OCTANE

ACTIONABLE INSIGHT
REMARKABLE TOPICS

BROUGHT TO YOU BY
enrollmentFUEL

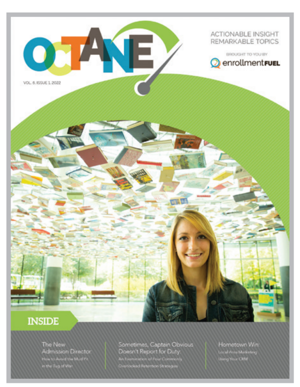
VOL. 6, ISSUE 1, 2022

INSIDE

LETTER FROM

OUR PRESIDENT

Our goal for *Octane* is to support the important work you do.



enrollmentFUEL would like to extend our gratitude to Hanover College, in Hanover, Indiana, for allowing this photo to be featured on the cover of our magazine.

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" Student Search strategies. Adding *Octane* to your thinking fuels creativity and releases positive energy among enrollment professionals.

Dear Octane Booster:

A new year is starting. We are mid-way through the 2021-2022 cycle, and there are still plenty of hurdles to jump between now and May. Leadership is more important than ever, and that is why I was concerned by a trend I uncovered in my recent travels. It seems as if the role of the admission director is shifting at many institutions, moving away from directing and developing their team to handling other administrative tasks. This concerns me because well-led teams are more likely to reach goals. In "The New Admission Director: How to Avoid the Mud Pit in the Tug of War," I share thoughts on the topic and invite you to determine if you agree with them.

If student retention is a focus at your institution, please delve into an article on the topic by Gavin R. Hamms, Ph.D., the Associate Vice President of Enrollment Management at Grambling State University. Gavin is one of enrollment management's rising stars and offers four practical retention strategies, benefiting both students and institutions.

Also, in this edition, we provide a spotlight on Teresa M. Flannery, Ph.D., and her book *How to Market a University*, which has received rave reviews from national leaders like you. You won't want to miss this insightful read. Susanna Mayo, enrollmentFUEL's Director of Slate Education, shares practical advice on recruiting within your local market, and Jay Fedje, enrollmentFUEL's Vice President of Client Services, contributes thoughts on the enrollment gender gap. And, finally, enrollmentFUEL's Vice President for Enrollment Systems, Lisa Branson, rounds out this issue with a quick explanation of the definitions and differences between data acquisition types.

If you have ideas for future articles, don't be shy—we are here to serve you and research any topic where more information is needed. Our goal for *Octane* is to support the important work you do. Thank you for being a part of the FUEL community, and best wishes for 2022.

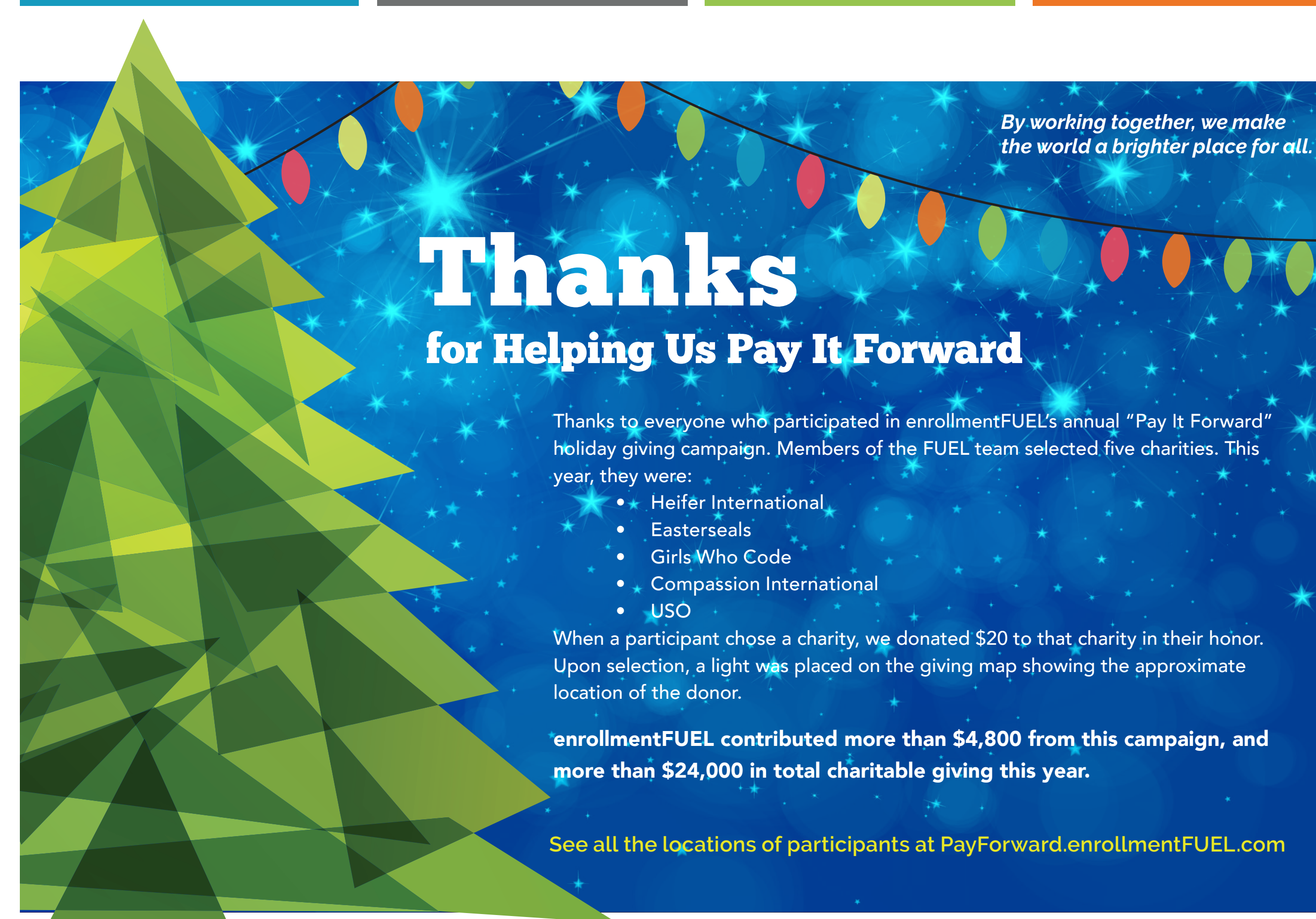
Yours in collaboration,

Jacquelyn D. Elliott, Ed.D.
President

inside OCTANE

SCAN HERE

TO SEE PAST ISSUES OF ***OCTANE***



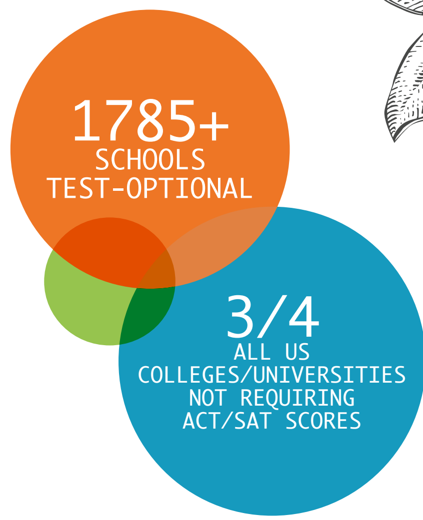
QUICK TAKES

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

BY THE NUMBERS

FairTest, the National Center for Fair and Open Testing, reported 1785+ schools reported they were test-optional for Fall 2022. And, more than three-fourths of all U.S. colleges and universities will not require ACT or SAT scores from current high school seniors.[1]

The no-test-required trend removes a barrier for adult learners. Forensic Lead Generation™ from enrollmentFUEL can help you identify these leads. If you would like to learn more, reach out to our team at support@enrollmentfuel.



