



Who Should Read This

- Enrollment Managers
- Admissions Directors and Leadership
- Campus Visit Directors and Coordinators
- Admissions Staff Members Serving Campus Visit Functions

Campus Partner **Primer**

A Guide to Four Key Campus Partnerships That Improve Visitor Experience and Enhance Visit Effectiveness

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MREC is EAB's new research resource for enrollment teams, supporting strategic decision-making and targeted improvement efforts in marketing and recruiting. Our research team continually evaluates existing and emerging ideas and pinpoints those that are the most viable.

MREC shares new findings each quarter through a suite of deliverables, including:

- Short research briefs and white papers
- Live webinars
- Expert takes on emerging issues
- Decision-making tools and discussion guides

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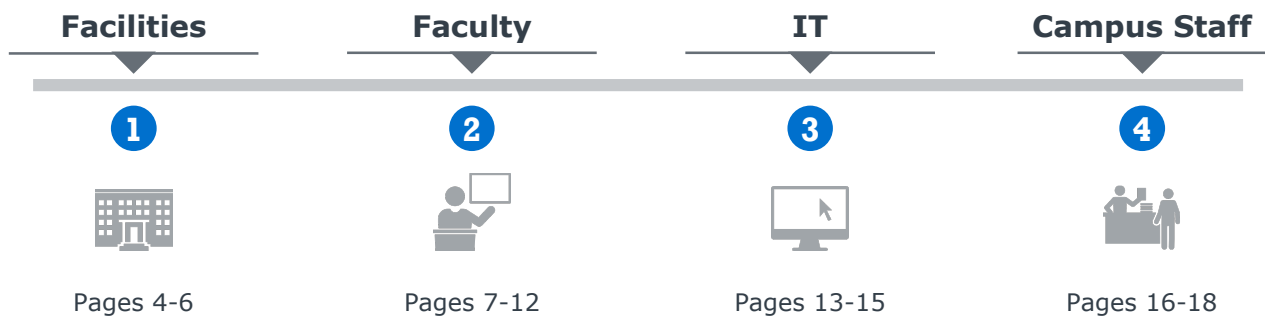
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It Takes a Village

Build Essential Partnerships to Improve Campus Visits

It is imperative for a successful campus visit program to have support from institutional functions beyond enrollment management, yet few enrollment management shops have formal relationships in place to support that. Many enrollment and admissions staff members admitted to finding it a challenging, if not nearly impossible, task, to engage key parts of campus. EAB research identified four key campus partners to proactively and regularly engage in enrollment efforts:



The best campus visitation programs (when considering both visitor experience and yield) are supported by different departments across campus. No matter the current state of your campus partnerships, there is opportunity to improve the relationship or add onto the list of ways you support one another.

“The great thing about this office is that we don’t only have the support of the admissions staff—we have the support of the entire campus...so much so that our new President even took our campus walk at the behest of the Provost.”

Jenn McKenzie, Associate Director of Campus Visitation
HENDRIX COLLEGE

“Admissions is not just admissions. [Everyone] has really started to see the light and why we need them.”

Carrie Thompson, Assistant Director of Admissions
CLARION UNIVERSITY

About This Primer

Just as with any relationship, building a partnership with other functions across campus will take intentional efforts to start and maintain. This primer covers the **four high-impact collaboration opportunities** listed above by presenting why the partnership is valuable, suggesting some activities that could arise from a partnership, and giving actionable next steps so you can jump-start your partnerships or address areas for improvement to strengthen your existing work with other units.

Creating Environment with Facilities



Facilities Key Takeaways

Facilities' Scope Is Far-Reaching

Maintenance, campus safety initiatives, space utilization policies, and capital planning all fall under the umbrella of the typical Facilities unit. Many of the aesthetic, function-related, and long-term improvement plans that Admissions cares about are also on Facilities' radar.

Prospects Are Influenced by "Vibe" on Campus, and Facilities Helps Make It

Almost 1 in 5 unsatisfied campus visitors report facilities as the source of the bad impression, and a top reason why students choose (or don't choose) an institution is campus environment.

Admissions Staff and Student Guides Are Valuable Boots on the Ground

Because admissions staff members—especially tour guides—constantly walk around campus, they have up-to-date knowledge of the campus's condition and can provide Facilities with useful intel about needed repairs and maintenance.

