



EAB

# Eliminating Enrollment Pain Points

Five Strategies to Increase Applicant Conversion Rates

Community College  
Executive Forum







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Five Strategies to Increase Applicant Conversion Rates

# Community College Executive Forum

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# Table of Contents

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Supporting Members in Best Practice Implementation . . . . .	4
Beyond the Community College Executive Forum . . . . .	5
Executive Summary . . . . .	7
Diagnostic . . . . .	9
Introduction . . . . .	11
Eliminating Enrollment Pain Points: Five Strategies to Increase Applicant Conversion Rates . . . . .	21
1. Immediate ID Provision . . . . .	22
2. Sequential Student Web Portal . . . . .	24
3. Jargon Reduction Audit . . . . .	26
4. Follow-Up Modality Recommender . . . . .	29
5. Registration Case Manager . . . . .	31
Implementation Toolkit . . . . .	35
1. Student Acceptance Letter Template . . . . .	36
2. Sample Enrollment Checklist . . . . .	37
3. Student-Intake Focus Group Guide . . . . .	39
4. Higher Ed Terminology Translation Exercise . . . . .	40
5. Higher Ed Jargon Reduction Exercise . . . . .	44
6. Problem-to-Resolution Method Mapping Exercise. . . . .	46
7. Registration Case Manager Job Postings . . . . .	49
8. Registration Peer Ambassador Job Postings . . . . .	51
9. Student Services Expert Cheat Sheet . . . . .	52
Institutions Examined in Our Research . . . . .	55
Advisors to Our Work . . . . .	61

# Supporting Members in Best Practice Implementation

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## Resources Available Within Your Membership

This publication is only the beginning of our work to assist members in eliminating enrollment pain points. Recognizing that ideas seldom speak for themselves, our ambition is to work actively with members of the Community College Executive Forum to decide which practices are most relevant for your organization, to accelerate consensus among key constituencies, and to save implementation time.

### **Implementation Road Maps and Tools**

Throughout the publication, this symbol will alert you to any corresponding tools and templates available in the toolkit at the back of this book. These tools are also available on our website at [eab.com](http://eab.com).

### **Recorded and Private-Label Webconference Sessions**

Our website will include hour-long webconferences walking through the practices highlighted in this publication. Forum experts are also available to conduct private webconferences with your team.

### **Unlimited Expert Troubleshooting**

Members may contact the consultants who worked on any of our reports to discuss the research, troubleshoot obstacles to implementation, or run deep on unique issues. Our staff conducts hundreds of telephone consultations every year.

### **Facilitated Onsite Presentations**

Our experts regularly visit campuses to lead half-day to day-long sessions focused on highlighting key insights for senior leaders or helping internal project teams select the most relevant practices and determine next steps.



All Community College Executive Forum resources are available to members in unlimited quantity.

**To order additional copies of this book**, or to learn about our other services, please visit us at [eab.com](http://eab.com) or contact your dedicated advisor.

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# Beyond the Community College Executive Forum

## Additional Resources and Services for Community College Leaders

Community College Executive Forum members have access to the research, webconferences, toolkits, and publications from all of EAB's best practice memberships. These programs provide strategic guidance for leaders at four-year institutions within functional areas such as academic affairs, business affairs, continuing and online education, student affairs, advancement, enrollment management, information technology, and facilities. EAB has also launched the Student Success Collaborative – Navigate, a technology platform designed to streamline student onboarding and set students on a path to success.



### Research and Insights

#### Academic Affairs Forum

Strategy advice for provosts and deans on elevating performance in teaching, research, and academic governance

#### Advancement Forum

Breakthrough-practice research and data analytics to help maximize philanthropic giving and support institutional goals

#### Business Affairs Forum

Research and support for chief business officers to improve administrative efficiency and lowering costs

#### COE Forum

Breakthrough-practice research and market intelligence to help universities grow continuing, professional, and online programs

#### Enrollment Management Forum

Best practice research and analytics to support enrollment managers as their scope of responsibilities expand

#### Facilities Forum

Best practices and executive networking to elevate space forecasting, utilization, and service quality

#### IT Forum

Research and advice for CIOs on leveraging information and technology to further the higher education mission

#### Student Affairs Forum

Research for student affairs executives on improving student engagement and perfecting the student experience

#### University Systems Forum

Research for system leaders to understand the challenges faced by systems and institution-level best practices

### Community College Executive Forum

Strategic advice for chief executives and their senior leadership teams to improve student success outcomes, win future enrollments, and build financially sustainable college enterprises



### Performance Technologies

#### Higher Education Spend Compass

Business intelligence and price benchmarking to help colleges reduce costs of purchased goods and services

#### Student Success Collaborative – Campus

Academic advising platform and predictive analytics for four-year schools to identify and intervene with at-risk students

#### Academic Performance Solutions

Data analytics service to help academic leaders identify opportunities to improve resource allocation and efficiency

#### Student Success Collaborative – Navigate

Student onboarding and academic planning platform for community colleges to enhance student persistence and on-time graduation



# Executive Summary

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## Introduction

### **Applicant Attrition Rates Reveal Problematic Intake Process at Two-Year Colleges**

From 2011 to 2013, two-year colleges lost more than half of all prospective students between application and the first day of the fall term. In the fall of 2013, community colleges converted only 42% of all applicants into enrollees at their institutions—a 58% attrition rate before the semester even began. The applicant conversion challenge is exacerbated by the increasingly risky profile of incoming students. Over the past decade, more students have entered community college with remedial needs, applied for financial aid, and enrolled in college after years away from a formal educational setting, resulting in greater demands on college resources to help students navigate the enrollment process. In an era of declining enrollments and heightened competition, community college leaders must focus on optimizing intake for incoming students by smoothing their path to enrollment and completion.

### **Many Administrative Obstacles in Student Intake and Registration Process**

To understand the student experience, EAB researchers visited over 20 community college campuses across 11 states just ahead of their fall 2014 terms. Each campus was unique—our on-site observations took place in rural, urban, and suburban settings at institutions of various sizes, with different cultures and demographic makeups. The only constant across these visits was our steadfast adoption of the new student perspective. Despite vast experience in higher education, members of the research team approached each campus as a new student would by relying on campus signage, student advice, and staff instructions to guide us from start to finish. In a few instances, research team members were able to register for classes. However, in the majority of on-site visits, campus procedures prevented such progress.

### **Structural and Strategic Changes Needed to Boost Conversion Rates**

Despite efforts to improve customer service and create more welcoming environments, community colleges still require students to navigate complex processes and policies. Mazes of offices, forms, and new terms can discourage students and delay their progress toward enrollment. To help students enroll more easily, colleges must change their structure and strategies to reduce student effort during intake. This study explores five strategies to help institutions increase their applicant to enrollment conversion rates:

- Immediate ID Provision
- Sequential Student Web Portal
- Jargon Reduction Audit
- Follow-Up Modality Recommender
- Registration Case Manager

## Eliminating Enrollment Pain Points

### **Students Prefer Self-Service, but Institutional Resources Difficult to Navigate**

Research shows that when today's consumers need to complete a process or have a question, they are just as comfortable going online to self-serve as they are calling a professional for live support. Consumers' comfort with online self-service applies across a wide range of activities, including ordering takeout food and filling out tax forms, and holds true across the majority of age segments. Unsurprisingly, students share these tendencies. Yet, the typical new community college student faces numerous obstacles when attempting to self-serve during the intake process: unexpected delays, crowded websites, confusing jargon, and a seemingly endless stream of interdepartmental transfers. While administrators often describe intake as a straight-line process, the actual student experience more clearly resembles a maze.

Source: EAB interviews and analysis.

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### **Eliminate Unnecessary Enrollment Delays by Immediately Providing Student ID Numbers**

A simple place to start is student ID numbers. Prospective students typically wait between 24 and 48 hours from the time they submit an application to the time they receive an admissions letter with a student ID number included. This delay can cause confusion and frustration among new applicants, decreasing the odds of enrollment at the institution. One institution we studied issues an ID number to any person who submits an application to the college, allowing new students to proceed through the rest of enrollment without delay.

### **Simplify Online Content to Help Students Quickly Understand Enrollment Next Steps**

While people prefer to complete processes online, it's not enough to simply put all your information and forms online as-is. Instead, processes should be optimized for online self-service. Our research identified two major challenges students face when attempting to learn about enrollment online. First, students get lost in the sheer amount of information available on institutional websites and they struggle to find the most relevant content at the right time. A well-constructed web portal can alleviate these issues by customizing content for users. Second, students may just not understand what's being said. The language of higher education is full of industry-specific jargon, which can be a problem for students looking to enroll. A low-cost solution to this problem is to simplify the language used in the online application process, enabling students to self-serve without relying on staff time for basic inquiries.

### **One-Stop Shops a Good Start, but Further Reduction in Student Effort Needed**

One-stop student services buildings are the most commonly proposed solution to the chaos that students face during intake. More than half of the colleges participating in the enrollment pain point audits of fall 2014 have one-stop shops that centralize student services offices in a single location. However, students report that most of these one-stop shops are unsuccessful at solving their primary challenges: changing offices at each step, waiting in various lines, repeating information, and receiving conflicting messages from staff at each visit. A single, dedicated staff person who can help new students along the enrollment process can alleviate these challenges. We studied one college that instituted this practice by employing "registration case managers" for new students.

# Understanding Your Current Practice

The following questions are designed to guide members in evaluating their current activities. Use them to determine if the full range of best practices is being used on your campus and to evaluate whether absences represent an opportunity for investment or action.