1 Retrieved from: https://www.fairtest.org/record-1775-schools-are-testoptional-fall-2022#:~:text=Record%201%2C785%2B%20Schools%20Are%20Test%2DOptional%20For%20Fall%202022%20%7C%20FairTest

DEFEATED BY THE INTERNET

If you have ever complained about campus internet speeds, please read, "Students are still struggling to get internet. The infrastructure law could help," published online by *NPR*. It reports on challenges faced by students in rural and tribal communities where reliable internet access is scarce, affecting recruiting and retention for this population of students.

VIEW ARTICLE

LOST CREDITS LIMIT TRANSFERS

43% is a darn big number when it comes to lost transfer credits. Listen to the Enrollment Edge podcast to discover why David Cook, founder of DegreeSight and an expert in helping colleges and universities enroll, retain, and graduate more transfer students, tossed that number out in a conversation with podcast host, Jay Fedje.

Available on Apple Podcasts, Google Podcasts, Spotify, or your favorite podcast app.

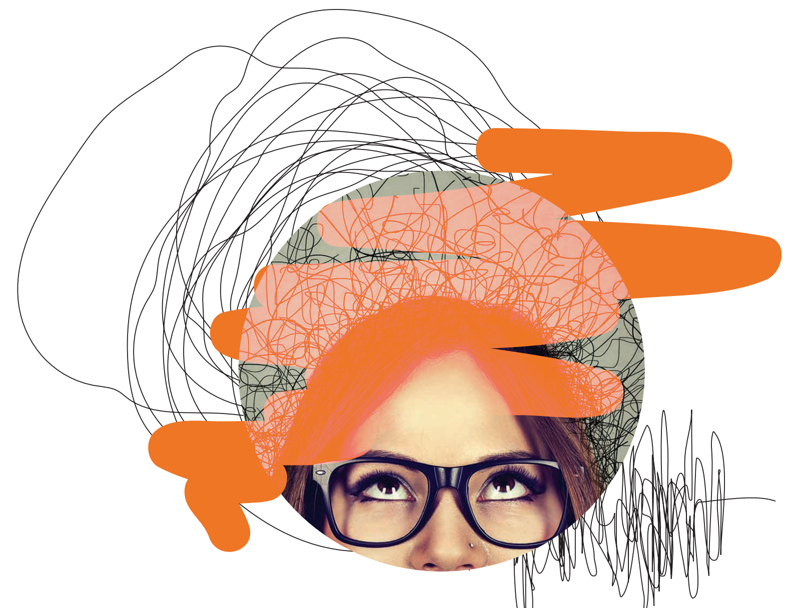
MONEY TALKS

Georgetown University Center on Education and the Workforce (CEW) recently published a new study with the median lifetime earnings of full-time workers by level of education.[1]

It's good data to have at your fingertips when talking to Gen Z recruits who wonder if an investment in higher education will pay off.

1. Retrieved from: https://www.forbes.com/sites/michaeltnietzel/2021/10/11/new-study-college-degree-carries-big-earnings-premium-but-other-factors-matter-too/?sh=78985cd935cd

EDUCATION LEVEL	MEDIAN LIFETIME EARNINGS
Less than High School	$1.2 million
High School Diploma	$1.6 million
Some College, But No Degree	$1.9 million
Associate Degree	$2.0 million
Bachelor's Degree	$2.8 million
Master's Degree	$3.2 million
Doctoral Degree	$4.0 million
Professional Degree	$4.7 million



CRUNCH TIME EFFECTS

Herbert Freudenberger introduced the term "burnout" in 1974 when he published *Burnout: The High Cost of High Achievement.*[1] Common symptoms of burnout include exhaustion, worries about job performance and professional abilities, and increased cynicism.

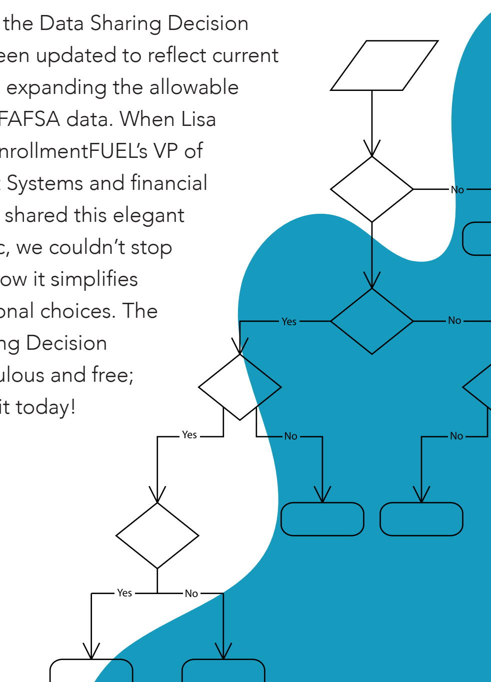
Between January and May, pressure to hit goals increases, along with the possibility of a team member experiencing burnout. Be proactive. Take time to ask people how they are doing and feeling. If someone falls behind on their numbers, act quickly. Addressing the situation early on prevents people from making the leap from "I don't know what to do" discouragement to "this is impossible to fix and I have failed" lethargy.

1. Retrieved from: https://www.verywellmind.com/stress-and-burnout-symptoms-and-causes-3144516

FINANCIAL AID GEEKS (AND REGULAR FOLKS, TOO) WILL LOVE THIS!

SCAN HERE

Created by the National Association of Student Financial Aid Administrators (NASFAA), the Data Sharing Decision Tree has been updated to reflect current legislation, expanding the allowable sharing of FAFSA data. When Lisa Branson, enrollmentFUEL's VP of Enrollment Systems and financial aid expert, shared this elegant infographic, we couldn't stop admiring how it simplifies conversational choices. The Data Sharing Decision Tree is fabulous and free; download it today!



THE NEW ADMISSION DIRECTOR: How to Avoid the Mud Pit in the Tug of War

By Jacquelyn D. Elliott, Ed.D.

I know. You're asking—there's a new kind of admission director? What is so new about the job? Well, to be honest, it's not that the *work* is all that different; it's more about the *expectations*. Over the past few months of visiting campuses across this great nation, I have come to witness the same account without directors even realizing it. So, let's get to that proverbial "once upon a time" and get this story on the record.

Directors today feel more than ever the pull of being in the "middle." Vice Presidents, and their associates, are doing different types of work than in the past. They are dealing with more and more crisis management, leaving them stressed, tired, and overextended. COVID has been a weighty pull for top-level leadership and nearly an all-consuming part of the job. On top of that, add more planning around strict and declining budgets, and declining growth opportunities (in the face of the nearly arriving demographic cliff), along with legal issues surrounding a myriad of scandals, threats, and power plays, the Vice President has less time than ever to do his or her "desk" job. This often translates into the director picking up a multitude of tasks that have been "tossed over the fence."

I don't say this to point fingers at VPs by any stretch of the imagination. In many cases, I am not even sure the VP is aware of the shift. Sure, they FEEL the shift, but rarely have they stopped to analyze how this has impacted the vertical organizational structure. And, I don't even think directors always consciously recognize it either, since their perception of their job is to do what is asked by their superior.

