have its greatest impact when you commit to doing it correctly—*and* give it time to work. After working with a geo-demographer to find areas where you could be successful, it is necessary to start building the brand in those markets. One way of accomplishing this had been buying billboard space on a busy expressway.

There are now other effective ways to "prime" an area before you enter the market. For example, we recommend the use of digital display ads, which are highly targeted to those households most likely to consider your school. The focus should be on the *right* homes with profiles that are most aligned to your enrollment targets. (For more information on this topic, see the article on page 14 on geo-targeting and geo-fencing.)

When engaging in display advertising, the right volume and schedule make it effective. You should ideally prime 30 days ahead of when mail or an email enters a home. Repetition creates subliminal memories and builds mindshare. By priming your audience so they are familiar with your brand, you encourage them to explore further when they receive a piece of mail or an email.

4 Developing Ownership

One obvious consideration is having a "boots-on-the-ground" plan in your geographical area of interest. It helps to have a representative living in the area, but many schools won't have this luxury. Many have actually decided that this model is hard to manage from afar. Instead, we might suggest what a number of lean recruiting machines have put in place—the hiring of 3-month temporary travel counselors. These short-term staff members are usually recent graduates. If they are deployed into your new markets in conjunction with your digital and Student Search campaigns, they can help you to raise institutional awareness for your brand in a location.

Engaged alumni can also serve as local ambassadors. For example, they could host an appetizer party at the hottest new restaurant in town. When you use recruiting events like this, social media can help you publicize the event and amplify your brand.

5 Build Team Support

As you develop new markets, you should involve your staff members in the conversation. It is important to engage them in the debate and to have them be part of the process. Schools with the most success in developing new markets always have internal champions and advocates. However, you also need broad support from a cohesive team for real success. Strategic discussion builds buy-in by bringing people together and solidifying support of a common cause.

Susan Klopman, enrollmentFUEL consultant and retired Vice President of Admissions and Financial Planning at Elon University, often reminds people that developing new markets is not a quick fix. Given a clear strategy and time, it can be a transformational one. In the book by Keller, what is often overlooked is that the transformation that is chronicled took place over a 25-year period. "The key is to stay positive and cheer your small, early victories," says Klopman. "Pipelines take time to develop, but then, they gain momentum and eventually change the landscape of the institution. This change can generate a brand that speaks for itself, lands graduates in high-performing jobs and attracts the highest caliber faculty. These are the elements that eventually change lives."

For enrollment professionals, current pipelines can shrink. To thrive under the pressure of change, you must adapt and find new sources for leads. One way to do this is by successfully entering a new market, and building on that momentum in future enrollment cycles.

1 Lambert, L. (August 2017). *Opening Academic Speech*, Elon University.

Mike Wesner is the principal, founder, and Chief Imagination Officer of enrollmentFUEL. His imagination has developed microSEARCH™ solutions, which are often the genesis for efforts that lead to testing new market development.

Geo-Fencing & Geo-Targeting

Tools to Grow Enrollment

By Patrick Blanchard

Digital display marketing is more complex today than ever before. In the past, display ads simply followed and supplemented more traditional channels of media such as email and direct mail. Digital technology now lets us direct advertising to an exact location, to the right person, at a particular time and on a specific device. It can also be directed with the right message! These ads make the entire marketing ecosystem more effective.

Two types of digital advertising solutions, geo-targeting and geo-fencing, are often confused. **Geo-targeting** provides the ability to target broad-based parameters such as income, age, cities or zip codes. Today, many enrollment display ad strategies are focused on purchased databases that provide a default model of the kinds of households that should be targeted and are, therefore, geo-targeted. This technique is one of the most common forms of digital strategies employed today.

Geo-fencing is different. It uses a Global Positioning System (GPS) location, or a known IP address of a building, to create a fence around an area. Virtual boundaries are built around specific locations. For example, you could geo-fence around event venues, such as where an ROTC competition will be held.

Geo-fencing can reach anyone within a narrow scale ranging anywhere from 1 to 30,000 meters, without the beacons and apps required in the past. Once a potential lead is within the parameters you've set, the mobile device ID is identified and tagged. A Real-Time Bidding (RTB) process occurs, which provides a chance for your potential customer to see your ad, while they're using their mobile devices within the "fenced" area. This type of targeting focuses on everyone in the defined area. However, if there is a geo-targeting model that is overlaid on the fenced area, then you can ensure that only high school students will be targeted within the specific location. Geo-targeting and geo-fencing can, therefore, work concurrently.