Awareness Leads to Fast Improvement

Supporting enrollment efforts is easy if the staff has all the information it needs to do so. For many members, opening communication and sharing specific needs have resulted in instantly appreciable improvements in visitor experience.

Discovering Missed Opportunities Can Create New Processes



"Facilities had 5 customer service reps assigned to on-campus departments, but no one was assigned to admissions. The Head of Facilities coordinated a meet and greet with Enrollment Management and Facilities to begin the conversation about how to partner with each other."

Associate Provost for Enrollment Management
LARGE PUBLIC RESEARCH UNIVERSITY

A Facilities Partnership Is Essential for Recruiting

The Campus Environment Matters to Prospects, So Make It Count

One of the top reasons why students choose (or don't choose) an institution is campus environment. This reason ranks as more important than academic reputation of the school, the cost of attendance, the school's location, or whether or not the institution offered a prospect's intended major.¹ In an analysis of an online forum discussion of what made a bad campus visit, facilities and grounds issues accounted for 17.4% of the bad experiences mentioned. With so many bad visits being at least partly attributed to the physical campus and its state of repair, facilities and maintenance professionals are key strategic partners for improving campus visits and putting your best foot forward with recruitment.

Your Prospects' Concerns

The things your visitors will notice while on campus



Potential Facilities Support

The ways Facilities partners can help with these issues

Litter, overfilled garbage cans, burnt-out pathway lighting, loose sidewalk bricks, walkway puddles

Aesthetics of Landscaping and Grounds

Deploy staff for landscaping and maintenance of core tour route locations as needed

Chipped paint, poorly lit hallways, dirty entrances, stuck doors

Appearance of Key Buildings on Campus

Prioritize work orders for high-visibility buildings on route

Untidiness or lack of supplies in key areas (e.g., restrooms)

High-Volume Traffic Area Issues

Divert custodial staff to high-volume areas during peak times

Tricky fencing/walkway diversion, disorganized look of sites

Appearance of Capital Project Construction

Install signs with renderings and explanations to show future look

Inappropriate temperature (too hot or cold) of rooms used, lack of seating, limited building access

State of Indoor Environments

Coordinate heating/cooling plans to accommodate after-hours visits and events, give entry permission

No photo areas or branded aesthetically pleasing spaces

Lack of Visual Focal Points

Create points by painting blank walls with logo or erecting structures designed for photos

1) "2017 Deposit IQ Results," EAB Enrollment Services, May 2017.

Four Increasingly Integrated Ways to Partner

Maximize Recruitment Benefit Through Coordinated Cooperation

1

GETTING STARTED

Set Up a Meet & Greet to Build Relationships



Bring Enrollment and Facilities together to learn about the other unit on campus. Both sides should leave this event knowing:

- The top three to five ways each unit can support the goals of the other
- Appropriate main points of contact for the main concerns discussed above
- An agreed-upon date for a first (or next) coordinated Facilities tour audit (see #2)



A casual quarterly mixer to celebrate your successes and discuss new initiatives can foster a sense of teamwork between units.

2

REGULAR COLLABORATION

Organize Recurring Facilities Tour Audits



Ongoing audits will ensure that Facilities is aware of all the routes and times of day your tours are happening, helping them triage work.

- Arrange for tour audits to happen quarterly at minimum during all weather.
- Ensure multiple guides on tours are observed during the audit period.
- Create a set of changes to implement in the weeks after the audit (e.g., deviation in a tour route due to a grounds issue), and create a shared write-up for Facilities and Admissions to reference.
- Interview tour guides to learn their ways of avoiding grounds and facilities issues.

3

LOW-COST BEST PRACTICE

Commit to Reciprocal Reporting Systems



With initial audits complete, both units should have a better idea of what information is most useful to receive. Establish a way to share some or all of the following on a regular basis:

- Monthly visitor survey maintenance-related response digest for Facilities
- In-progress repair tracker to help make route shifts or other changes and upgrade tracker to showcase new work
- An urgency scale to help triage the most impactful recruiting concerns efficiently
- Admissions-focused suggestion box (real or virtual) for campus enhancements such as new on-brand photo spaces, better way-finding signage, improved future works posters for capital projects, etc.