That is one end of the spectrum. Now, let's examine the second. The admission staff. More often than not, I find admissions teams comprised of one seasoned professional, a staff member who might have been with the organization 3-5 years, and the remaining team. Most often, the newest members of the group are first-time job holders or those with little to no admission experience and who fit a generational profile, which demands a supervisor who is highly interactive and directional in guiding the worker to his or her outcomes.

The most important factor for Gen Z in a job is "supportive leadership." In fact, 23 percent won't take a job without it. Additionally, nearly a third of Gen Z is motivated to work harder and stay longer at a company if they have a supportive manager, and 37 percent would never tolerate an unsupportive manager.[1] The pitfall of today is the tendency to focus what little training and professional development is extended solely on the skillsets required for the job. The irony, however, is Gen Z employees want and expect more than foundational training and attention.

Gen Z is often misunderstood in the workplace. What I often hear from supervisors is their Gen Z staff members are not autonomous, have little drive, and want "work-life balance" when they have barely even been employed long enough to know what "unbalance" is. What goes unrecognized is that this is a generation that has elevated expectations of what work *could* and *should* be. They believe work **should** contribute to their growth, their *uniqueness*, and their story. They believe the workplace **could** be a place where their boundaries are pushed, they are invested in, and they are treated as an extension of a bigger plan. They believe this should be the case right from the start, regardless of skills and experience. And, guess what, leaders? This takes an inordinate amount of time—sadly, this is one commodity we rarely have enough of, let alone extra.

Here is what else I know. Gen Z workers are highly capable of meeting goals and exceeding them, given

1 Retrieved from: https://www.inc.com/ryan-jenkins/23-percent-of-generation-z-wont-take-a-job-without-this.html

they feel ***seen*** and ***heard***. Remember, this is a generation that has had extremely involved parents in every aspect of their life.[2] This generation (I am guessing unlike most of us reading this) actually welcomed and expected parental involvement. As a result, they look to adult authority figures (at work, that is the director of admission) and expect a level of personal and professional development engagement like no other generation before them. This level of engagement must be a ***deliberate course of action*** on the part of the leader. Peter Drucker reminds us that "the ability to make good decisions regarding people represents one of the last reliable sources of competitive advantage since very few organizations are good at it."[3]

Research on Generation Z shows that "care" is one of the three top leadership traits Gen Z looks for in a leader, behind trust (47 percent), and support (40 percent).[4] Therefore, admission directors must take an active interest in getting to know and mentor their Gen Z staff. In the course of coaching admission staff as part of my own work at FUEL, what I have gleaned from hours of one-on-one discussions is they are hungry for supervisors to understand their story, needs, wants, and what they long for at work. Then, they expect effort to invest in that.

If we know this is what our staff crave, then why don't leaders come alongside in this professional journey? In listening to admission directors, here are some of the top reasons I have collected:

1. **"I don't have time."**
2. **"I have assigned work that takes precedent; I have deadlines."**
3. **"I am not their parent."**
4. **"This stuff shouldn't be in the workplace—we have real work to do."**
5. **"We talked about our expectations in the interview and now they expect something different."**
6. **"Personal is personal, and work is work. I don't want to hear all the personal drama."**
7. **"They have to learn it somehow—it's not my job to hold their hand."**
8. **"I don't enjoy mentoring."**
9. **"No one did that for me. I had to just figure it out, and it made me a better worker."**

2 Elmore, T. (2017). Marching off the map. Inspire students to navigate a brand new world.
3 Drucker, P. as quoted by Smart, Bradford. (2005). Topgrading: How leading companies win by hiring, coaching, and keeping the very best employees. Penguin publishing.
4 Retrieved from: https://www.inc.com/ryan-jenkins/23-percent-of-generation-z-wont-take-a-job-without-this.html

These statements stem from a variety of reasons. My guess is none of them are because leaders really *don't* care. I suspect the genesis emerges from three areas. First, leaders don't feel they have the right **skills** to counsel young professionals. Second, when things get highly personal, leaders fear some sort of **legal ramification** for "crossing a line" that might come back to bite them. And, lastly, **fatigue**. If you feel your own sense of wellbeing and balance is off, how do you have the time to give *more* to others?

I don't have all the answers. But, I do have some observations and tips. Let's talk about the philosophical observations, first. These are some guiding principles I hold close in my own leadership. First, healthy relationships, and the time we put into them, are a foundation to our own happiness and wellbeing. Without them, our joy withers. Second, time is like a bank account—you decide how much you want to spend and where. For me, I would always rather spend my limited and precious time investing in training the known staff right in front of me rather than constantly hiring, interviewing, and onboarding year after year. Lastly, I have come to realize and accept that what it was like for me and my expectations as a new worker are nothing like today's young employees. And, as such, I accept the new norm that "life" is actually part of the workspace. With that, I examine how to use this shift to create a culture that energizes, actively listens, and learns about the people I lead.

Now, it's time for the tips; but first, I have to explain something. You might have been wondering about the title of this article and where it was going when you started to read this article. Hopefully, I have conveyed that the new director of admission is caught in a tug-of-war between a highly desirous younger staff who needs to be directed and engaged on multiple levels, and an overburdened Vice President of Enrollment who sees the director as their go-to for an overflowing list of tasks. The danger here is that we need to protect our directors of admission so they can truly focus on the *directing* and less on the *doing.*

With this understanding, it's now time to examine some tips that might help in this tug-of-war. I have three.

1. An important concept I use to help separate priorities and set my organization apart from the competition is the concept of a *value chain*. This concept divides one's work activities into economically distinct tasks called *value activities*. The value of your institution is measured by the number of students willing to buy your product and pay for their education. To effectively meet your net tuition revenue goal, each staff member must hit, and slightly exceed, his or her territory goal. When you are trying to decide how to invest your time as a director, simply ask yourself, "Is the work I am doing a value activity? Am I helping my team get an application, get an acceptance, or get a deposit? Is the work I am doing focused on my main responsibility of getting my team to the deposit goal?"

2. The second tip is simply to engage with your staff, assign meaningful work, and then *trust* them to do it. Without this trust, it is likely you will have high turnover, low performance, and a sense of lethargy among your staff. This lethargy typically emerges when team members feel ignored, unappreciated, or think you don't have faith in their ability. At least give your staff members the chance to fail before assuming they will.

3. Finally, to make the required time for your team to be successful, you yourself must carve out at least two to three hours every workday to ***direct***. This should be done one-on-one ***and*** in small groups doing various goal mappings activities, assessments of data on a daily and weekly basis, focusing on what counselors should be accomplishing, and strategy/sharing sessions for creative communication and tactical approaches. Action items with clear deadlines should be distributed after each such meeting, circled back to for accountability, and either corrected or praised. The good news here is that you are already directing on a daily basis. By recognizing the necessary time investment and rethinking how to perform these tasks more efficiently and more effectively, you positively impact your team's performance, as well as your own. And, contrary to belief, the extra time you spend upfront saves way more time on the backend.

As a current director of admission (or future rising superstar), there are simply three critical areas on which to focus. When faced with limited time, place attention on the highest value activities. Second, always invest in your people—mentor them, get to know them, and train them for success, even if you think they won't be with you in a few years. Often, the paradox is this investment turns the tides and inspires individuals to stay the course because they feel valued. And finally, just simply ***direct*** your people, which is how you play a critical role in meeting your institution's goals.