Reducing Student Effort at Intake	Yes	No
<p>Does your institution automatically issue student IDs immediately after someone submits an application?</p> <p>If you answered <b>No</b> to this question, please turn to <b>page 22</b></p>		
<p>Does your college track where students are in the enrollment process and provide sequential information on self-service next steps either via a paper guide or an online portal?</p> <p>If you answered <b>No</b> to this question, please turn to <b>page 24</b></p>		
<p>Do students often visit the student services office with questions about information that can easily be accessed on the website?</p> <p>If you answered <b>Yes</b> to this question, please turn to <b>page 24</b></p>		
<p>During the last year, have institutional staff members audited key enrollment (e.g., admissions, registration, advising) and financial aid web pages to reduce jargon and make them easier for students to navigate?</p> <p>If you answered <b>No</b> to this question, please turn to <b>page 26</b></p>		
<p>Do students often utilize multiple channels of support services (e.g., in person, phone, online) to resolve a question or issue?</p> <p>If you answered <b>Yes</b> to this question, please turn to <b>page 29</b></p>		
<p>Does the college website provide explicit instructions on the best channel for issue resolution (e.g., phone, email)?</p> <p>If you answered <b>No</b> to this question, please turn to <b>page 29</b></p>		
<p>Do student services staff work one-on-one with students to ensure that students avoid cold transfers between offices and staff members?</p> <p>If you answered <b>No</b> to this question, please turn to <b>page 31</b></p>		

Source: EAB interviews and analysis.





# Introduction

Eliminating Enrollment Pain Points

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# A National Phenomenon

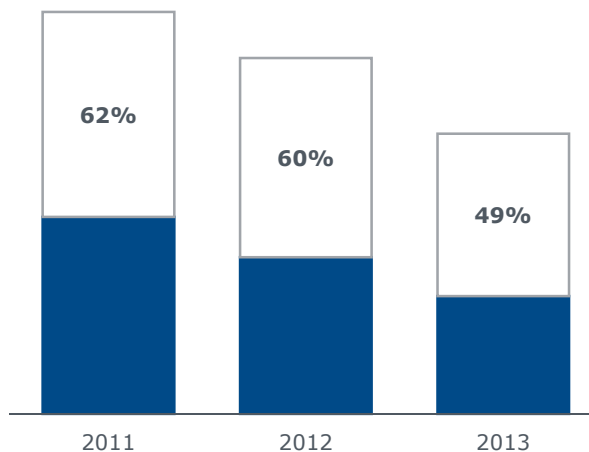
From 2011 to 2013, two-year colleges have lost more than half of all applicants in the period between application and the first day of the fall term. Data suggests the trend is worsening, with colleges converting only 42% of all applicants into enrollees for the 2013 fall term.

The applicant conversion challenge is exacerbated by the increasingly risky profile of incoming students. Over the past decade, more community college students are entering with remedial needs, applying for financial aid, and enrolling in college after years out of a formal educational setting (age 25 and older). These three factors place greater demands on college resources to help students navigate the enrollment process.

## Applicant Conversion Rates Worsen as More At-Risk Students Enter College

### Smaller Pieces of a Shrinking Pie

*Average Attrition Rates Across Fall Applicants*



### Factors Exacerbating "Melt"

*Profile of Incoming Two-Year College Students*

60%

Community college students placed into a remedial course in 2008, compared to 41% in 2003-2004

72%

First-time community college students completing a financial aid application in 2013, compared to 42% in 2007

38%

Nontraditional-age community college students in 2013, compared to 40% in 2011

Source: "2015 Fact Sheet", Association of American Community Colleges, <http://www.aacc.nche.edu/AboutCC/Pages/fastfacts/factsheet.aspx>; "2011 Community College Fast Facts," American Association of Community Colleges, <http://files.eric.ed.gov/fulltext/ED523963.pdf>; "Community College FAQs," Community College Research Center, <http://ccrc.tc.columbia.edu/Community-College-FAQs.html>; National Center for Education Statistics, <https://nces.ed.gov/>; Bailey T, "Challenge and Opportunity: Rethinking the Role and Function of Developmental Education in Community College," *New Directions for Community Colleges*, Spring, 2009; Snyder T, "Digest of Education Statistics 2010", U.S. Department of Education, NCES2011-015; EAB interviews and analysis.

Just a 5% increase in the conversion rate yields the possibility of \$1.9 million in additional tuition revenue. Even 50 additional students give colleges the potential to capture \$150,000, based on the average community college tuition reported by AACC. This additional revenue can support student success initiatives, critical financial needs, and staff resources that make it possible to achieve our mission.

Total Applicant Pool	Applicant Conversion Rate	New Students Enrolled	Potential Revenue Gains <sup>1</sup>
 12,000 Applications	X 42%	= 5,040	
	X 47%	= 5,640	= \$2.1M+
	X 49%	= 5,880	= \$2.9M+
	X 52%	= 6,190	= \$4.2M+

Source: "Fast Facts", Association of American Community Colleges, <http://www.aacc.nche.edu/AboutCC/Pages/fastfactsfactsheet.aspx>; EAB interviews and analysis.

# Much Work Left to Do

Community college leaders have not been idle in the face of these challenges. In response to dwindling application numbers and rising applicant attrition rates, college leaders have implemented a variety of programs and practices on their campuses, including express registration days, customer service training modules for all student-facing roles, one-stop shops that centralize student services in one location on campus, and additional communication channels that allow students to call, text, and Skype directly with college staff.

These initiatives demonstrate leaders' commitment to continuous improvement on their campuses and represent a step in the right direction for simplifying the new student intake experience. However, service gaps remain.

## Current Efforts Lead to Incremental Improvements, But Ultimately Insufficient

Where We've Invested	Incremental Advances	But Still Much Left to Do
<b>Express Registration Day</b>	<input checked="" type="checkbox"/> Reminds public about opportunity to enroll	<input type="checkbox"/> Incentivize earlier application submissions
<b>Customer Service Staff Training</b>	<input checked="" type="checkbox"/> Avoids confrontation between students and campus staff	<input type="checkbox"/> Reduce amount of effort needed to complete intake
<b>Added Channels of Communication</b>	<input checked="" type="checkbox"/> Acknowledges needs of incoming Millennials	<input type="checkbox"/> Nudge students to best communication option for needs
<b>One-Stop Student Services Shops</b>	<input checked="" type="checkbox"/> Makes navigating campus easy for visitors	<input type="checkbox"/> Reduce number of steps needed to complete intake

Source: EAB interviews and analysis.

# Pleasant, Professional, but Still Effortful

Many progressive college leaders look to the private sector for examples of process efficiency and business management. Scores of colleges have joined professional groups and partnered with private-sector heavyweights like Disney, Apple, and the Ritz-Carlton to learn what makes them so successful. Analyzing the content of these training partnerships reveals an immense focus on teaching student services staff basic soft skills, such as acting politely, saying 'please' and 'thank you,' and repeating a student's name during interactions.

Respectful interactions during intake are essential, but staff often described these training activities as childish and, at times, condescending. Even more importantly, the training does not prepare staff to address the reason students may visit campus during intake. If a prospective student stands in line for 35 minutes with a question about the tuition and fee schedule, the quality of her overall experience is only marginally enhanced by the sunny disposition of the staff member helping her. Instead, staff can ensure positive experiences for students by reducing the amount of effort they exert to enroll—answering questions quickly and efficiently.

## Traditional Customer Service Hyper-Focused on Staff Manners

### Most Training Teaches Soft Skills, but Few Reduce Effort



#### Traditional Customer Service Skills

- |                       |                       |
|-----------------------|-----------------------|
| • Acting politely     | • Expressing concern  |
| • Speaking slowly     | • Sounding natural    |
| • Exerting confidence | • Listening carefully |

<5% Impact on Effort

No Impact on Effort

#### Misguided Focus on Disposition

“Classic customer service soft skills training is fundamentally about teaching agents to be polite, warm and empathetic...but there is compelling evidence that if the goal is effort reduction, just getting reps to be nicer to people doesn't have much of an impact at all.”

*Matthew Dixon, Nick Toman, and Rick Delisi  
The Effortless Experience*

# Strange Bedfellows?

Despite the gaps in traditional customer service training, our private sector counterparts do manage some of the same challenges that colleges face. Like colleges, business manage an overwhelming number of demands on staff time from a constituency that the organization does not want to lose—for businesses, those constituents are customers. For colleges, they are students.

In his book, *The Resource Management and Capacity Planning Handbook*, Jerry Manas outlines several recommendations to maximize the use of limited resources. The first recommendation is seemingly obvious, but is often missing in higher education research: reduce the volume of demand. Other customer service research from organizations, such as the Corporate Executive Board (CEB), emphasize the need to reduce effort for customers as they engage with a company. Our members asked us to investigate how these corporate theories apply in higher education.

## Private Sector Businesses Offer Practical Strategies for Managing the Intake Process



"When a company does less, the customer ends up doing more – and most customers don't want to do more. In many cases, self-service sites just leave customers frustrated and annoyed."

*Youngme Moon, Frances X. Frei  
Harvard Business Review*



"We have an unrealistic view of both demand and capacity. In particular, we're not looking at the total picture of demand, and we think our resources have more availability than they really do."

*Jerry Manas*



"Unhappy customers defect as soon as possible; worse, they bad mouth you and drive away business."

*Medallia*



"The data tells us that from a customer's perspective, when something goes wrong, the overriding sentiment is: *Help me fix it*. No need to dazzle me, please just solve the problem and let me go back to what I was doing before."

*Matthew Dixon, Nick Toman, Rick Delisi  
Corporate Executive Board*

Source: Moon Y, Frei F, "Exploding the Self-Service Myth," *Harvard Business Review*, [www.hbr.org/2000/05/exploding-the-self-service-myth](http://www.hbr.org/2000/05/exploding-the-self-service-myth); Manas J, *The Resource Management and Capacity Planning Handbook: A Guide to Maximizing the Value of Your Limited People Resources*, New York: McGraw Hill Education, 2015; Dixon M, Toman N, et al., *The Effortless Experience: Conquering the New Battleground for Customer Loyalty*, London: Corporate Executive Board, 2013; EAB interviews and analysis.

# Gaining Insight Through Secret Shopping

To more fully understand the student experience at community colleges, our research team visited 22 community college campuses across 11 states just ahead of their fall 2014 terms. Across the industry, the weeks before enrollment are widely considered to be peak registration period: a time when students and their extended network of friends and family flood college hallways. Our on-site observations took place in rural, urban, and suburban settings at institutions of various sizes, cultures, and demographic makeups.