4

HIGHLY INTEGRATED

Create a Coordinated Services Plan



The ultimate step to integrating Enrollment and Facilities work is to create a continuous plan to engage instead of a set of discrete meetings. This will require most or all of the following:

- A dedicated (at least 0.5 FTE) customer service rep and maintenance staff member (consider splitting the salary!) to handle admissions-related work
- A quick-updating dashboard (ideally a digital one) for key reporting indicators and project status updates to keep all partners in the loop



Schools that introduced a dedicated Facilities rep for admissions-related work reduced 7+ day wait times to less than 48 hours.



Cultivating Buy-In from Faculty



Faculty Key Takeaways

In Many Cases, Faculty Are Skeptical of Helping with Recruitment Efforts

Faculty are busy and may not see the necessity of helping recruit. The best way to bring them into the fold is to show the direct, tangible impact their participation has on the quality of the year's class and the seats filled in their departments.

Faculty Don't Always Know What You Need from Them to Support Recruiting

Enrollment teams often feel that their faculty "just don't understand." This task of education falls on Enrollment's shoulders—engaging staff in the discussion and showing them what work is truly needed to guarantee the class they want to see can lead to a powerful new understanding.

Time Is a Scarce Resource for Faculty

If you can coordinate with department heads or other leadership to make participating in campus recruitment activities count as service hours (for those who are on this track) or otherwise offer a professionally relevant use of their time, you may find an uptick in faculty commitment to the time spent recruiting.

Your Faculty Like Data and Trends

If you know what data points your own faculty are most interested in, use that information to create your goals for the year and to communicate success to your participating faculty. Being able to show tangible evidence of the impact they make may be all it takes to recruit them.

Changing the Conversation Cultivated Faculty Buy-In



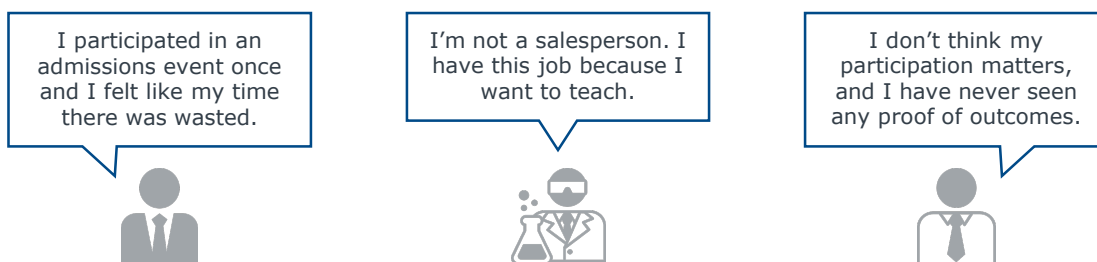
"The majority of our faculty was under the impression that all they had to do was tell admissions what they wanted and then we would do it. But it's not that easy. Engaging the faculty was important, so we led with questions that involved them in the process."

**Director of Undergraduate
Enrollment Initiatives**
MID-SIZED PRIVATE UNIVERSITY

Faculty Are Critical to Prospects

Getting Faculty on Board Can Be Tricky, So Use Their Time Wisely

Faculty, the faces of the education a prospect will receive, have constant demands on their time. This can make them hesitant to commit to recruitment activities. Some campuses are fortunate enough to have faculty who understand their importance in enrollment strategy, but many institutions find themselves having to convince faculty to participate in campus visits and events. Top complaints from faculty are related to scarce time, the lack of value for their participation, and bad past experiences with recruiting.



Four Imperatives to Securing Ongoing Faculty Involvement

- 1 Respect faculty's time by utilizing them fully and matching them to prospects effectively.
- 2 Engage faculty by allowing them to choose the kind and extent of their involvement.
- 3 Give your faculty the tools they need to successfully support recruiting efforts well.
- 4 Communicate the impact their efforts make using data, visitor feedback, and class metrics.

Getting enthusiastically involved faculty requires intentionality in the way you use their time. We recommend reframing the conversation around how they are helping you build their next class and asking them to weigh in on what they want to see in the coming academic year. In addition, free them to recruit their own ways.