As I think about how directors of admission can easily be pulled into the mud pit by the competing needs of VPs and reporting staff, I go to an analogy I use in my own head. I have never seen the conductor of the orchestra setting up the chairs for a concert, tuning the piano, or testing the houselights before the show. What I have seen is the conductor giving talented people solos, breaking down parts of the music by instrumental section to ensure accuracy of the entire score, and working with individual musicians when they hit a snag in rehearsal. As a result, almost every performance I have attended ends in a standing ovation. As a director of admission, I say stand on a box and wave your arms—and don't fall into the pit, mud, or otherwise.

Dr. Jacquelyn D. Elliott is President of enrollmentFUEL. Over the years, she has developed strategies and trained and led teams at multiple campuses to record enrollments. She is passionate about professional development and currently working on expanding enrollmentFUEL's REV learning program to support and build skills for enrollment professionals at all levels. Contact Jacqui at jacqui.elliott@enrollmentfuel.com.

Sometimes, Captain Obvious Doesn't Report for Duty:

An Examination of Four Commonly Overlooked Retention Strategies

By Gavin R. Hamms, Ph.D.

Student recruitment can be defined as the process of searching for prospective students and encouraging them to apply for the educational programs of the institution.[1] When recruiting new students, institutions make a concerted effort to give prospective students a favorable image of the institution. Recruiters highlight all the positives of the institution and present to prospects every reason why a student should choose that institution.

While much energy and effort focus on convincing students to choose an institution for their matriculation, that energy is often lacking when it comes to making sure the same students remain at the institution.

1 Retrieved from: https://www.webinarleads4you.com/what-is-student-recruitment/

BARRIERS TO RETENTION

PERSONAL	FINANCIAL	ACADEMIC
Homesickness	Personal finances	Unpreparedness
Heavy partying	High tuition	Wrong major
Family commitments	Loan concerns	Work/school balance
Burnout or stress	Job demands	Lack of advising
Lack of direction	Loss of income	Overcrowded classes
No sense of belonging	Gap to cover cost of tuition/expenses	Quality of education
Health problems	Limited personal funds after paying for college expenses	Struggling to succeed
Institutional policy concerns	No money for purchase of books or supplies	Learning disabilities
		Access to required learning services

Retention efforts today are often a reflection of past thinking. When the college student profile was more homogenous, completion was viewed as the responsibility of the students themselves.[2] This outdated ideology placed the responsibility of student retention on the student, as opposed to placing that responsibility on the institution. Now, with more diverse college populations, that idea no longer fits. There is great focus on the part of institutions surrounding student processes and experiences.[3] However, shifts must take place in a multitude of areas, including curriculum development, learning, student services, faculty and staff composition, and financial arrangements, to name a few of the many factors affecting the retention ecosystem.

2 Crosling, Glenda. (2017). Student Retention in Higher Education, A Shared Issue. 10.1007/978-94-017-9553-1_314-1.
3 Ibid.

Not only can universities convince students to stay, but institutions can also find common complaints and issues that students may be facing, so they can take required action.

Most of all, students need to find a safe and welcoming environment when they enroll.[4] Or, to put it in terms of a question for leadership,"Do our students feel like the school they are attending is the same school they were sold while being recruited?"

Student recruitment is a primary responsibility of an institution, and student retention must be approached with the same mindset. Retention efforts should be viewed as an opportunity to continue to "attract" currently enrolled students. Student services at all levels should be formatted in a way that makes students *enjoy* their experience. As institutions invest in recruitment efforts to attract more students, they should similarly invest in the success of students once they enroll. This requires investments to ensure students have the necessary resources and amenities to keep them interested in campus life alongside pursuing their degree. It also requires a deeper reflection about this question: After a student enrolls, what can the institution do to make student persistence more affordable?

Student retention has to be approached with a recruitment ideology. The following are a few simple, yet impactful, ways institutions can "re-recruit" currently enrolled students.

4 Retrieved from: https://www.universityworldnews.com/post.php?story=20161129151820905

Student Satisfaction Surveys

Student satisfaction is directly correlated with a student's likelihood to persist.[5] To effectively re-recruit currently enrolled students, you must first understand their perspectives about the institution. Just because a student is currently enrolled does not mean that he or she is satisfied with his or her experience at the institution. Schools should do at least two student satisfaction surveys per year. The insight gained helps leadership stay on top of changing student perceptions.

Student Satisfaction Surveys will only be effective as a retention tactic when changing student perceptions are reflected in institutional changes. Often, changes students would like to see do not require a great financial investment, yet they can still have a lasting impact on a student's likelihood to continue enrollment. Let's say a satisfaction survey revealed students would prefer to be advised for a full academic year as opposed to a semester. Making such a change would not require a significant financial investment, yet it would positively increase student satisfaction. By increasing student satisfaction, you have the opportunity to increase retention and eliminate certain roadblocks to revenue growth.

5 Retrieved from: https://learn.ruffalonl.com/rs/395-EOG-977/images/LinkingStudentSatis0809.pdf

Merit Scholarships

Studies show that scholarship offers drive admissions applications.[6] Institutions can re-recruit currently enrolled students by awarding merit scholarships to students who are performing at a high level. This cannot only encourage students to continue enrollment, it can also encourage students to excel in the classroom. Many students argue there should be some financial compensation for doing well in the classroom after matriculation. With the rising cost of higher education, students are constantly expected to invest more. Institutions wanting to retain students should partner with them to ensure they are rewarded when they do excel. This creates opportunities for higher graduation rates, higher levels of student engagement, and a sense that the university is desirous of students to excel and graduate.

6 Retrieved from: https://www.insidehighered.com/news/2007/03/27/impact-merit-scholarships

Gap Funding

The reality is that many committed and solid-performing students (as well as some superstars) are financially maxed out to attend college. This puts great strain on students and families when unforeseen circumstances prevent them from paying bills to continue their education. When students can't find remedies to financial problems, many decide they can no longer afford enrollment. In the end, not only does the institution lose, so does the student.

These situations create additional opportunities for institutions to partner with their students. I recommend every institution should create a fund available for the purpose of assisting students coping with financial gaps representing barriers to continued enrollment. Gap funding can have a major impact on retention. To set up funding, start by taking a deep dive into available data. ***First, determine the average unpaid balance of students who have left the institution.*** This number is a useful way to gauge the average award amount needed to support enrolled students who may be at risk of withdrawing with a balance owed. As educators and leaders, we all recognize how tragic it is when we lose students who have great potential to graduate and have a successful professional career but must withdraw due to financial hardships.

Don't Say Good-Bye without a Fight

When students are in the process of withdrawing, institutions often miss the opportunity to re-recruit enrolled students and regain their commitment. All too often, staff members are so busy with other tasks that they sign a student's withdrawal slip without asking any questions. At this critical moment, an opportunity exists for institutions to counsel students on their decisions.

Worse yet, simply signing slips and letting a student leave without notice is a subconscious indicator that the student's desire to withdraw is an ordinary happening—and truly, is that the message you want to send?

There are cases when life happens, and students must withdraw. However, professionals should not automatically assume, in all cases, nothing can be done to change the student's mind. For many students, withdrawing is simply a temporary emotional impulse, and one that is quickly regretted.

Research shows there is usually never one overarching reason that students withdraw.[7] However, withdrawal counseling should be a practice at each institution. Not only can universities convince students to stay, but institutions can also find common complaints and issues that students may be facing, so they can take required action.

When you are recruiting, you make a commitment to potential students that they will find a safe and welcoming environment at your institution and have the resources and support they need to succeed. Retention strategies, such as satisfaction surveys, merit scholarships, gap funding, and withdrawal counseling, ensure you are equally vested in retaining current students. It is important that students see educators at their side during their journey to obtain a degree.