The only constant across these visits was our steadfast adoption of the new student perspective. Members of the research team attempted to forget everything they knew about the post-secondary experience and approach each campus as a new student. Campus signage and staff guided us from one step to the next, we documented the experiences of students from a wide range of backgrounds, and we came as close as we could to enrolling in courses for that term.

## Forum Researchers Gather Student Experiences of Intake Processes

### Back to School (Secret) Shopping

*CCEF Fall 2014 Enrollment Pain Point Visits*

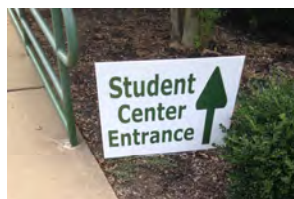
**22** Number of community college campuses visited during peak registration period for the fall 2014 semester

**11** Number of states visited across rural and urban settings all over the United States

**150+** Number of observation hours invested in *Community College Enrollment Pain Point Audits* White Paper

### Adopting the Student Perspective

*Guiding Principles for the Research Team*



#### Assume Nothing

Follow campus signage and staff instructions to navigate intake as new student would



#### Consider the Outliers

Document experience of several student archetypes to capture nuances in intake practices



#### Aim for Enrollment

Complete as many enrollment steps as possible over the course of a single campus visit

Source: EAB interviews and analysis; Photos by EAB Employees: Audrey Wilson and Melinda Salaman.

# Intake Not Easy on Your Own

Unfortunately, the typical new community college student faces a wide range of obstacles when attempting to self-serve during the intake process. While administrators often describe intake as a straight-line process, students experience a system much more complicated.

The graphic featured on this page is an adaptation of EAB's "Chutes and Ladders" depiction of the new student intake process—gathered from hundreds of interviews with students and administrators, as well as from our own on-campus enrollment pain point visits. From all of these conversations and observations, we identified four primary obstacles that create excess effort for students looking to self-serve during intake.

Our research found a critical need to reduce the amount of effort and steps required to complete intake, and to help students identify the best choice in a growing sea of options.

## Students Face Significant Challenges Trying to Self-Navigate

### Primary Obstacles Impeding New Students from Self-Service

*Lessons from Adopting the Student Perspective*



**Unexplained delays** slow movement from step to step

**Generic information** given to students with diverse needs

**Confusing terminology** makes intake even more intimidating

**Countless transfers** between departments to answer inquiries

Source: Dixon M, Toman N, et al., *The Effortless Experience: Conquering the New Battleground for Customer Loyalty*, London: Corporate Executive Board, 2013 ; EAB interviews and analysis.

# Five Strategies to Eliminate Enrollment Pain Points

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The five practices featured in this study offer guidance for college leaders to redesign administrative processes or introduce initiatives that eliminate the most severe enrollment pain points. The first three practices help students self-serve, and the final two outline strategies to serve students who require or prefer live support from professional staff on campus.

## Boosting Student Throughput from Application to Enrollment



### Strategy 1

#### Immediate ID Provision

- From notoriously long wait times to instant notification
- Case study: Laredo Community College (TX)



### Strategy 2

#### Sequential Student Web Portal

- From one-size fits all guidance to custom prompts and updates
- Case study: Harper College (IL)



### Strategy 3

#### Jargon Reduction Audit

- From confusing terminology to clearly understood web content
- Case study: University of North Carolina, Chapel Hill



### Strategy 4

#### Follow-Up Modality Recommender

- From ambiguous next-steps to clear path for extra support
- Case study: MasterCard



### Strategy 5

#### Registration Case Manager

- From multi-step resolutions to true one-stop experience
- Case study: Rogue Community College (OR)





# Eliminating Enrollment Pain Points

Five Strategies to Increase Applicant Conversion Rates

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## BEST PRACTICES

- Immediate ID Provision, page 22
- Sequential Student Web Portal, page 24
- Jargon Reduction Audit, page 26
- Follow-Up Modality Recommender, page 29
- Registration Case Manager, page 31

# Breaking Applicants' Momentum

The first barrier students encounter when attempting to self-serve is unexplained delays for their timely progression. These delays are especially frustrating given the number of prospective students who expect to complete the enrollment process during a single campus visit, an often impossible feat.


At most community colleges, students must present a college-issued identification number (ID) at each step in the onboarding process. During on-campus visits, our research team could not sit for a placement test or speak with an advisor until we could present an ID.

On average, students wait between 24 and 48 hours from the time they submit an application to receive an admission letter with a student ID. This page outlines several consequences of this delay, all decreasing the odds of student enrollment at the institution.

## Delay in Providing ID Halts Progress on Enrollment

### Even Short Admissions Delay Has Negative Effects



 **Halts progress:** Planned placement exams not available for students without ID numbers

 **Damages confidence:** Expected instant acceptance to open-access college may lead to discontinued enrollment

 **Requires rescheduling:** Unanticipated delay interferes with time commitments, forcing new travel arrangements

90%

Percentage of colleges profiled in CCEF enrollment pain point visits with 24-48 hour minimum waits to receive student ID numbers after application submission

### In, Out, and Gone for Good

“Every time a student leaves campus, there’s at least a one in five chance they won’t come back.”

*Community College President*

# Immediate ID Provision

In 2012, Laredo Community College began to automatically admit all applicants to the college. Any student who submits an application, either in-person or online, is issued an ID number immediately, effectively enabling students to proceed through the rest of enrollment.

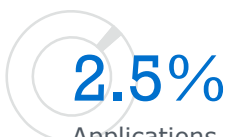
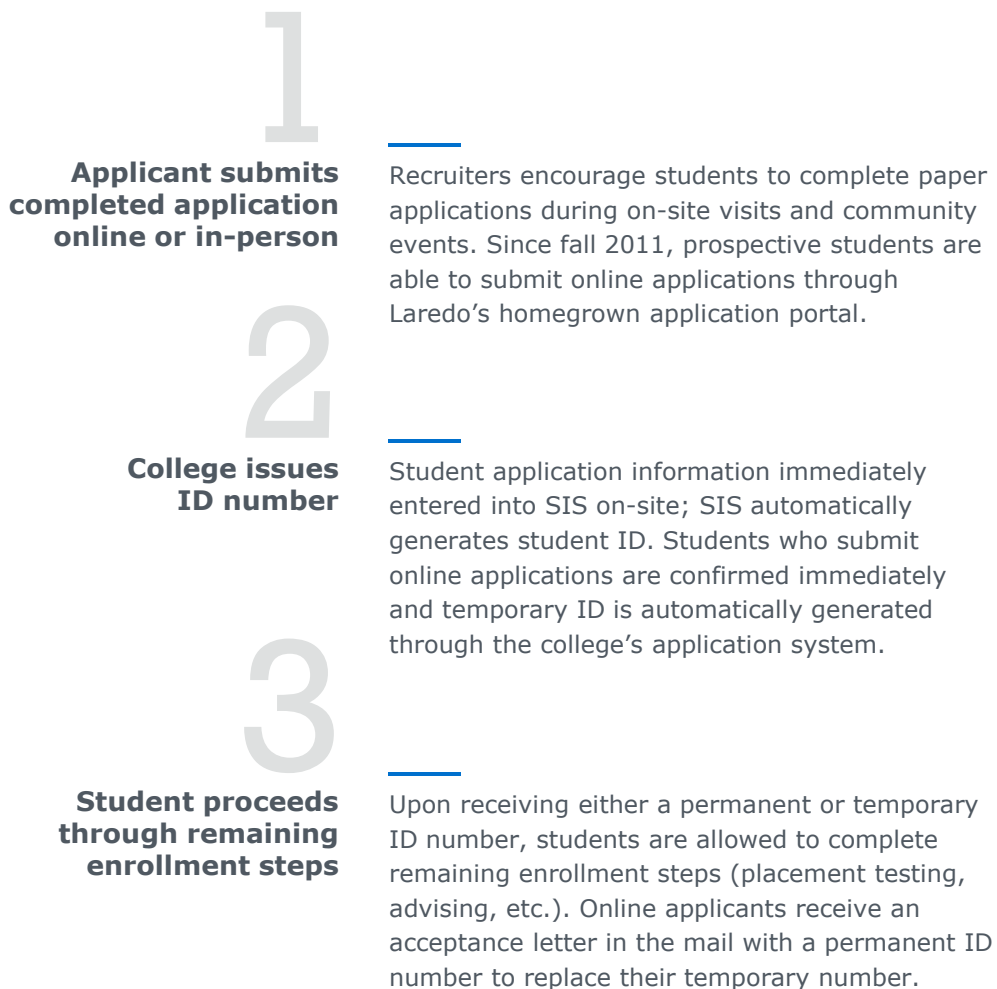
The technological investment to support this change is minimal. Colleges with similar policies note that most student information systems (SIS) can automatically generate a student ID number for each new applicant. If an institution uses a separate web portal for online applications, as Laredo does, students can immediately receive a temporary ID that can be replaced later with a permanent student ID number.

Leaders can expect some staff resistance to an automatic college acceptance policy, particularly a fear that the policy will degrade the thoroughness of incoming admissions applications.

However, staff at Laredo observed that across thousands of students admitted, less than 3% had transcript discrepancies requiring follow-up. Students who were missing paperwork such as high school transcripts and residency forms submitted them when prompted, so the college could comply with state regulations, but on *students'* timelines, not administrators'.

## Laredo Sends ID Numbers Within Minutes, Not Days

### Simple Process Produces Meaningful Results



Applications with **discrepancies** that required follow-up in fall 2014



Laredo's applicant to enrollee **conversion rate** in fall 2014

#### Institution in Brief: Laredo Community College

- Located in Laredo, Texas (midsize city)
- Enrolls 8,726 undergraduates
- 37% full-time enrollment



# Online Resources Not Always Easier

After receiving an ID, students must try to decipher their next enrollment steps. Many institutions have placed content online to ease this process. However, it's not enough just to go digital.