Case in Point

Let Faculty Speak Their Own Language

Stokes¹ University's enrollment team recognizes that faculty want to approach their prospects in unique ways—and it works because both sides appreciate the authentic, interest-focused outreach. Faculty send fun, field-specific messages, such as an engaging math major puzzle or a skeleton pen for anthropology. Freeing faculty to "be who they are" makes routine messages feel much more like reaching out to a future student in their field. The enrollment team provides faculty with a list of prospects to reach out to—especially those a faculty member has met in person—going as far as delivering self-addressed mailing materials to limit faculty time spent.

Use the participation survey on the next page to better understand what your faculty want. ▶

1) Stokes University is a mid-sized private university that has been anonymized.

Faculty Participation Survey

Thank you for filling out this form. We need your help, but we want to make sure we use your time in the most effective way possible and create meaningful interactions with prospective students. Please take some time to thoughtfully complete this survey that we can use to match you with the right admissions and recruiting events throughout the year. We appreciate your time!

Your Information

Name

Department

Email

Areas of expertise

Contact number

Types of Participation

Please check all types of events and activities you would be interested taking part in. Selecting any of these now does not automatically obligate you to attend; the admissions department will be in touch ahead of any events or activities.

I would like to represent my major/department during daily visit programs in the:

- fall winter spring summer

I would like to participate in off-campus recruitment events (college fairs, receptions, etc.) in the:

- fall winter spring summer

I would like to be present at our Open House events in the:

- fall spring

I would like to engage with prospective students by:

- allowing them to attend my class meeting 1-to-1 informally (e.g., coffee)
 calling interested prospects for 30 min. meeting 1-to-1 formally (e.g., to advise)

I would like to engage with prospective students' parents by:

- allowing them to attend my class meeting informally (e.g., coffee)
 making parent presentations calling prospective parents for 30 min.

I would like to represent the institution by:

- being a rep at a college fair speaking at high schools
 giving a community-based presentation talking with media in my area of expertise

I would like to be available to Admissions for other types of recruiting events as they come up.

Faculty Participation Survey

Preferences

We want to match you with only those opportunities that you will be comfortable accepting. Please take some time to honestly **select all that apply below**, and we will commit to selecting the right events and activities for you.

I would like to interact with **students**:

- not at all by email in person by phone by video chat

I would like to interact with **parents**:

- not at all by email in person by phone by video chat

I would like to interact only with those students who are:

- prospects applicants admitted admitted to my department

I would like to support the following university recruitment initiatives:

- high-achieving/honors first-generation multicultural

I would only participate if given the following amount of notice:

- one day one week one month other _____

If you have any other concerns or specific preferences not captured above, please briefly share those with us in the space below.

Feedback

If you **have participated** in admissions and recruiting events in the past, we want to know how you felt about your experience so we can address any concerns and continue to improve the way we use your time. If you have lengthier feedback or want to talk with someone directly, we are more than happy to hear from you!

What went well during your experience(s) with admissions and recruiting events?

What did not go well or would you like to see changed?

Curate a Data and Trend Dashboard

Show Faculty Hard Proof That Their Time and Efforts Impact Enrollment

The following sample dashboard is a composite of some recommended metrics faculty will want to see from Enrollment. Individual institutions should use both faculty feedback and current enrollment goals to determine what best belongs on their own dashboard one-pagers beyond the samples here. Build a unique dashboard for the institution, and be sure to share the dashboard frequently with faculty.

Select metrics that make sense for the institution's enrollment goals (e.g., diversity, achievement, etc.).

Contextualize these values with percentages or amount of change to make this an easier read.

Incoming Freshman Cohort Vital Statistics				
	Fall 2015	Fall 2016	Fall 2017	Fall 2018
New freshmen to the department	1,640	1,683	1,722	1,801
High-achieving new freshmen	545 (33%)	611 (36%)	843 (49%)	882 (49%)
Average new freshman ACT scores	25.7 (0.0)	26.1 (+0.4)	27.0 (+0.9)	28.8 (+1.8)
Average new freshman SAT scores	1267 (0.0)	1271 (+4)	1268 (-3)	1282 (+14)

EAB University has seen upward trends in all of our key freshman metrics for the last four years. We are meeting EABU goals for increasing the achievement level of our student body.

Retention and Graduation Statistics					
	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
1-year retention	1,498 (83%)	1,386 (86%)	1,443 (88%)	1,531 (91%)	1,619 (94%)
2-year retention	1,407 (78%)	1,289 (80%)	1,394 (85%)	1,480 (88%)	
3-year retention	1,281 (71%)	1,192 (74%)	1,328 (81%)		
4-year graduation	975 (54%)	950 (59%)			
5-year graduation	1,281 (71%)	1,192 (74%)			

Include as many retention rates and graduation rates as your team measures, and incorporate any that specific departments may watch.