7 Retrieved from: https://www.researchgate.net/publication/244990185_Crosling_G_Heagney_M_and_Thomas_L_2009_Improving_Student_Retention_in_Higher_Education_Improving_teaching_and_learning_In_Australian_Universities'_Review_Vol51_No_2/link/56cc495508ae5488f0dcf21e/download

Meet Gavin Hamms

Gavin R. Hamms, Ph.D., says, "I see the future of strategic enrollment management requiring more collaboration and innovative thinking than ever before. Today's 'crazy idea' can be tomorrow's Netflix. Higher education will be accessible and in demand for the global citizenry as opposed to a segmented population."

Dr. Hamms earned his Ph.D. in Urban Higher Education from Jackson State University. He also holds an MBA from the University of Louisiana, Monroe, and a bachelor's degree in business, management, marketing, and related services from Grambling State University. His higher education career began as the Manager of Default Prevention at his alma mater, Grambling State University. Later, he served as Director of Financial Aid for six years, during which time he was chair of the Strategic Enrollment Management Council and saw enrollment growth each year. Today, Dr. Hamms is the Associate Vice President of Enrollment Management at Grambling State University.

Hometown Win:

How to Combine Local Area Marketing with the CRM Power for Local Recruiting

By Susanna Mayo, MBA

In 2020, CNBC reported, "The majority, or 70%, of all students will stay within 180 miles, or roughly three hours, from their family's home to attend college, according to The Princeton Review."[1] Only four years earlier, a study commissioned by the American Council on Education found that over 57% of incoming first-year students at public four-year colleges enrolled even closer to home: within a 50-mile radius.[2]

Did that actually happen? There is no follow-up study to determine if that prediction came true, but the prediction itself points to the need for every school to look to their local market when recruiting for undergraduate programs.

1 Retrieved from: https://www.cnbc.com/2020/03/17/coronavirus-will-cause-more-high-school-seniors-to-pick-local-colleges.html

2 Retrieved from: https://www.acenet.edu/Documents/Education-Deserts-The-Continued-Significance-of-Place-in-the-Twenty-First-Century.pdf

KNOW YOUR AUDIENCE

Prospective college students are a diverse group with varied needs and priorities. Even when targeting a particular subset, such as local students who already live near an institution, colleges should keep in mind that these students will have different motivations for staying local. For instance, there are students graduating high school and heading straight to college who have already decided they want to stay close to home for any number of reasons (which I'll further address in a moment). These students are different than those who might have initially chosen to delay going to college and are now looking for a college nearby.

A wide array of reasons can influence students—new or returning—to consider attending college near their current home. Perhaps their reasons are financial, and they're looking for perks like in-state tuition, scholarships for local students, affordable cost of living in the area, or the ability to save money on room and board by living at home. Or reasons could be social, emotional, or familial, if students want to stay close to their current support systems. Other reasons are career-oriented. If students skipped going to college right after high school, are now in a job they enjoy, and are interested in a new or advanced degrees, location often factors into decisions.

Students want to know that they are getting their money's worth no matter where you are located. Establishing a local brand is key to recruiting, as is engaging your alumni (especially local alumni).

WHAT IS LOCAL AREA MARKETING?

Local area marketing, as you might guess, is a marketing strategy focused on targeting potential customers within a specific radius around a physical location. In the case of higher education, this would mean targeting prospective students who currently live near your institution's campus or campuses.

So, what makes local buyers—or, in this case, local students—"click" with your institution? Again, it comes down to understanding the different factors that might drive a prospective student to choose a college nearby rather than moving further away. They may be looking for a way to attend classes while keeping a current job, whether that is a part-time job for younger students or a longer-term position for returning students. Saving money is also a common reason why students stay local for college. Since they're already close to "home," they can save money on moving and housing instead of uprooting and paying these expenses for living away.

There's also the simple fact that staying local means staying close to existing networks, both for personal support and professional development. This may be especially true for students planning to stay in their hometown long-term since building and maintaining local networks throughout college can be a major contributing factor. If your institution has a thriving local alumni network, these benefits only increase.

However, if you want to win in this space, you'll need a robust strategy in place. Not only will you have to compete with other nearby institutions, but in this digital age, you'll have to stand out among a wide array of remote and online options. Create an integrated plan for this targeted niche, thinking through the ideal "persona" to whom you are marketing.

WAYS TO WIN

What might that marketing plan look like? It's all about harnessing the resources you already have to address the wants and needs of your target, local niche. Start by evaluating your current ROI to figure out the best way to allocate resources. The key element to start with is figuring out what your current "market share" is and how far off it is from your target numbers. Ask questions like:

- What percentage of local students choose your institution? (Divide the number of local students who choose you by the total number of local students, then multiply by 100.)
- What is a reasonable increase for which to strive?
- What are you willing to spend to create this gain?

Then, it's time to assess the resources you currently have. Alumni have always been powerful recruiting agents, so you might consider convening a town hall meeting of nearby alumni to see who would want to pitch in and help with recruiting and networking among local prospective students. Find the communication strategy that works for you and make it doable so you can stick to it. Look for a strategy that can maximize results with minimal effort. After all, you already had a full-time job before you decided to add a local area marketing layer to your recruiting strategy.

Harness the power of your CRM—think of this as a way of building a bridge between recruits and your institution. You can target leads within a designated radius to narrow your local focus.

Make sure you're buying the local names, using referral forms, and checking with local school districts to see if you can get extra time in the classes. Consider other options, too, like working out a communication flow in your CRM and highlighting a local alumnus who has impacted the community or owns a local business. Another option is using Connected TV advertising to reach people in your target area, which is a more affordable option than traditional TV advertising.

It's essential to find ways to reach out and connect with the local community to build a relationship before applications start rolling in. For instance, you could ask your financial aid office to host a FAFSA workshop at the local high school. Look for opportunities where

Look for nodes in your communication path where an action indicates interest and plan a response. Remember: most of your faculty and staff live within this area. Know which university personnel are in the midst of their student's college search (and don't be afraid to pump them for information or use them in your messaging!).

faculty, staff, and coaches bring high school students to campus. Use that data to target more prospects; consider connecting with students who attend student conferences, band camps, sports tournaments, and similar events. You might even consider local events that "open the doors" without as much pressure: low-key events hosted by alumni, "shadow" or "sampling" days where prospective students can sit in on a class, or write and deliver a local newsletter.

Look for nodes in your communication path where an action indicates interest and plan a response. Remember: most of your faculty and staff live within this area. Know which university personnel are in the midst of their student's college search (and don't be afraid to pump them for information or use them in your messaging!). Data is incredibly useful, but only if you understand and leverage principles like reach, frequency, and impact. Otherwise, it's just a lot of numbers.

Local marketing is a very personal topic for me. I grew up in a small town that doubled in size when the college students came back. A full 25% of my graduating class went to that school! Knowing firsthand the benefits that "hometown" marketing can bring, I always want to highlight just how important it is that colleges look for future students right in their own backyards.

Susanna Mayo, MBA, serves as the Director of Slate Education at enrollmentFUEL. Over the past fifteen years, she has worked in a variety of admission roles. She is an expert in Slate, including implementation, and has a deep understanding of how to use CRM technology, targeted communications, and efficient workflows to recruit, engage, and retain students. If you are looking for help to optimize your Slate instance, Susanna can help. Please contact her at susanna.mayo@enrollmentfuel.com.