A second barrier students face when trying to self-serve is navigating the sheer amount of information available on institutional websites. While the proliferation of online content is the result of well-intentioned initiatives, it can cause students to feel lost. With so much generic information online, students have trouble identifying relevant content at the right time.

In 2009, William Rainey Harper College spent \$400,000 on software licensing, consulting, internal staff time, and technological maintenance for a new student web portal. Despite the heavy investment, the portal did not simplify online navigation for new students. A flurry of tabs, links, and irrelevant content led users to rate the portal very poorly on internal surveys. In light of this feedback, the staff at Harper searched for a new way to present information online in a way that made self-service easier for students.

## Littered Websites Easy to Access, but Quick to Confuse

### Information-Heavy Portal Overwhelming



IMAGE CREDIT: HARPER COLLEGE

**10** Categorical tabs to navigate site

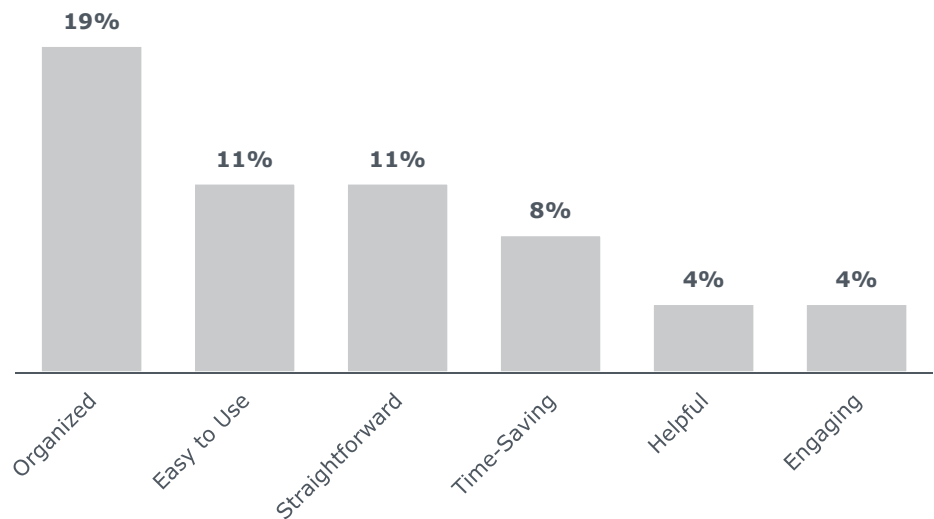
**50+** Duplicate links to same information



Poor reception from students

### Student Assessment of Harper's 2009 Student Portal

Percent of Students Providing Favorable Ratings for Each Category



#### Institution in Brief: William Rainey Harper College

- Located in Palatine, Illinois (large suburb)
- Enrolls 14,830 undergraduates
- 37% full-time enrollment

# Sequential Student Web Portal

In 2014, the staff at Harper College redesigned the student portal internally as part of their Project Discover initiative, incorporating student feedback and optimizing for ease-of-use. Once prospective students submit an application to the college, they immediately receive a student ID number to access the web portal.

The new web portal now features the most pertinent information for students based on their place in the enrollment process. For instance, a new applicant logging into MyHarper will see that admissions has been completed, and will be prompted to complete any remaining enrollment steps in sequential order. The portal and enrollment checklist is populated with data from the college's Banner student information system.

The available tabs make students more efficient at seeking out the answers to their questions without having to come to campus; significantly increasing their satisfaction with the website, and also their ability to self-serve. In the first year of launching MyHarper 2.0, call volume to the college's registrar, financial aid, and business offices decreased by 12.8%.

## Harper College's Personalized Web Space

### Self-Service Easier with Personalized Portal



IMAGE CREDIT: HARPER COLLEGE

3

Simplified categorical tabs

15

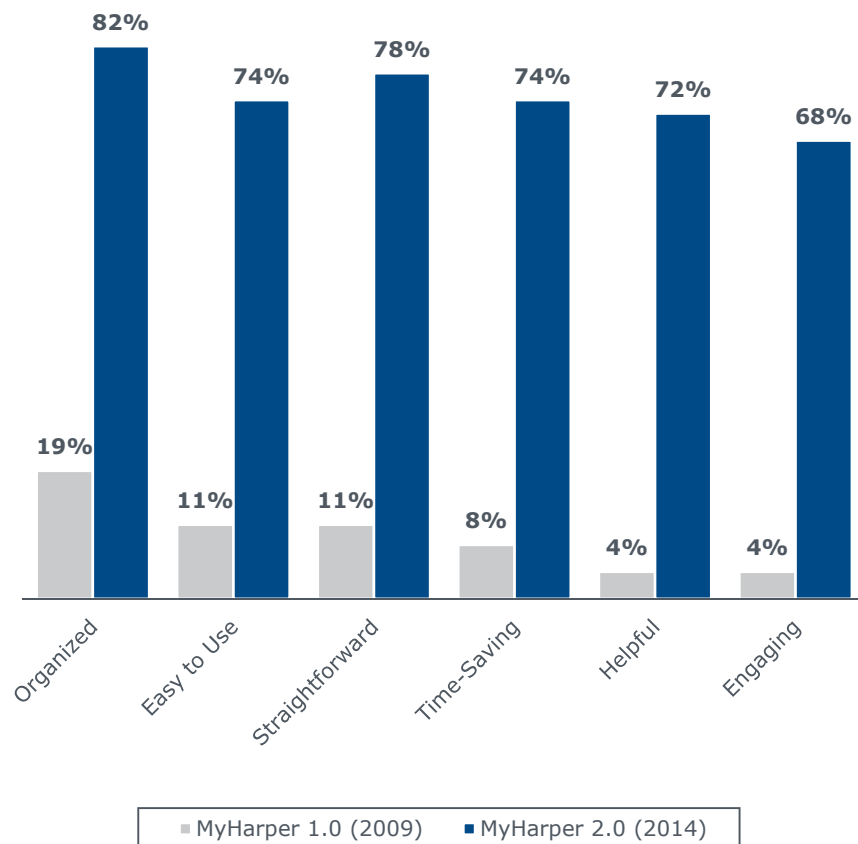
Minutes between automatic portal updates



Positive reception from students

### Comparative Assessments of Harper's Student Portals

*Percentage of Students Providing Favorable Ratings for Each Category*



Source: EAB interviews and analysis.

# Do You Speak Higher Ed?

Once students find the right content online, it is critical for them to comprehend the information. Unfortunately, higher education as a sector often uses foreign, industry-specific jargon, which students struggle to comprehend—especially first-generation college attendees, who make up over one-third of community college students.

Confusion born from students’ inability to understand college jargon often damages students’ chances of progressing through enrollment. Too often, students reading college websites either give up on enrollment or get in line at their community college for help from a staff professional.

Please refer to page 40, Higher Education Terminology Translation Exercise, part of this publication’s Implementation Toolkit.

## Students Unfamiliar with College-Specific Jargon



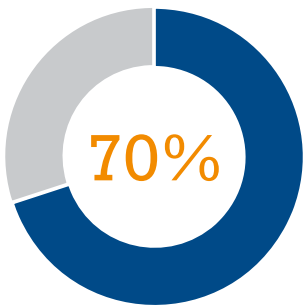
### Seemingly Foreign Language

*Common Higher Education Terminology*

- |                  |                    |                |
|------------------|--------------------|----------------|
| • Prerequisite   | • Course Sequence  | • Elective     |
| • FAFSA          | • Registrar        | • Work Study   |
| • Credit Hours   | • Liberal Arts     | • Cutoff Score |
| • Syllabus       | • Distribution     | • Remedial     |
| • Semester       | • Developmental    | • Subsidized   |
| • Course Catalog | • Disbursement     | • Certificate  |
| • Bursar         | • Program of Study | • Withdrawal   |

### Jargon Abundant on Student Portals

*Community College Journal Study of Accessibility and Usability of College Websites*



Portion of students surveyed who were confused by higher education terms on institutional websites<sup>1</sup>



“We realized that we were explaining things from the point of view of the college, but new students don’t know that language yet.”

*Dr. Joyce Romano, Vice President Student Affairs  
Valencia College*

1) n=30

Source: Erickson W, Trerirse S, et al., “The Accessibility and Usability of College Websites: Is your Website Presenting Barriers to Potential Students?” *Community College Journal of Research and Practice*, 2013; EAB interviews and analysis.

# Jargon Reduction Audit

In 2001, executives at Travelocity, an online travel agency, noticed that call and email volume to their customer service lines was at an all-time high. Most notably, most of the questions prompting customers to reach out to the customer service department were already answered in the company's online Frequently Asked Questions (FAQ) section.

Upon further investigation, Travelocity's executives uncovered the reason that their customers could not find the answers to their questions in the FAQs: that section of the website was littered with passive-voice sentences, dense chunks of text, and travel industry jargon (e.g., "forced connection," or "oversold situation") that were difficult to interpret.

To simplify their online content, Travelocity conducted a jargon reduction audit using a free, online language simplicity calculator tool called the Gunning-Fog Index. The index score represents the number of years of education a person would need to comprehend a piece of text. Travelocity aims to keep their website language between a score of 8 and 9.

Through this exercise, the company reduced call volume to their customer service lines by 5% at little cost.

## Translating Online Content to Student-Friendly Language



### Simplifying Content Reduces Call Volume



In 2001, measured spike in call and email volume for FAQs answered online



Gunning-Fog Index calculates reading level required to read online content



Removed jargon, used active voice, and simplified language used on website

#### BEFORE

Your airline may require either your e-ticket number or confirmation number when checking in. Both of these numbers are available in the Passenger and Ticket Information section of your itinerary.

Gunning Fog Index Score: **15.33**

#### AFTER

Be sure to bring your Travelocity itinerary when you check in. This includes your e-ticket and confirmation number which you may need to show when you check in.

Gunning Fog Index Score: **9.88**

**5%**

Drop in call volume to Travelocity customer service call center after website content simplification



# Translating Higher Education Terminology

Colleges can use a similar audit on their own websites. In 2013, the University of North Carolina (UNC) at Chapel Hill hired Eric Johnson as Director of Communications for Financial Aid and Scholarships. His first responsibility was to take the arcane language on the financial aid website and translate it into content that students and parents can easily understand.