Incorporate projections if you have them and if they are reasonably accurate. Otherwise, leave blank spaces for unknown future values.

Curate a Data and Trend Dashboard (cont.)

Give Faculty Individualized Feedback to Maximize Their Commitment

The exact metrics that you give your faculty will vary, but be sure to personalize a portion of the dashboard so they know you see their individual efforts and the results of their time.

For new participating faculty, give a snapshot of their first year alongside past averages to help contextualize this and future years' performance.

Dr. N. Roll's Recruitment Snapshot

	2015	2016	2017	2018
Number of prospective students met	11	13	13	18
Prospective students who enrolled	5 (45%)	8 (62%)	7 (54%)	11 (61%)
Number of prospect calls completed	45	53	58	61
Calls that resulted in applications	14 (31%)	20 (38%)	26 (45%)	29 (48%)

Dr. Roll, you have consistently been a prolific recruiter for your department, and we want to thank you for your hard work. Every year you are between 5-11% more successful than average when it comes to generating applications and getting prospects enrolled. You're incredible! So far this term, students you recruited to your department have achieved a 3.2 GPA—0.3 above average.

In the case of consistently high performers, consider asking them to teach their peers or share insight for enrollment to train others.

Find something to share with faculty about how they stack up to peers, how their recruits are doing, or how their efforts have helped make progress toward specific institutional goals.

The Best Measurements and Data to Share via Dashboard

Incoming class metrics

- New freshmen (number and rate)
- High-achieving student enrollment
- Diversity student enrollment
- Specific segment or major enrollment
- ACT/SAT scores or GPA measures

First-year performance metrics

- GPA and credit completion
- On track to graduate rate
- Fall-to-spring retention

Ongoing performance metrics

- Fall-to-fall and year-to-year retention
- 4-, 5-, and 6-year graduation rates
- Overall class (GPA, credit) performance

Faculty member success metrics

- Number of students met (and % yield)
- Number of other types of interactions along with application or yield
- Qualitative comments (if any)
- Blinded comparison to peers

Collaborating with IT



IT Key Takeaways

The IT Umbrella Covers Many Functions

On campus, your IT department is responsible for far more than just “tech support.” They are your team for network needs, enterprise systems and applications (think CRM), data security, analytics and business intelligence, and much more. The list of critical campus relationships should always include IT.

IT Wants to Talk Strategy, Not Just Support Technology After The Fact

Instead of turning to IT when things have gone awry or have already been decided, bring the IT team in early for input. They can advise on what will work best with existing systems and offer an institutionally relevant take on vendors/products.

IT Experts Have Ideas and Resources

Innovative enrollment teams will use the subject expertise of IT to push the technology envelope while remaining within institutional guidelines. IT may surprise you with the number of resources and options they already have, too!

Many Cutting-Edge Campus Visit and Recruiting Tactics Need IT Buy-In

As recruiting students and hosting campus visits have continued to require more technical savvy—from implementing more complete CRM solutions to exploring applications for virtual reality and other cutting-edge innovations—the relationship between IT and enrollment has become a mission-critical one.

IT Recognizes Challenges in Admissions Partnerships



“One of the first opportunities to make an impact on a prospect...is through their experience with the admissions interface and the network on our campus. We want to make this interaction frictionless without compromising on security.”

Information Security Officer
SMALL PRIVATE RESEARCH UNIVERSITY

Proactively Engage with IT to Maximize Results

The Quality of Your Relationship with IT Can Improve Visitors' Experiences

Each institution's IT department should be an indispensable part of the enrollment strategy at large, but IT also plays a critical role in the campus visit and events programming. Moreover, the senior leadership of nearly every IT department wants to be an active participant in enrollment teams' planning. Common ways IT directly impacts enrollment management, admissions, and recruitment include these:



Network Access and Wi-Fi

- Guest access to Wi-Fi
- Network security rules
- Public access points



Underlying Web Architecture

- Accessibility of website
- Interactive features, such as an online campus map




New System Acquisition

- Choosing CRM tools
- Buying and supporting tech, such as recruiter tablets



EAB's IT Forum Says...