The GENDER GAP:

What Can You Do to Nudge the Numbers in a Different Direction?

By Jay Fedje, M.A.

As colleges and universities press forward to recruit their next class, many enrollment managers are building strategies to find, attract, and enroll those elusive men in their schools. For the past five decades, more women have enrolled in college, more women have earned their degrees, and they are doing it faster than their male counterparts. For all the strategic planning, fewer men are applying and enrolling in colleges.

Yet, I'm left wondering if colleges are truly prepared to dedicate scarce resources to the "cause of enrolling men." It's well documented that males, especially white males, are the most privileged and advantaged student group on a college campus. So, will college administrators find this pandemic-related acceleration in lower male enrollment an actual crisis? And, if so, will they divert their limited resources?

A number of years ago, after a rather difficult board meeting, where male to female enrollment ratios was argued over, an exacerbated colleague and friend of mine quipped to me, "women's money is just as green as men's! Why does this always have to take my attention?" The statement stopped me in my tracks. I completely agreed. Yet, gender balance had always been on my strategic priority list and would likely be for the foreseeable future. Trying to enroll more men seemed to take attention away from, what I considered, more important mandates—supporting underserved communities and building plans for access for those students who truly needed a college degree to close the opportunity gap or escape the cycle of poverty.

Each year, enrollment leaders find themselves trying to attract more men to their institutions. And, each year, those efforts seem to come up short. Why? Some recent national enrollment data sets the stage for the challenges that colleges are currently facing.

According to the Wall Street Journal, at the close of the 2020-21 academic year, women made up 59.5% of college students, an all-time high, and men 40.5%. There are 1.5 million fewer college students than five years ago, and men make up 71% of that decline.[1] If the current trends continue, at some point in the future, two women will graduate college for every man who does so. Admissions, meanwhile, is often put in the position of trying to keep the gender disparity at no greater than a 55/45 split—which can result in a "thumb on the scale" for male applicants.

However, this isn't quite the whole picture.

Despite these potentially concerning trends about men and higher education, the New York Times reports that, overall, men are actually more likely to go to college today than they were decades ago when they were the majority of college students.[2] Men also still dominate the workforce, particularly in high-profile and high-paying sectors and fields of study (as well as the professors in those fields); and, when women do start to make headway, those same fields often start to lower their pay rates. Even among professions without traditional degrees, men still come out somewhat ahead. A female-dominated working-class profession (like cosmetology) may require more expense and time going into courses and licensure than a male-dominated working-class profession. Perhaps tied to this, the female-to-male gender ratio is highest at for-profit colleges that tout "professional" degrees that are often not accredited and expensive.

The lower-achievement phenomenon for men goes all the way back to elementary school. "Girls in elementary school spend more time studying than boys, are less likely to misbehave than boys, and get better grades than boys across all major subjects…guys have been less likely to graduate from high school, less likely to enroll in college immediately, and less likely to finish college and earn a diploma," The Atlantic noted.[3]

Exploring the causes of this phenomenon turns up plenty of theories, all of which raise more questions, in turn. Some suggest it is related to men struggling to adapt to a modern economy: traditionally male-dominated professions that used to support middle-class lifestyles without a bachelor's degree are on the decline. Others wonder if it has more to do with thinking and learning styles, with male students leaning more towards tangible, linear decision-making; such a thinking style can make it more challenging to handle intangible, future-oriented decisions that form a big part of higher education.

It's also quite possible that male students simply are feeling disconnected and not seeing the value in a college education. Faced with what the Wall Street Journal calls a "hope deficit" and a "strain of anti-intellectualism" affecting men, in particular, these young men may prefer to make money right out of high school rather than pay money to continue their education.[4] Ultimately, it's some combination of social, economic, cultural, and scientific factors that have created a pipeline with more women staying with their education longer than men.

Schools, meanwhile, are approaching the problem with care. There is something of a philosophical challenge. How can schools dedicate already-scarce resources to attract and

1 Retrieved from: https://www.wsj.com/articles/college-university-fall-higher-education-men-women-enrollment-admissions-back-to-school-11630948233

2 Retrieved from: https://www.nytimes.com/2021/09/09/upshot/college-admissions-men.html

3 Retrieved from: https://www.theatlantic.com/ideas/archive/2021/09/young-men-college-decline-gender-gap-higher-education/620066/

4 Retrieved from: https://www.wsj.com/articles/college-university-fall-higher-education-men-women-enrollment-admissions-back-to-school-11630948233

support the educational success of men, when the strategy has recently been more about evening the playing field, under the assumption that men (or, at least, cisgender, straight, white, able-bodied men with some financial means) are the default of privilege?

Colleges may also find financial motives for targeting male students. According to Inside Higher Ed, in 2018, diversity among philanthropists is slow going: the majority are still wealthy white men.[5] Could colleges be interested in graduating more male students, believing them to be more likely future donors? It's possible, especially given that the gender gap is still significant in high-level, high-paying jobs, but it's unlikely to be a long-term strategy. Today's students are more diverse than ever; focusing on traditional donor demographics could ice out more potential future donors than it attracts.

There's also the simple fact that out-of-balance colleges just aren't as appealing to students of any gender. Once the gender disparity in the student body becomes too great, it doesn't just discourage male applicants. A relative balance of gender in the student body is attractive to applicants across the board.

To address this, schools are trying to strike the right balance between acknowledging privilege and supporting current and prospective students. Schools are encouraging the growth of programs that traditionally appeal to many male students, like STEM fields, business, and architecture. They're also supporting sports teams and other extracurriculars, including interests that typically see a higher proportion of men, such as bass fishing, shooting, and e-sports.

Scott Shoemaker, Ed.D., is the Associate Vice President of Enrollment and Retention at Point Loma Nazarene

Sports and outdoor activities at Point Loma Nazarene University are an important benefit category that strongly appeals to male recruits.

University. In his three-plus decades of experience, he has held a variety of roles in both admissions and student development before taking the role of director of admissions and chief enrollment officer. He comes up against this issue every year and has tried to find a way to strike the right balance.

"There's a lot of mystery about gender and college choice, but I believe academic program mix and co-curricular opportunities are a key to a robust funnel," he said. "At PLNU, we are a contrast in that we have some strong programs which typically attract male students, like those in Business, Accounting, Biology, and Chemistry, but are just now getting serious about Engineering, Computer Science, and related Technology, which remain dominantly male in terms of enrollment. Our top departments and schools—Business, Biology, Kinesiology, and Psychology, all attract good numbers of male applicants, but also attract equal numbers of female applicants. Additionally, we have a large Nursing school that offsets all of the gender balancing gains we might achieve."

Along with academics, Point Loma Nazarene University has also looked at addressing the gender gap from a co-curricular perspective. Dr. Shoemaker said, "Point Loma has an outdoor adventure and wilderness guide program, complete with trips and an outdoor equipment rental center. Club sports have been added over time like Surfing, Men's Volleyball, Canoe/Kayak, and Rugby, all of which contribute to male college choice. Some schools

5 Retrieved from: https://www.insidehighered.com/news/2018/09/20/growing-needs-and-changing-demographics-strain-college-fund-raising

have used athletics as a way to build enrollment, but we thought club sports might be a more targeted approach."