Few community colleges have sufficient resources to hire new staff members in the financial aid office, particularly in an era of constrained budgets. However, colleges can conduct these audits without dedicated staff.

Consider including website audits as part of staff training exercises and professional development retreats. New staff who enter higher education for the first time are well-suited to identify and translate jargon into easily understandable language.

Please see page 44 for the Higher Ed Jargon Reduction Exercise, part of this publication's Implementation Toolkit.

## Simplifications Make Website More Accessible



THE UNIVERSITY  
of NORTH CAROLINA  
at CHAPEL HILL

### Bringing in a Fresh Pair of Eyes

*Financial Aid Outsider Simplifies UNC's Financial Aid Website*



UNC staff identify financial aid language as barrier for nontraditional students



Hired Eric Johnson as Director of Communications for Financial Aid in 2013



Johnson's first duty was decoding financial aid jargon into plain English for students

### BEFORE

The Carolina Computing Initiative ensures that students have access to high-quality and affordable technology. Through CCI, all students are required to own a laptop computer, and grants are available to help eligible students purchase their laptops.

Gunning Fog Index Score: **17.2**

### AFTER

UNC requires you to have a laptop computer. If you can't afford one, grants are available.

Gunning Fog Index Score: **10.7**

### Institution in Brief: UNC at Chapel Hill

- Four-year research university
- Located in Chapel Hill, North Carolina (small city)
- Enrolls 29,127 students (18,370 undergraduates)



## Choosing the Right Service Option

Despite a preference for online self-service, many of our student interviewees had more complex enrollment questions that required professional staff support to resolve.

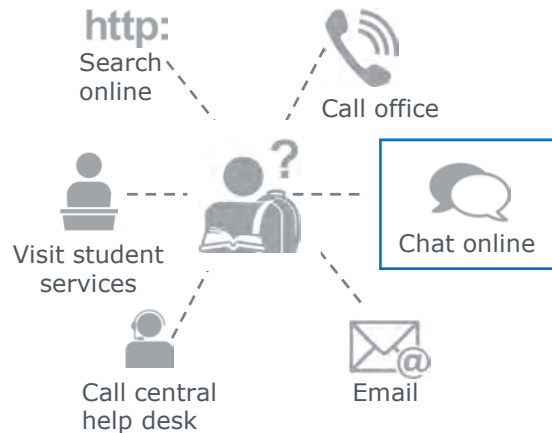
Most community colleges now offer students a multitude of options to communicate with a staff member directly: phone, email, instant messaging, and of course, on-campus support.

Students choose to connect with college staff almost entirely based on their preference in the moment. A student selects online chat to ask about financial aid because she misplaced her smart phone, not because she believes she will most effectively answer her question through that modality.

As a result, students spend more time and effort than necessary seeking staff support as they switch between communication channels until stumbling on the right-fit option.

### Many Forms of Support, No Guidance on Optimal Modality for Issue

#### Students Given Free Rein of All Support Modalities...



#### ...Leading to Suboptimal Communication About Enrollment

Hey, I have a question about my financial aid. I don't know how much I'm eligible for.

Thanks for reaching out! First, have you filled out the FAFSA?

The financial aid app? I have it, but I don't know what to do.

Ok sure, well why don't we start with your EFC.

What's my EFC?

Maybe it would be easier if we talk over the phone. Can you call me at 202-123-4567?

## Follow-Up Modality Recommender

In the private sector, the phenomenon of users moving from one communication channel to another in search of the right support is called “channel-switching.” In higher education, channel-switching can contribute to lower conversion rates when frustrated students give up searching for support altogether.

To decrease incidences of channel-switching among their customers, MasterCard introduced a website feature we named a “problem resolution nudge.”

Though MasterCard provides several channels for resolving problems, MasterCard recommends a single channel for customers who have questions beyond the information on the FAQ page.

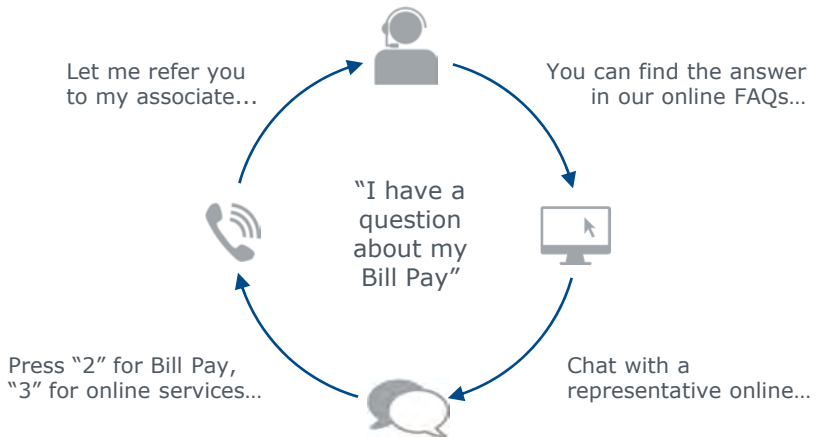
By explicitly making recommendations for the optimal channel for problem resolution on college websites, students will be more apt to pursue the appropriate communication channel for their enrollment question, without exerting excess effort.

Please see page 46 for the Problem-to-Resolution Method Mapping Exercise, part of this publication’s Implementation Toolkit.

### MasterCard Guides Users to Best Channel for Questions

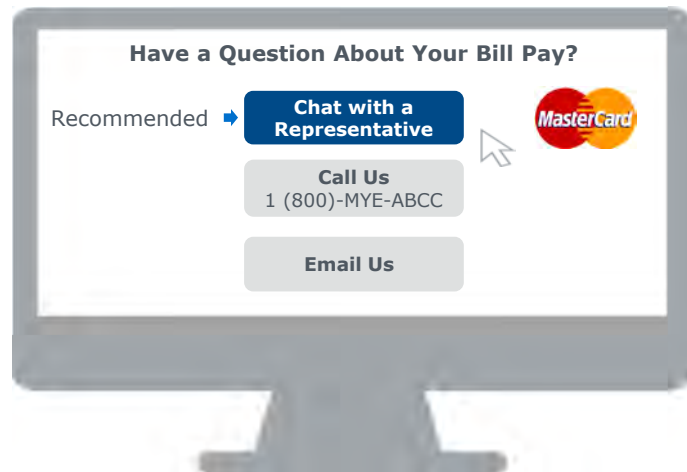
#### Channel-Switching Breeds Discontent

*Constant Transfers Create Excess Effort for Customers*



#### Problem Resolution Nudges

*MasterCard Redesigns Website to Addresses Channel-Switching*



**66%** MasterCard web users who select the prompted option for reaching a representative

**30%** Decrease in MasterCard email volume after introducing problem resolution nudges

## ‘One-Stop Shop’ a Real Misnomer

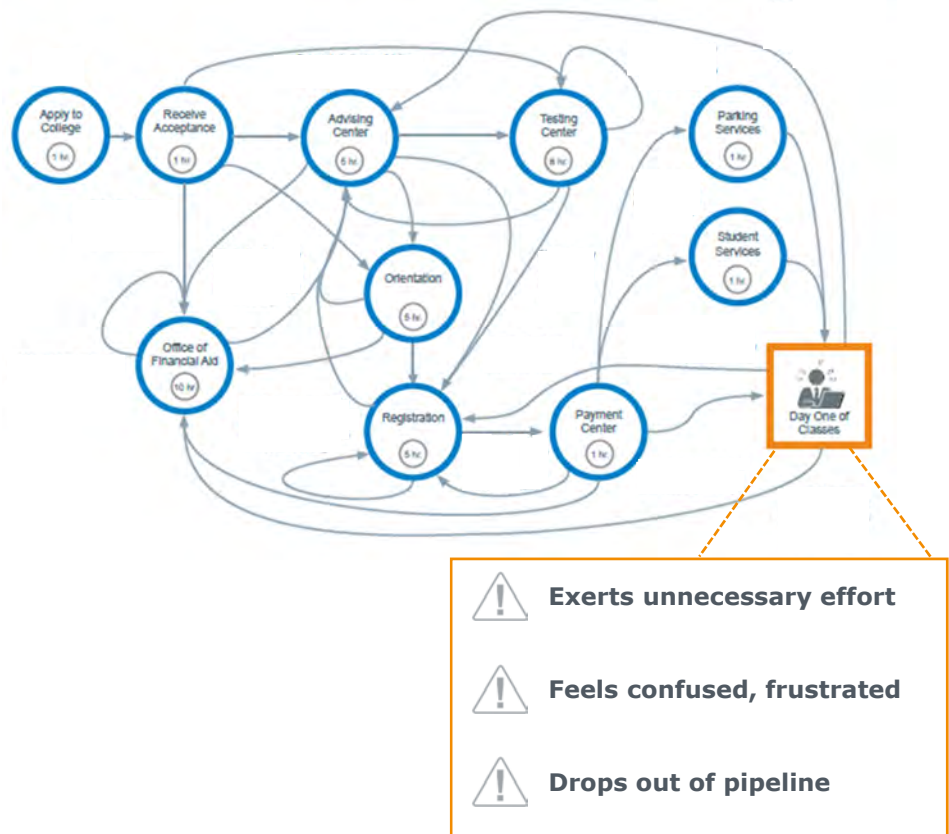
Students’ first few visits to campus can be confusing and disorienting. During our enrollment pain point visits, our research team visited separate student services offices an average of 15 times per campus on the way to enrollment. Current community college students report exerting excess effort to complete enrollment, feeling confused and frustrated, and—for some—dropping out of the pipeline altogether.

Many community college leaders have recognized the enrollment maze new students encounter and created one-stop student services shops in response. Over half of all the colleges we visited for this study have one-stop shops on their campuses that centralize student services in a single location.

However, once students step into a one-stop shop, they still move from office to office to complete each step in the enrollment process—standing in lines at financial aid, walking over to advising, and waiting within one building.