Your IT team wants to be strategic partners rather than just the "tech support." Use their expertise to help make IT decisions, including choosing new CRMs, buying devices, managing data, hiring tech vendors, and linking campus systems to new products.

Use the worksheet on the next page to organize your team's needs based on the IT professional who can help. 

To begin a partnership with IT, take stock of all the ways the institution's admissions and enrollment teams use technology and software products. Be careful to note the tools and resources the team uses that are not currently on IT's radar. Teams that are proactive about bringing issues such as unsecured routers or independently purchased tech to IT can support institutional security as well as get greater support from IT moving forward.

Survey Your Current Technology Practices and Learn Whom to Contact

Check: Have You Committed These Common Enrollment/IT Faux Pas?

- | | | |
|--|---|---|
| <input type="checkbox"/> Our team uses a router or modem that was not set up by IT. |  | Talk with Information Security & Networks and Infrastructure. |
| <input type="checkbox"/> Our CRM or other software tools were bought without IT input. |  | Talk with Enterprise Systems to get IT and Enrollment aligned. |
| <input type="checkbox"/> Our team allows visitors to log in to a staff or student network. |  | Talk with Information Security & Networks and Infrastructure. |
| <input type="checkbox"/> Our traveling recruiters use tablets that IT doesn't know about. |  | Talk with Networks and Infrastructure to tackle this. |
| <input type="checkbox"/> We bought a supplemental CRM and didn't talk with IT, but now we ask IT to support the new program. |  | Talk with the CIO to determine which units should be in the loop. |

Map Your Needs to IT Functions

Your Cheat Sheet of IT Contacts and How They Can Support Campus Visits

CIO

can provide strategic guidance as well as connect you to the right people for support.

Information Security

knows the ins and outs of institutional data policy and best practices for securing prospective and current student information.

Enterprise Systems

manage upgrades for platforms that run the university, such as the CRM and SIS, and integrate across platforms to improve functionality.

Networks and Infrastructure

oversees the hardware/software resources of campus that enable communication, operations, and management; for visitors, the team can help with internet and Wi-Fi availability.

Business Intelligence

handles large-scale data collection, analysis, and generation and interpretation of reports. They ensure accuracy of data entry and consistency of definitions.

Enrollment Needs

Strategic plan for digital recruitment tools

Access to the campus data governance committee

Help deciding whether to buy a campus visit CRM tool

Create a policy for secure guest access to Wi-Fi



Engaging Campus Staff



Campus Staff Key Takeaways

Visitors Usually Meet Campus Staff First

At nearly every institution, daily visitors end up meeting first with someone who works in security, parking, a student center, a café, or even a main office before they make it to Admissions. Despite this, many admissions departments are not aware of how much of an impact these staff make.

Preemptive Communication Is Critical

Most nonteaching staff are not aware of the huge amount of planning that goes into a campus visit or event, nor do they realize the impact of their interactions with prospective students. Enhancing this part of the day can be as simple as letting the campus staff know visit times and expectations.

Staff Interactions Are an Important Part of the Environment on Campus

Prospective students regularly say they want to feel welcomed and at home on campus, and this comes not only from great campus visit planning but also from the small ways that those already on campus embody the culture of the school. A kind student worker or a guard who gives great directions can help set your campus apart.

Your Prospects Want to See One Team

It takes many units on campus to make a visit go well, but prospective students want to sense a cohesive team, because they see everyone as part of the larger university or college.

Each Person Who Represents Your Institution Counts



"Student workers are usually the most indifferent interactions people have, and yet they encounter visitors the most. In addition, auxiliary staff like parking attendants can make or break an experience."