While addressing the issue benefits from a holistic approach, an institution's overall recruitment strategy may also need to adjust to offset some of the factors that lead male students away from college instead of towards it. Consider some of these questions:

- Does the junior campaign need to launch earlier, and should there be different messaging for male students?
- How can you harness the power of your male alumni network? Examples of success and achievement are powerful for young men to see.
- How can you bring men together? Men are often pack animals at heart—when they see other men doing something, they're more confident it's something they should do.
- Parent communication plans, particularly to moms who often serve the primary influencing role in college choice decisions, are important to capture male students' attention, and ultimately commitment.
- Are colleges willing to openly dedicate scholarships to men? If so, will this turn women off to that college, or are there ways to create equal opportunities?
- Does your strategy involve a grassroots presence in high schools where you can interact with male students over several years as thinking forms about the future?
- Where can you look for funding with scholarships? Board members, alumni, and even corporations might help!
- What kind of mentoring do you have in place? Mentors connected to the college are even more powerful.

The basic assumption that a college with a balance of genders is the optimal situation for a student body is debatable. Yet, at its core, schools filling seats and rosters that are typically occupied by men is the most basic underpinning of maximizing tuition revenue, and therefore, should capture the attention and resources of college administrators. There doesn't seem to be an end in sight for the decades-old widening gap of males and females enrolled in college. Yet, it's clear that colleges need to roll up their sleeves and dig into solving the challenge now more than ever.

1. Retrieved from: https://www.wsj.com/articles/college-university-fall-higher-education-men-women-enrollment-admissions-back-to-school-11630948233
2. Retrieved from: https://www.nytimes.com/2021/09/09/upshot/college-admissions-men.html
3. Retrieved from: https://www.theatlantic.com/ideas/archive/2021/09/young-men-college-decline-gender-gap-higher-education/620066/
4. Retrieved from: https://www.wsj.com/articles/college-university-fall-higher-education-men-women-enrollment-admissions-back-to-school-11630948233
5. Retrieved from: https://www.insidehighered.com/news/2018/09/20/growing-needs-and-changing-demographics-strain-college-fund-raising

Schools filling seats and rosters that are typically occupied by men is the most basic underpinning of maximizing tuition revenue, and therefore, should capture the attention and resources of college administrators. There doesn't seem to be an end in sight for the decades-old widening gap of males and females enrolled in college. Yet, it's clear that colleges need to roll up their sleeves and dig into solving the challenge now more than ever.

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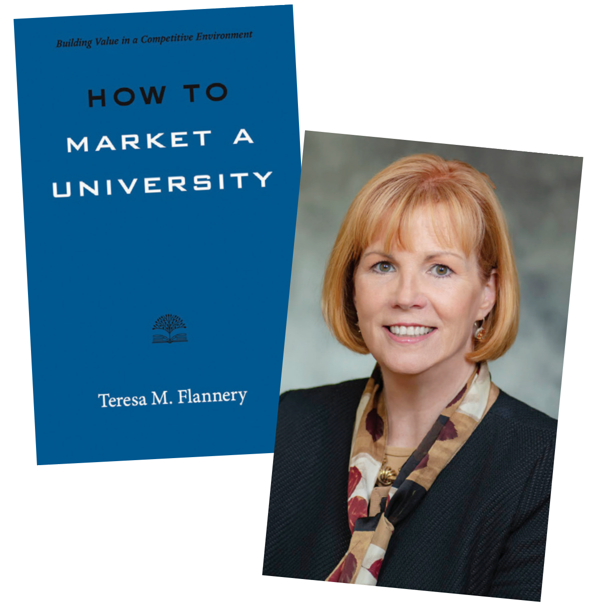
HOW TO MARKET A UNIVERSITY—

A Book Worth Reading



By Linda Bishop, MBA

According to Teresa (Terry) M. Flannery, Ph.D., there is no better time for those who have chosen career paths in enrollment and marketing than now.

Terry started her higher education career in student affairs and then admissions at her alma mater, the University of Maryland, and served as the University's first chief marketing officer. She served as the vice president of communication at American University for 11 years before leaving to write, *How to Market a University*. She recently completed an appointment as Interim Vice President for Marketing and Communication at Stony Brook University and continues to hold her appointment as a policy fellow at American University's Center for University Excellence.

Greg Britton is the Editorial Director of Johns Hopkins University Press, and publisher of a series for higher education leaders, including the well-known book, *Demographics and the Demand for Higher Education*, by Nathan Grawe. Britton was looking for an expert to write a "how-to" book on marketing. After Terry's name came up in multiple conversations, he approached her.

As a marketing leader for a private institution, Terry was fully aware of the challenges faced by higher education and was excited by the opportunity. She began researching and writing, eventually self-funding a sabbatical to devote all her attention to completing the project. Then, as her book was being edited, the global pandemic struck with all its unexpected threats to student life, enrollment, revenues, and even higher education's core business model.

So, with all the changes, why does Terry Flannery think there is no better time than now for resilient leaders who chose careers in enrollment or higher education marketing? She said, "Because the expertise we have is invaluable, and you will be in demand at institutions who want to survive and thrive."

Building a Brand

According to the Education Data Initiative, the average college in the United States is $35,720 per year.[1] By their calculations, when you factor in student loan interest and loss of income, the ultimate cost of a bachelor's degree can exceed $400,000.[2]

For Terry, it is numbers like these that point to the critical importance of having a strong brand. "Students make a major investment of time and money over a period of years to pursue a degree. It is one of the most expensive investments in a lifetime," she said. "Without a true understanding of their brand, institutions miss opportunities to influence that choice."

As she sees it, marketing strategy is institutional strategy, but she has also encountered leaders who did not see the correlation. "Most institutional leaders come from academic backgrounds, which can lead to bias when marketing is seen only as promotion. Today, all leaders need to understand marketing, and understand it correctly so you can grab hold and employ it as a strategy," she said.

At the foundation of strategic marketing is an in-depth understanding of your brand. In the book, Terry discusses Philip Kottler's definition, which defines a brand as "the analysis, planning, implementation and control of carefully formulated programs designed to bring about voluntary and satisfying exchanges of value with target markets for the purpose of achieving organizational objectives."[3]

She sees this definition as a way of translating a business process into an educational context. "When you talk about the brand, it can seem to be an abstract concept. By focusing on the concept of brand value, you can place it in the context by referring to it as the meaningful sum total of experiences shared by students at your institution. More importantly, you recognize the brand is not solely in our hands as institutional leaders. We can influence it, but since it exists in the minds of our stakeholders, it's not just in our hands to shape and deploy. It is also being shaped by 'customers' and stakeholders."

1 Retrieved from: https://educationdata.org/average-cost-of-college
2 Ibid
3 Teresa M. Flannery, How to Market a University, (Baltimore: Johns Hopkins University Press, 2021), 20.

A substantial portion of her book focuses on brand-building because Terry sees a brand as a tool to enhance the power of all institutional efforts to motivate behavior and a way to amplify success. While competitive pressures at many colleges and universities play a factor in the rising importance of higher education marketing, she also believes another factor is the undeniable fact that boards are putting increasing pressure on the leadership to get better at marketing.

Brand Strength

Strong brands have developed, as Terry put it, "a motivating match," where there are a set of favorable associations that inspire positive actions in critical areas such as recruiting, retention, or donating. Institutions that understand their brand's value recognize it has as much equity as other institutional assets, like endowments or buildings and property.

To determine if your brand has the strength to support your institutional mission, you must first discover and uncover how your brand is currently perceived in the market. According to Terry, discovery often begins with the appointment of a marketing task force, charged by the president, and chaired by the Chief Marketing Officer (CMO), providing an excellent starting point to gather input and create buy-in. The group's purpose is advisory, and their recommendations should be achieved through consensus, so all can support the recommendations when they are implemented.