Even college executives who invested in one-stop shops admitted during our research interviews that although the model has helped to enhance the new-student experience, their central locations do not reduce the number of steps needed to complete the process.

Reduces Travel Between Buildings, but Not the Number of Stops



**15** Average number of stops to student services offices per campus visit across 20+ CCEF enrollment pain point visits

“A student gets handed off from one building to another building and then back again. It’s a bit like a ping pong match. We truly need to make the enrollment process more seamless.”

*Allison Martin, Director of Institutional Effectiveness  
Bossier Parish Community College*

# Registration Case Manager

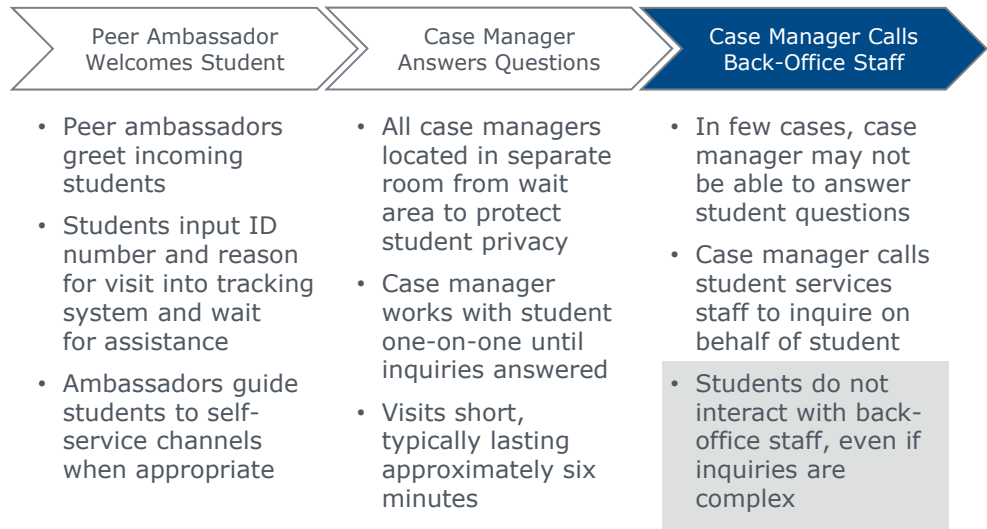
Rogue Community College improved upon the traditional one-stop shop model in 2001 by introducing Rogue Central, an enrollment case manager model in which new students seeking in-person support come to a central location and receive help from a single, dedicated staff person. The graphic on the right illustrates how the model operates.

The key to Rogue’s enrollment case manager model is never asking students to visit a different office for support. If an issue arises that requires greater expertise than that of the cross-trained case manager, the case manager is solely responsible for contacting the right back-office staff to retrieve information on behalf of the student.

Back-office staff also save time in the new case manager model. At many institutions, questions from students may distract a financial aid officer from processing aid applications. In Rogue’s model, back-office staff can concentrate on their administrative duties, with far fewer interruptions.

## Single Person Resolves Students’ Issues at Rogue CC

### Central Case Manager Key to Minimizing New Student Effort



1:1

Case manager position only works with student throughout entirety of issue resolution, not entirety of students’ academic career

4-5

Case managers work at a time at largest campus (6,500 students) in Medford

#### Institution in Brief: Rogue Community College

- Located in Grants Pass, Oregon (rural)
- Enrolls 5,530 undergraduates
- 43% full-time enrollment

Source: National Center for Educational Statistics; <https://nces.ed.gov/ipeds/datacenter/> EAB interviews and analysis.

## Effective Support That's Cost Effective

Rogue transitioned to the enrollment case manager model with very minimal costs to the institution— including no new staff hires. Instead, the institution eliminated frontline student services roles, including front-desk financial aid staff and registration specialists, whose roles were folded into the new case manager position. Displaced staff had the option to undergo training and fill the new case manager roles.

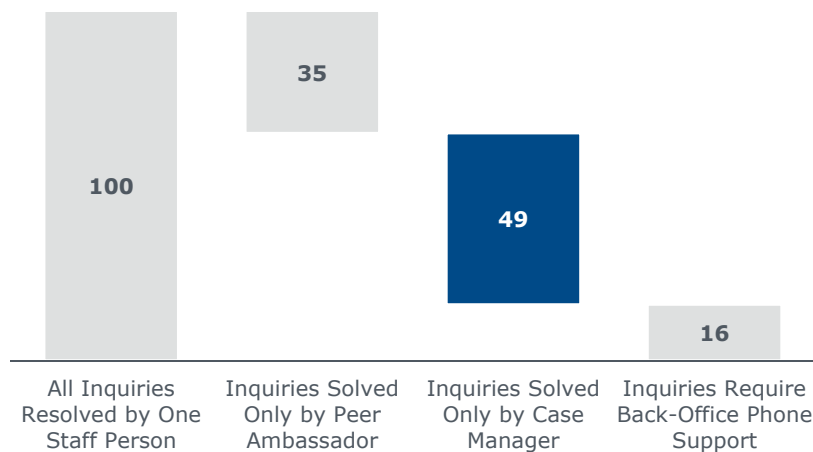
The most important element to make this model successful is adequate training of enrollment case managers, particularly when first introducing the model on campus. Case managers are expected to enter the role with some customer service experience, and each person in the role at Rogue also undergoes intensive cross-training. Case managers spend a few months learning the necessary skills, and then proceed to shadow back-office staff in the financial aid, registration, and business offices for a full year to understand every aspect of the enrollment process.

Please see page 49 for Registration Case Manager Job Postings, part of this publication's Implementation Toolkit.

### Case Manager Model Eliminates Cross-Department Student Transfers

#### 100 Students Walk into Rogue Central...

*Average Intervention Experience for New Students at Rogue Community College*



#### Empowering Peer Ambassadors

- 12-14 Peer Ambassadors
- Work 20 hours per week in paid positions
- Current students at Rogue Community College

#### Cross-Training Case Managers

- Must have at least an A.A. degree and some customer service background
- Undergo one year of immersive cross-training



If new questions arise that require back-office phone support, new modules are developed and included in future training sessions for case managers

# Eliminating Enrollment Pain Points

The strategies profiled in this section help colleges remove barriers to student enrollment and convert more of their applicants into students.

In doing so, colleges can reverse declining enrollments, gain valuable tuition dollars, and serve more members of their local communities.

## Choosing the Right Solutions for Your Campus

*Quick Wins*



### **Jargon Reduction Audit**

Create more readable, understandable online information and communication with students, parents, and community members



### **Follow-Up Modality Recommender**

Provide recommendations for how prospective and current students should communicate with the institution when they have additional questions beyond information posted online



### **Immediate ID Provision**

Give students an ID number immediately upon application to help them complete additional enrollment steps and prevent unexpected delays in the process



### **Sequential Student Web Portal**

Redesign student-facing portals to show only the most relevant information on a student's next enrollment steps instead of overwhelming students with more information than necessary



### **Registration Case Manager**

Transition from individual student-facing administrative offices to singular enrollment case managers to help reduce the complexity of the enrollment process



*Long-Term Investments*

Source: EAB interviews and analysis.



# Implementation Toolkit

Eliminating Enrollment Pain Points

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TOOLKIT

# Student Acceptance Letter Template

## Purpose of the Tool

Progressive colleges ensure that students receive an acceptance letter including a student ID number and guidance on next steps immediately following the submission of an application. The letter should be integrated with the student information system to input student-specific information and the student ID. Students should receive both an instant electronic copy and a hard copy in the mail.

The following sample acceptance letter can be used when considering language and content to include in automated acceptance letters to students.

*Charlotte Lopez  
9630 Worswick Ct.  
Washington, DC 20002*

**Your EABCC Student ID**  
**5260927**

Student ID number  
included in acceptance  
letter

Dear Charlotte,

**Congratulations!** You have been accepted to EABCC! We are so happy to welcome you to our community, and we look forward to helping you achieve your goals. Here at EABCC, we pride ourselves on offering outstanding educational opportunities, with our small class sizes, partnerships with local employers, and outstanding faculty.

Congratulatory  
welcome highlights  
key college attributes

### **You already completed the first step to achieving your goals.**

Next, please use your student ID above to log on to [www.navigate.eabcc.edu](http://www.navigate.eabcc.edu) as soon as possible to see your personalized list of next steps, which include:

- Sign Up for Mandatory Orientation
- Send in Transcripts to [admissions@eabcc.edu](mailto:admissions@eabcc.edu)
- Apply for Financial Aid
- Complete Placement Exams

Nudge to sign on to  
student portal and  
preview of next steps,  
including mandatory  
institution-specific steps

Additional information about each of these steps will be available when you log in to [navigate.eabcc.edu](http://navigate.eabcc.edu).

**Have questions or need help?** Many of your questions will be answered during EABCC's orientation. We will help you navigate through the first few steps on [navigate.eabcc.edu](http://navigate.eabcc.edu), including course registration.

If you cannot attend orientation, you must visit or contact our admissions office at 800-555-5555 between the hours of 8:00 AM and 4:00 PM. You may also email us at [admissions@eabcc.edu](mailto:admissions@eabcc.edu). These contacts may also be used if you have any further questions for us between now and EABCC Orientation.

Proactive information  
about resources for  
additional guidance

**We'll see you soon!** Again, congratulations on your decision to pursue higher education, and welcome to the EABCC family!

Sincerely,  
Dr. John Doe  
President, EAB Community College

Encouraging close

Source: EAB interviews and analysis.

# Sample Enrollment Checklist

---

## Purpose of the Tool

This sample enrollment checklist is derived from many enrollment checklists collected during our research. Failing to give students an enrollment checklist can leave them unsure of how to make it from application to enrollment.

Checklists must include necessary hyperlinks, details, and follow-up steps to guide students through the enrollment process. Students should receive an institution-specific enrollment checklist at their first point of contact with the institution, be it during a visit to campus or application for admission.

Progressive colleges often create additional student population-specific enrollment checklists for student groups that require unique enrollment steps (e.g., students with prior college credit, veterans, etc.).