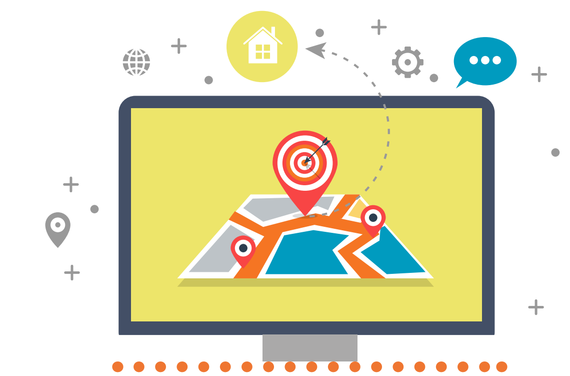
Digital marketers analyze data from past enrollment demographics and use it to determine where to draw the fence—such as a zip code, high school or neighborhood. Using geo-targeting techniques within the fenced area, you can send messages to devices in the geographical region.

These tools could be a part of your transfer strategy, where a feeder community college, or other targeted educational institution, is geo-fenced with a campaign. Ads can reach students on their mobile web browsers, as long as they are within a limited radius of the community college campus.

It is even possible to target specific buildings on these campuses. If we can get people to click through to a landing page, we can tag their device with a pixel, or cookie, and retarget—or send another banner ad later—through social media channels such as Facebook and Instagram. The goal is to provide brand awareness to the right demographic of people at a defined location. These types of ads can fill gaps and close the loop on the entire media ecosystem that exists between email, display, search, mobile and direct mail.

Geo-targeting and geo-fencing are becoming more common in marketing within institutions of higher education that want to make their Student Search efforts more effective. These solutions, when combined with cookie-free IP targeting, social media remarketing, capture scoring, sequenced nurturing emails and impactful direct mail can all converge to make campaigns more effective. It is best to do your due diligence to determine what volume and duration make the most sense, based on your budget. Work with a trained strategist to develop a plan, and be sure they provide you with campaign data, measuring which ads and techniques work best. Once you are armed with information, you can tweak, test and improve.

Patrick Blanchard is enrollmentFUEL's Lead Nurturing Guru and Digital Nerd. He can be reached at Patrick.Blanchard@enrollmentFUEL.com.

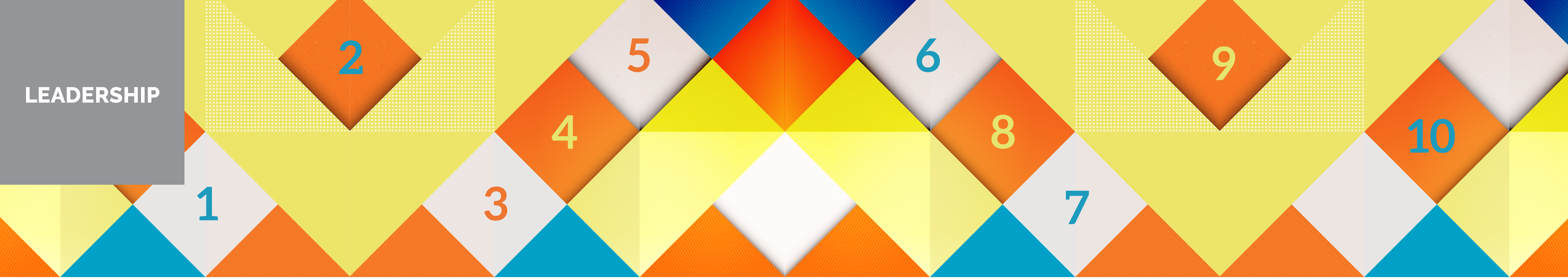


Geo-Targeting

The method of determining the geolocation of a website visitor and delivering different content to that visitor based on his or her location, such as country, region/state, city, metro code/zip code, organization, IP address, ISP or other criteria.

Geo-Fencing

The use of GPS or RFID technology to create a virtual geographic boundary, enabling software to trigger a response when a mobile device enters or leaves a particular area.



10 Tips for New Admission Counselors

By Jacquelyn D. Elliott, Ed.D.