Often one of the first projects is guiding a process to gather marketing research to form a brand strategy. "Brand perceptions are slow to change," Terry said. "Every three to four years, you may need to invest in a large-scale research project to uncover perceptions, both favorable and unfavorable to your brand."

Identifying favorable impressions, which contribute to helping an institution stand out relative to competitors, is a necessary first step, but these attributes still need to be nurtured. "When you surface something authentic, you are still going to have to find a way to enhance it as part of the bigger brand strategy," she said. "Part of the brand-building process is selection. You have to make choices to determine what to elevate, and then take your chosen differentiators and engage with them in a way that will benefit all parts of an institution."

Working Together to Support the Mission

While a task force performs a vital role, Terry believes you cannot stop there. "The dynamics of the demographic cliff are staring us in the face," she said. "The time to prepare and react to declining enrollment has shortened. Enrollment, marketing, advancement—whoever is a 'brand power user' must work together. Even if they have separate budgets and separate leadership, to succeed in today's competitive environment, more cooperation and coordination is required because if you aren't working together, you are wasting resources."

At many institutions, Terry's book now serves as the vehicle driving new conversations on the topic of institutional marketing. Key leaders are choosing to read the book as a group and then holding discussions on end-of-chapter questions, such as, "Do the experiences on our campuses, in our classrooms, and at our events align with our brand strategy?"[4]

The questions range from philosophical to practical. A group read is something to consider for institutions that would benefit from a more extensive discussion about marketing topics.

One Last Thought—You Are Not Your Customers

In her book, Dr. Flannery tells a relatable story mirroring the experience of many marketers and enrollment leaders. More than once, she has put two creative concepts in front of the executive team after the concept has been through creative testing with the target audience. She said, "If I ask the leaders (average age near 60 years, often mostly white and male) which they prefer, they inevitably choose the concept that the target audience (average age 17 and diverse in both age and gender) did not."[5]

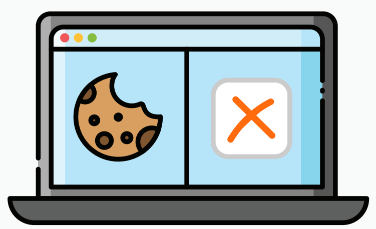
She reports this exercise has never failed and uses it to illustrate, "Diligent, accurate, and timely research is indispensable for two reasons: First, you are not your customers. Second, everything changes."[6]

At enrollmentFUEL, we would agree with both statements, adding that few would disagree that change within the field of Strategic Enrollment Management (SEM) has accelerated. *How to Market a University* is filled with high-octane ideas and actionable insight. If you are looking at charting a better path to future success, check it out.

4 Ibid, 140.
5 Ibid, 71.
6 Ibid, 71.

Linda Bishop is the editor of Octane and provides marketing support for the enrollmentFUEL team. She is a subject matter expert on content marketing, campaign strategies, and online and offline integrated tactics, including marketing automation. If you have an article idea for a future issue of Octane, please contact Linda at linda.bishop@enrollmentfuel.com.

ADAPTING TACTICS IN A COOKIELESS WORLD:



By Lisa Branson, M.Ed.

DEFINITIONS TO KNOW

With the phasing out of third-party cookies, enrollment leaders and higher education marketers must rely more than ever on their own enrollment marketing tactics to gather data about potential recruits. Data, after all, is the root of successful recruiting: it's how we gather information about what's working, what isn't, and how our strategies should adjust.

FIRST, SOME TERMS

If we're talking about data, we first need to ensure we're all on the same page with what kinds of data we're discussing. There are four primary sources of data that are important for recruitment marketing: zero-party, first-party, second-party, and third-party data.

0 **Zero-party data** is the information recruits intentionally provide directly to you, such as responding to a survey or filling out a form. This information can be used to run highly effective, transparent campaigns that allow you to communicate and build trust.

1st **First-party data** is data that a company has directly collected from its own audiences, such as website visitors or social media followers. It provides insight from analytics and user behaviors.

2nd **Second-party data** is data collected by an entity, which shares the data with trusted partners for mutual benefit. A list purchase would qualify as second-party data.

3rd **Third-party data** is much broader in scope and made available to a broader range of client companies. Often, it represents compiled data or packaged research data collected by independent parties, and it is offered to multiple institutions who believe it might be useful.

Zero and first-party data are most potent because it comes from your audience. Using this intel in your communication flow helps your recruits feel less like a one-dimensional data point and more like a student who matters at your institution.

DATA COMPARISON CHART

	Zero-Party	First-Party	Second-Party	Third-Party
Data Type	**Direct**	**Direct**	**Indirect**	**Indirect**
Collection Type	By Consent—Shared with Permission	By Consent—Shared with Permission	By Consent—Shared with Permission	Unknown—Often Collected without Permission
Individual or Aggregate	Individual	Individual	Individual	Aggregate
How Scalable Is It?	Difficult	Moderately Easy	Easy	Easy
Accuracy and Reliability	Accurate and Reliable	Accurate and Reliable	Accurate and Reliable	Low Accuracy and Less Reliable
Collection Mediums	• Landing Pages • Contact Forms • In-Person Interactions • Events • Surveys	• Website Visits • Social Media Interactions • Ad Clicks	List Purchase Representing Another Entity's First-Party Data Collection	List Purchase, Collection Method Unknown
Types of Data	• Profile • Interests • Communication Preferences	• Email • Phone • Interaction History	Varies, Depending on the Entity	Varies, Depending on the Collection Methodology
Recruit's Interest in Receiving Future Communications	Highly Interested	Interested	Varies	Varies
Recruit's Trust in Your Institution	Highly Trusted	Trusted	Varies	Varies

There are plenty of options to explore if you want to ensure your marketing strategies survive as the "cookie crumbles." Start by maximizing the first-party data on your website. Track your visitors, and use data to develop new marketing strategies. When setting up new campaigns, better results will be achieved when your landing pages clearly state the benefit of filling out a form and a simple call-to-action.

Explore additional digital marketing channels. Connected TV, pre-roll video advertising, and radio are options to consider as more families "cut the cord."

And take a hard look at your website user experience. Is it easy to access forms and find information? Clunky websites frustrate users and can diminish your opportunity to engage and convert visitors.

Lastly, don't overlook the value of finding fun, creative ways to collect zero-party data. According to an article published in the *Harvard Business Review*, "Specifically, many brands have begun using mechanisms such as polls, quizzes, sweepstakes questionnaires, or interactive social media stories to collect explicitly opt-in data that provides highly specific insights into consumer preferences. This type of data collection is a win-win: It offers customers greater control and transparency into exactly what data is being collected, while giving companies access to much more useful information that enables them to target personalized offers much more effectively."[1]

Zero, first, second and third-party data are not new. However, in a cookieless world, it is more important for enrollment management professionals to adopt a do-it-yourself mentality about generating data so they can collect what they need to bring in their next class.

1 Retrieved from: https://hbr.org/2021/04/say-goodbye-to-cookies

Lisa Branson, M.Ed., is the Vice President for Enrollment Systems and is currently enrolled in a doctoral program. She is an expert in recruiting, financial aid, and all aspects of Student Search, including digital advertising. Lisa has run many pay-per-click advertising programs, and she is always happy to share her experiences with you. If you would like to discuss strategies, please contact Lisa at lisa.branson@enrollmentfuel.com.

...many brands have begun using mechanisms such as polls, quizzes, sweepstakes questionnaires, or interactive social media stories to collect explicitly opt-in data that provides highly specific insights into consumer preferences.

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