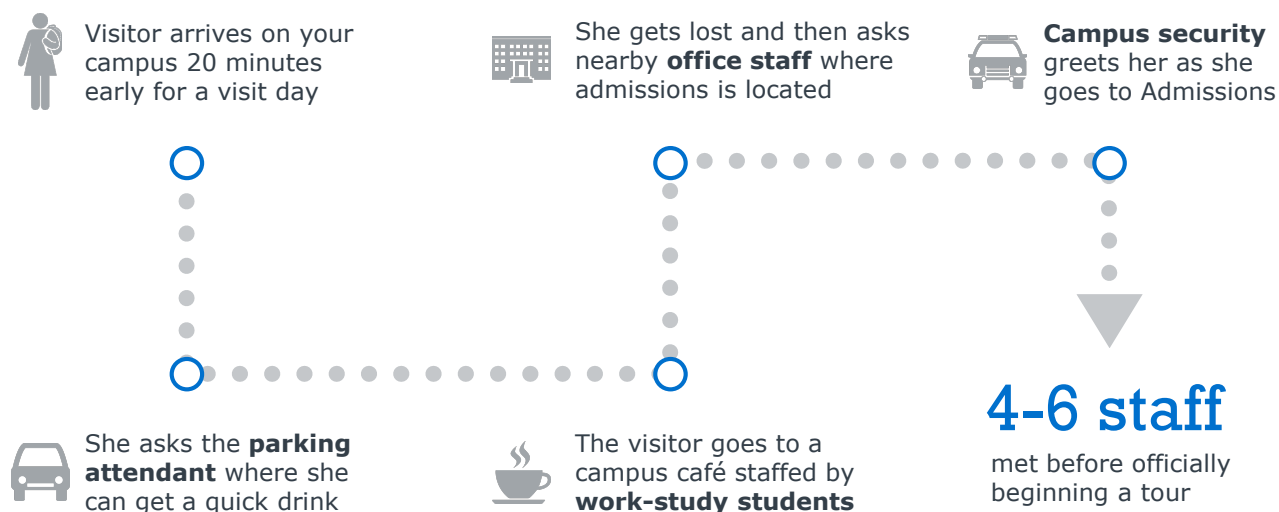
Campus Consultant

Map the Campus Staff Visitors Typically Encounter

During the Full Visit Day, a Visitor Meets Many Groups

The web of individuals a visitor meets on your campus is far more complex and wide-reaching than it may seem at first glance. The larger your campus is, the more likely visitors are to interact with up to half a dozen university or college staff members before they make it to the main event: the campus visit itself. Each of these one-off moments counts, and they inform the overall impression visitors leave with.

One Student Visitor's Pre-Tour Sequence of Interactions



Another set of potential interactions occurs during the tour itself. Whether you host individualized visits or bring groups around campus, it is important that your prospective students and their families experience a set of campus staff members who are both expecting them and are friendly.

Common Campus Staff Members Whom Visitors Will Meet

At uncontrolled points of the visit

- Parking staff or transportation monitors
- Staff in the building(s) nearest to where visitors typically enter campus
- Campus security or police services
- Student workers at cafés, stores, and other locations where purchases can be made
- Faculty members not part of the tour

During the visit's planned stops

- Dining hall staff
- Dorm/housing staff and RAs
- Athletics coaches and other staff
- Grounds keeping/facilities workers
- Janitorial staff
- In the library, gym, and other work-study locations on campus that will be visited

Campus Staff Members Tour Communication Grid

Catalog the campus locations that are visited during the tour—and those you anticipate people visiting before and after—then list the people to alert and what they need to know. (Tip: Run the list by campus visit organizers and student ambassadors.) We have listed some of the most common locations visited, but your campus is unique and likely has more than those included below. **Most importantly, all campus staff members should know to warmly greet all visitors on campus!**

Campus Location	Whom to Alert	What to Tell Them
Parking & Entry Area	<ul style="list-style-type: none"> • Parking attendants • Campus security 	<ul style="list-style-type: none"> • Number of expected visitors and times • Where to send visitors who ask directions
Dining Hall / Cafeteria	<ul style="list-style-type: none"> • Food preparation staff • Custodial staff 	<ul style="list-style-type: none"> • Number of expected visitors and times • Whether campus provides food or visitors may just buy food independently
Bookstore / Campus Shops	<ul style="list-style-type: none"> • Store staff and managers 	<ul style="list-style-type: none"> • Times to expect visitors to filter through • Daily schedule to answer visitor questions (bookstores are common places to ask)
Dorms / Student Housing	<ul style="list-style-type: none"> • Front desk staff • Housing security 	<ul style="list-style-type: none"> • Time visitors are expected • Whether they want to go in a room
Library	<ul style="list-style-type: none"> • Library desk staff • Head librarian 	<ul style="list-style-type: none"> • Number of expected visitors and times • Where in the library they will go

Advisors to Our Work

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