This sample enrollment checklist can be used as a baseline for creation of college-specific enrollment checklists but must be adjusted for college and/or state policies and institution-specific details.

- 
- 1 **Apply for admission:** Complete an EABCC admission form and return it to the Admissions/Registration Office at any EABCC Campus, or apply for admissions online: **[insert online application hyperlink here]**. ☐
  
  - 2 **Student ID card:** Most EABCC services require a student ID card. You have already received your student ID number at step one, but you will need to come to campus to take a photo for your ID. To do so, you need to bring a photo ID in order to have a card made for you. Go to your campus Admissions/Registration Office after registering for credit classes. The college will accept a passport, driver's license, military identification card, alien registration receipt card (with photo), and photo identification cards issued by state/government agencies. ☐
  
  - 3 **Paying for college:** ☐

**Financial aid:** Complete the Free Application for Federal Student Aid (FAFSA) form online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Include EABCC School code **[insert school code here]**. Allow **[insert estimated waiting time here]** for processing. Check your EABCC email and MyEABCC student portal often for updates regarding financial requirements and status. For more information visit **[insert financial aid page hyperlink here]**.

**Veterans benefits:** Apply for benefits at **[insert state-specific veterans benefits hyperlink here]**. It may take up to **[insert estimate waiting time here]** for processing. For information on veteran services at EABCC visit **[insert college's veteran services hyperlink here]**.

**Scholarships:** You can apply for EABCC or private scholarships. For a list, visit **[insert scholarship website hyperlink here]**.

## Sample Enrollment Checklist (cont.)

---

- 4 Take reading, writing, and math placement tests:** All new students planning to take credit classes must complete placement testing before they can register for classes. Testing schedules are available in the testing locations and online at **[insert testing schedule hyperlink here]**. *Preparing for and taking the placement tests could save you significant time and money because your test scores determine which classes you'll be able to take.*

☐

Sample tests, study materials, and information are available online at **[insert placement test preparation hyperlink here]**. Bring your test scores with you to New Student Orientation.

- 5 New student orientation:** All new students planning to earn a certificate or associate degree, or transfer to another college should complete an orientation prior to registration. The orientation schedule is available in the Admissions, Counseling, and Testing offices or online at **[insert orientation schedule hyperlink here]**. If you want to complete online orientation, click here: **[insert online orientation hyperlink here]**.

☐

- 6 Academic advising and class schedule planning:** Following the in-person Orientation, you'll have a chance to meet with an advisor to help plan your class schedule. **[Insert institution specific details about scheduling appointments with advisors here]**. If you complete orientation online, meet with an advisor before you register for classes. For additional information about advising and a list of campus locations visit **[insert advising hyperlink here]**.

☐

- 7 Register for classes:** You may register for classes online through EABCC at **[insert class registration portal hyperlink here]**. Detailed information about how to register is available online or in the tentative class schedule you create with your advisor. For registration problems, call **[insert phone number here]**.

☐

- 8 Payment arrangements:** You must pay for your classes in full or have a college-approved financial arrangement in place **[insert deadline here]** before the start of the term. **[Insert policy for missing or late payments here]**.

☐

- 9 Parking permit:** If you plan to drive to campus, purchase a parking permit online through myEABCC or at the Business Office on any EABCC campus.

☐

- 10 Purchase books at the bookstore:** Bring your schedule to the bookstore on the campus you will attend and purchase your books or go to **[insert bookstore hyperlink here]**. You may purchase books anytime after you register for your courses.

☐

- 11 Attend the first session of each of your classes:** Your seat in class may be given away to another student if you miss the first class session!

☐

Source: EAB interviews and analysis.

# Student-Intake Focus Group Guide

## Purpose of the Tool

Community college leaders often express frustrations with assessing the student intake experience because administrators are most familiar with the ins-and-outs of the entire process. Colleges can gain more valuable information regarding student pain points by conducting focus groups with newly enrolled students.

The following focus group interview questions are intended as a sample for administrators to develop a robust interview guide.

We encourage staff to adhere to the order and nature of these questions loosely, as well as adapt or add any additional questions that pertain to your specific institution.

- **Participants**  
*Optimal Focus Group Size:*  
5-10 students
- *Anticipate Response Rate:*  
Offer focus group opportunity for more students than optimal focus group size to acknowledge that not all students will respond.
- **Protocol**  
*Follow IRB Regulations:*  
Ensure that focus groups adhere to all Institutional Review Board (IRB) protocols regarding confidentiality, consent, etc.
- **Moderators**  
*Select Moderators:*  
Identify specific staff members (e.g., student services staff) who are particularly adept at engaging with students.
- *Optimize Moderator-Student Ratio:* Limit ratio of focus group moderators to one staff member for every six students.
- **Location**  
*Ensure Sense of Privacy:*  
Conduct focus groups in private rooms with seats arranged in a circle. Prevent interruptions by posting signs indicating focus group in progress.
- **Duration**  
*Allow Time for Discussion:*  
Plan for a 9- minute session .
- **Data Collection**  
*Record Focus Group Sessions:* If possible, include additional space on consent forms for participants to consent to being recorded.

## Sample Focus Group Discussion Questions

- What expectations did you have about the school and the application process?
- What was it like getting in to the school?
- Did you enroll in person? Online?
- When you had questions during the enrollment process, who did you turn to for advice/guidance?
- Did you ever get stuck in the process?
- Did you need to break your on-campus visit into parts? Where?
- How prepared were you for placement testing?
- Did that change your path?
- How did you go about choosing your courses?
- Did anyone help you?
- How much time did you spend familiarizing yourself with the college website before you decided to submit an application?
- What do you remember most about the website?
- Did you ever feel lost, or without direction, during the intake process?
- How did you find your way?
- What could have made your experience easier?
- How would you make the intake process better?

## Offer Incentives



Students are more inclined to participate in the focus group if there are direct benefits to them. Consider offering bookstore vouchers, priority registration, or other academic related incentives to motivate students to participate in focus group research.

# Higher Ed Terminology Translation Exercise

## Website Jargon Reduction Audit

### Purpose of the Tool

This worksheet identifies language commonly used by administrators and in new-student onboarding materials (e.g., handouts, webpages, etc.). This worksheet is designed as a group or individual activity to create student-friendly translations of technical jargon.

### Directions

- Complete worksheet in a group or alone
- Fill in the translation section with a brief and simple definition of a term (recommended length: 7-10 words)
- Use Gunning Fog Index (GFI) online tool to assess the readability of your translation ([www.gunning-fog-index.com](http://www.gunning-fog-index.com))
- Share group or individual translations with colleagues and determine most suitable, concise, and lowest GFI score translation
- Optional: Formalize into handout for all staff, new hires, and even students
- Optional: Consider with staff how these translations may vary based on a student or parent audience

Admissions		
Term	Translation	Gunning Fog Index Score (GFI)
High School Transcript		
GED		
ESL		
Credit for Prior Learning		
Certificate		
Degree		
Transfer		
Residency		
Early College Enrollment		
Prospective Student		
Course Load Status		
Class Status		
Certificate		
Tuition and Fees		
Tuition		
Payment Plan		
Tuition Schedule		
Subsidy		
Fee Schedule		
Tuition and Fee Refund		
Withdrawal		
Registration Fee		
Program Eligibility		

Source: EAB interviews and analysis.

## Higher Ed Terminology Translation Exercise (cont.)

Financial Aid		
Term	Translation	Gunning Fog Index Score (GFI)
Academic Year		
Accreditation		
Additional Eligibility		
Adjusted Gross Income		
Associate Degree		
Attending School		
Award Amount		
Award Letter		
Award Year		
Cancellation		
Collection Agency		
Collection Charges		
Cost of Attendance (COA)		
Data Release Number (DRN)		
Default		
Default Rate		
Deferment		
Delinquent		
Dependency Status		
Direct Loan		
Disbursed Amount		
Disbursement		
Discharge		
Eligible Noncitizen		
Eligible Program		
Enrollment Status		
Entrance Counseling		
Exit Counseling		
Expected Family Contribution (EFC)		
FAFSA		
Federal Pell Grant		

Source: "Glossary: Financial Student Aid," <https://studentaid.ed.gov/glossary>; EAB interviews and analysis.

## Higher Ed Terminology Translation Exercise (cont.)

Financial Aid, (cont.)		
Term	Translation	Gunning Fog Index Score (GFI)
Federal Perkins Loan		
Federal School Code		
Federal Student Aid		
Federal Student Aid PIN		
Federal Student Loan		
Federal Work-Study		
Financial Aid Offer		
Financial Aid Package		
GED		
Grace Period		
Grant		
Guaranteed Student Loans		
Income Tax		
Independent Student		
Interest		
Legal Guardianship		
Lender		
Loan Forgiveness		
Loan Holder		
Loan Services		
Master Promissory Note		
Merit-Based		
Need-Based		
Net Price		
Net Price Calculator		
Overpayment		
PLUS Loan		
Private Loan		
Promissory Note		
Regular Student		
Repayment Date		

Source: "Glossary: Financial Student Aid," <https://studentaid.ed.gov/glossary>; EAB interviews and analysis.

# Higher Ed Terminology Translation Exercise (cont.)

Financial Aid, (cont.)		
Term	Translation	Gunning Fog Index Score (GFI)
Satisfactory Academic Progress		
Scheduled Award		
Scholarship		
Standardized Test		
Student Aid Report		
Subsidized Loan		
TRIO		
Unsubsidized Loan		
Verification		
Work-Study		
Placement Tests		
Evaluation of Prior Coursework		
COMPASS/ACCUPLACER		
ACT		
Remedial		
Developmental		
Cutoff Score		
Accelerated		
Placement		
Registration		
Registrar		
Elective		
Prerequisite		
Course Load		
Credit Hour		
General Degree Requirement		
Additional Terms		
GPA		
Office Hours		

Source: "Glossary: Financial Student Aid," <https://studentaid.ed.gov/glossary>; EAB interviews and analysis.