Welcome to the world of enrollment management—where we like to say "you are on the tip of the spear." As a new admission counselor, your job is to ensure your success by effectively managing your territory, while at the same time playing your part in ensuring the overall budget goal is met. The number of students your office needs to recruit to meet the budget goal should be set early in the cycle. This budget goal is critical because if you and your team don't hit it, your school could experience a reduction in spending on student learning, the loss of faculty and staff raises across campus and reduced operating expenses for the work you do. Sound demanding? Well—it is. But, don't worry. It is important to remember that there are thousands of other people like you doing similar work across the country. If they can do it, so can you. To help ease your mind, here are ten tips to get you primed for success.

1. Make sure you know your goal. This sounds obvious, but it isn't always the case. If you are not sure what you are expected to accomplish, the likelihood of being successful is diminished. If you aren't sure of your goal, ask. Talk to your director or vice president. Ask them what your budget and *stretch* goals are.

2. Always push for the stretch goal. If you can meet your stretch goal in deposits, you will protect your number on the first day of class. Summer melt is your enemy.

3. Summer melt is your enemy. Yes, I am repeating this. Why? Because melt can come back to bite you. Just because you have the student's deposit does not mean you have them wrapped up. Other schools are trying to woo away your deposits with last minute offers of additional aid, upgraded housing, etc. Stay in constant contact with your students. It's hard because you still need to convert many more acceptances, and it's tempting to focus all your energy there. Don't be sidetracked. Make a tickler calendar to remind yourself to stay in contact with deposits.

> **Combat Melt with This Rule of Thumb.**
>
> For every five students who verbally say they plan to attend, assume two to three will actually follow through and make a deposit.

4. You will be too optimistic. This sounds like I am a Debbie Downer, or a Negative Nancy. I'm not. I just want you to know you will feel certain that students with whom you are working will deposit. This will inflate your projected numbers in your own mind and can cause you to miss your goal. For every five students who tell you they are "in," only expect two to three to be sitting in a seat on the first day of class. That way, you will make your goal.

5. You will make mistakes. And, guess what? That is okay. That's how you learn. Embrace the mistakes and *always* think to yourself, "What could I have done differently?" You should then apply that in the next scenario. You will become a great counselor with a rewarding career in enrollment if you learn and stay the course.

6. Always share your success. If you are having a stellar year, share your success with others. Don't hoard information or gloat that you are in the lead. Share without feeling threatened that someone will outperform you. A good leader helps others, and even entry-level counselors are leaders. Remember that.

7. Work an extra hour three times a week. Counselors who work a minimum of three extra hours over what they are ASKED to give are always more successful, meet their numbers, and climb the ladder of success more quickly. Your supervisor will also be impressed with your work ethic.

8. Don't take advantage. You might be tempted to take advantage of little things because you feel entitled, work long hours and feel underpaid. Don't be tempted. Always listen to your deep inner self. If everyone else is packing up from the fair early, stay. If your supervisor leaves early, and you are unattended on a late call night, call until your time is up. These things matter.

9. Learn and ask. Don't be shy about pushing yourself to ask questions (after you have used your available resources). Seek a mentor who is a senior person in the office. Ask for additional tasks that will expand your knowledge and skill sets. This quickly sets you apart.

10. Have fun. Being an admission counselor is one of the best jobs, ever! You get to travel, eat good food, meet lots of interesting people and have a cycle that allows you to wear many different hats through the year. Enjoy what you do, and be excited to go to work every day.

If you can use just a fraction of these tips, I guarantee you will be more successful than you thought was possible. Go forth and recruit a record class.

Your Hiring Bar
Should It Be Higher?

By David Quick

After giving a recent presentation to a group of CEOs in the Richmond area on "Leadership Lessons from the United States Naval Academy," I was reflecting on the 3-hour session and wanted to share a bit of the discussion. The session looked at the vision, values, expectation and engagement at the Naval Academy and how these leadership principles could be applied in the world by business leaders every day. Spending most of my time with CEOs and business owners on "getting the right people in the right seats," even I was surprised how our discussion around expectations flushed out some interesting views about setting a hiring bar high.

The Naval Academy clearly has a rich history of developing naval officers. Many graduates go on to major leadership roles in both the public and private sectors. However, the most unnoticed or overlooked components of their leadership development success are the high standards and the process that is utilized for admission. Recent admission statistics show over 19,000 annual applicants with only 1,400 admitted (7%) through a rigorous application and nomination process.

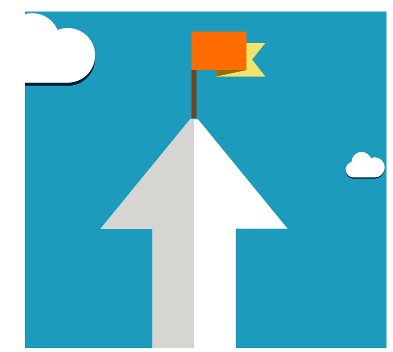
To apply, high school students are required to complete a written application outlining their leadership traits and involvement outside of academics, interview with a Naval Academy official, complete a physical fitness examination and a medical exam. After completing the application requirements, and meeting the general ACT/SAT thresholds, the student must successfully secure a nomination from their local senator or congressman. This nomination process usually includes a panel interview with local community leaders who make nomination recommendations. Finally, the admissions board reviews all qualified candidates with nominations. They use a "whole man multiple" scoring system and send out appointments to 1,400 selected.

Even after this rigorous process, incoming freshmen, or plebes, are put to the test mentally, morally, and physically during a grueling "plebe summer." This helps to weed out those who are not tough enough to handle the demanding standards of the US Navy and Marine Corps. The strength to bounce back from setback and failure is tested every day during plebe summer. It typically results in 10% attrition in the first six weeks.

Enrollment leaders can use elements of this rigorous process in setting the hiring bar for their organizations.

Many admissions offices set a low hiring bar by simply placing a vague or non-descript posting online, reviewing applicant resumes, screening using phone interviews and bringing in a few final candidates for face-to-face interviews. Finally, after 30-60 minutes of Q&A, a job offer is extended because the person interviewing had had a good "gut" feeling about the candidate's fit with the organization. When this is the process, the odds of success are no better than a coin flip.

We have the opportunity to challenge our organizations, and ourselves, to truly flesh out a hiring process that intentionally reinforces the vision and values of the school and the enrollment department. Hopefully, it will be both compelling and repelling, so it attracts the ideal candidates while pushing non-ideal candidates away. By applying a robust needs assessment, we can determine the organizational gaps and the key personality traits that are required in a candidate to fill the gaps. From the needs assessment, a job description and compelling job posting can be created. Once posted, applicants should be screened with various assessment tools (personality, grit scale, cognitive ability, integrity, work simulations, etc.) that depend on the requirements and importance of the role. Assessments allow enrollment leaders to bring in candidates that "fit" the role, before even meeting or interviewing them. This increases hiring success. Finally, candidates should be measured against the department's vision, values, and expectations at the time of hire, and routinely throughout their tenure to ensure that they continue to meet a high bar.



For a review of your hiring process and a robust no-cost assessment of your team, contact enrollmentFUEL.

David Quick is enrollmentFUEL's Chief Success Officer and Bell Ringer. He is a go-to speaker, executive coach, and Vistage Chair expert who has helped over 300 CEOs and business owners learn how to work fewer hours, be significantly more successful, and build stronger professional relationships. David worked for 20 years with companies like Bayer, Johnson & Johnson, and Roche Diagnostics and has impacted over a thousand organizations nationwide, been featured on TEDx, and is a regular presenter at Vistage meetings. David can be reached at david.quick@enrollmentFUEL.com.

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About enrollmentFUEL

Stretch your enrollment goals with **enrollmentFUEL**. We're on a mission to create a better way—one that is more efficient and more effective. Using tools and creative thinking, we provide results and actionable insight to the **people who recruit people.**

enrollmentFUEL has extensive expertise in geodemographic research, predictive modeling and web analytics. We combine these techniques with creative design and messaging to tell your story to your target audience. Our approach amplifies your targeted message through intelligent integration of all communication channels, including email, direct mail, online advertising, IP targeting, remarketing strategies and social media.

If you're looking for innovative thinking, and new options to achieve success, **enrollmentFUEL** can help.

microSEARCH™

A smaller, focused Student Search campaign that is created to test new ideas or attack a very limited challenge, such as promoting a new program or fixing a deficiency that the school may be experiencing.

clickCAPTURING™

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