# Higher Ed Jargon Reduction Exercise

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## Purpose of the Tool

The following exercise may be used with staff members to conduct a jargon reduction audit, so that students and other audiences may more effectively navigate the college website, newsletters, handouts, and other written materials.

## Directions

- Ask IT Department staff to identify top 10 college webpages with highest volume of traffic
- Brainstorm all student- and parent-facing material that generates a high volume of in-person traffic
- Provide staff with print copies of webpages identified by IT staff and additional self-identified webpages
- Ask staff to complete the following tasks:
  - 1. Reduce multisyllabic words:** Underline all words with more than two syllables. Identify and replace them with shorter words (even if this requires using multiple words in the place of one multisyllabic word)
  - 2. Remove passive voice:** Ask staff to highlight all language in passive voice; rephrase sentences to be in active voice
  - 3. Group related information:** Condense all text that pertains to the same topic in a specific area and use white space to separate it from information pertaining to another topic
  - 4. Translate jargon:** Use the results from the Higher Ed Terminology Translation Exercise (page 40) to replace jargon (where appropriate) with translations for a non-higher education audience (this step is especially effective when completed with new employees unfamiliar with higher education jargon)

# Higher Ed Jargon Reduction Exercise (cont.)

## Example:



Original Text:

### Take the College Placement Test

After you have been admitted to the college, you must take the **college placement test**. Schedule your test by going to [www.eabcc.edu](http://www.eabcc.edu) or by calling. If you have successfully completed a **college-level** English or math course from another college or have taken EABCC placement testing at an earlier date, you may qualify for an **exemption** from all or part of the test. In order to be **eligible** to participate in a specific academic program and/or enroll in **credit classes**, students must achieve a **minimum score** of 33 out of 120 on the reading portion of the test.

Key:

*Passive Voice*

**Jargon**

Multisyllabic

**Gunning Fog Index Score: 12.65**



Revised Text:

### Take the College Placement Test

If you are an admitted student, you must take a test that measures what classes you are ready to take, called "Placement Tests." It's important to prepare for this test because it could impact how fast you can graduate if you place into classes that do not count towards your degree. To enroll in classes that do count towards your degree, you need score at least 33 out of 120 on the reading section.

You'll need an appointment to take the test. You should schedule it by going to [www.eabcc.edu](http://www.eabcc.edu) or by calling (XXX-XXX-XXXX).

There are two reasons you may not need to take the test.

- 1) If you completed and passed an English or math course for college credit at another school
- 2) If you took the placement test at EABCC in the past

**Gunning Fog Index Score: 8.79**

# Problem-to-Resolution Method Mapping Exercise

## Purpose of the Tool

This tool is derived from *The Effortless Experience*, a publication from the Corporate Executive Board, and is intended to guide community college staff in mapping student issues to the best-fit channel for resolution, taking into account both student effort and cost to the organization. The purpose of this tool is to reduce the volume of in-person demand at student services offices, after integrating agreed upon method recommendations for each problem into the website.

## Directions

### 1. Determine most common challenge

Categorize the most common issue/request buckets for your college.

### 2. Assess follow up channel fit

Evaluate an individual issue/request bucket identified in Step 1 against the YES/NO questions provided for each channel.

### 3. Calculate channel fit score

Use your answers to the YES/NO questions in Step 2 to arrive at a numerical value that reflects the fit of the channel for resolving this issue type. Repeat steps 2 and 3 for each channel.

### 4. Determine best-fit channel

Compare the individual Channel Fit Scores calculated in step 3 to determine the best-fit channel for this issue type.

### 5. Integrate new method recommendations into website

Work with IT staff to add channel recommendations to each webpage students or other audiences may encounter when attempting to resolve a problem.

*Repeat the above steps 2-5 for each issue bucket identified.*

Web Self-Service	
Prerequisite Questions	YES/NO
1. Does the school offer the functionality to resolve this issue via web self-service? (e.g., an online registration tool allows students to enroll in courses online)	
2. Can the large majority of students resolve this issue using web self-service?	
3. Can the institution drive changes to the self-service portion of the website for this particular issue?	
<ul style="list-style-type: none"> <li>If 'YES' to all of the above questions, proceed to questions 4-15.</li> <li>If 'NO' to any of the above questions, web self-service is a poor fit for this issue. Skip to Step 3 and assign web self-service a Fit Score of '1'.</li> </ul>	

1) Tool adapted from Corporate Executive Board study by Matthew Dixon, Nick Toman, and Rick Delsi, *The Effortless Experience: Conquering the New Battleground for Customer Loyalty*

Source: Dixon M, Toman N, et al., *The Effortless Experience: Conquering the New Battleground for Customer Loyalty*, London: Corporate Executive Board, 2014, 214-216; EAB interviews and analysis.

## Problem-to-Resolution Method Mapping Exercise (cont.)

<b>Student Effort to Resolve</b> <i>Answering 'YES' to these questions indicates a low-effort experience in web self-service for this issue</i>		<b>YES/NO</b>
4. Can the resources for resolving this issue be accessed relatively easily via the website? (e.g., Does the knowledge base or search functionality easily lead to these resources?)		
5. Can the request be resolved efficiently via self-service using a limited number of steps? (e.g., no more than three screens to click through to find an answer)		
6. Can the request be satisfied with a standard response and/or process that does not differ from student to student?		
7. Can the school easily and succinctly explain the information necessary to resolve the request? (as opposed to requests that require a more involved explanation)		
8. Does the issue rarely prompt related questions or problems from students that need to be addressed by a live representative?		
9. Should students be able to resolve the request via self-service without signing into an account or providing other specific information?		
<b>Additional Effort-Related Questions</b> <i>May not apply to all issues and/or schools</i>		<b>YES/NO</b>
10. From a legal standpoint, can the request be resolved via the web self-service site?		
11. From a security standpoint, should students feel comfortable sharing any personal information necessary to resolve the request via web self-service?		
12. Do a large majority of your students have reliable access to the internet?		
<b>Cost to Resolve</b> <i>Answering 'YES' to these questions indicates that web self-service is a relatively low cost channel for resolving this type of issue</i>		
13. Has the college invested in a proven tool to handle this request online?		
14. Is the web self-service capability robust enough to handle the request?		
15. Is this the lowest-cost channel by which the college can deliver quality service to students on this issue?		
<b>Calculate Channel Fit Score</b> Use your answers to the YES/NO questions in Step 2 to inform your Channel Fit scoring. If you answered 'YES' to most of the questions, assign higher numerical values to the Effort Impact and Cost Impact Sections below.		
<b>Effort Impact</b> 5 = Very Low Effort 1 = Very High Effort	<b>Cost Impact</b> 3 = Not Costly 1 = Very Costly	<b>Web Self-Service Channel Fit Score</b> (Effort Impact x Cost Impact) <b>Use this number in Step 4.</b>
<div style="text-align: center;">             _____ X _____ = _____           </div>		

# Problem-to-Resolution Method Mapping Exercise (cont.)

Call Center and/or Interactive Voice Response (IVR) Technology		
<b>Prerequisite Questions</b>		YES/NO
1. Does the college offer the functionality to resolve this issue via call center?		
2. Can the large majority of students resolve this issue via call center?		
<ul style="list-style-type: none"> <li>• If 'YES' to all of the above questions, proceed to questions 3-13.</li> <li>• If 'NO' to any of the above questions, call center self-service is a poor fit for this issue. Skip to Step 3 and assign web self-service a Fit Score of 1.</li> </ul>		
<b>Student Effort to Resolve</b> <i>Answering 'YES' to these questions indicates a low-effort experience in web self-service for this issue</i>		YES/NO
3. Can the resources for resolving this issue be accessed relatively easily via the call center? (E.g., does the knowledge base or search functionality easily lead to these resources?)		
4. Can the request be resolved efficiently via call center using a limited number of steps? (e.g., no more than three branches of menu options before resolution)		
5. Can the request be satisfied with a standard response and/or process that does not differ from student to student?		
6. Does the issue rarely prompt related questions or problems from students that need to be addressed by a student services administrator?		
7. Can the school easily and succinctly explain the information necessary to resolve the request? (As opposed to requests that require a more involved explanation)		
8. Should students be comfortable using the call center and IVR technology (in particular, speech or natural language IVR) to resolve the request?		
9. For requests that require the student to provide specific information, can he/she enter this information using only a telephone keypad?		
10. Is this a request that cannot currently be resolved via web self-service?		
<b>Cost to Resolve</b> <i>Answering 'YES' to these questions indicates that call center and/or IVR self-service is a relatively low cost channel for resolving this type of issue</i>		YES/NO
11. Has the college invested in a proven tool to handle this request via IVR and/or call center?		
12. Is the IVR capability robust enough to handle the request, including accurately capturing necessary information from the student?		
13. Is this the lowest-cost channel by which the college can deliver quality service to students on this issue?		
<b>Calculate Channel Fit Score</b> Use your answers to the YES/NO questions in Step 2 to inform your Channel Fit scoring. If you answered 'YES' to most of the questions, assign higher numerical values to the Effort Impact and Cost Impact Sections below.		
<b>Effort Impact</b> 5 = Very Low Effort 1 = Very High Effort	<b>Cost Impact</b> 3 = Not Costly 1 = Very Costly	<b>Call Center/IVR Self-Service Channel Fit Score</b> (Effort Impact x Cost Impact) <b>Use this number in Step 4.</b>
_____ X _____ = _____		

Source: Dixon M, Toman N, et al., *The Effortless Experience: Conquering the New Battleground for Customer Loyalty*, London: Corporate Executive Board, 2014, 214-216; EAB interviews and analysis.

# Registration Case Manager Job Postings

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## Purpose of the Tool

This tool is a sample of a recent job posting for the Rogue Central Specialist at Rogue Community College. The job description provides great detail on the expected duties of the registration case managers, as well as essential hiring criteria to ensure that staff who are adequately suited for the job are selected.

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## Job Description

**Job Title:** Rogue Central Specialist

**Location:** Any Campus Location Within District

**Supervisor:** Director of Enrollment Services

**Type:** Full-Time Classified

**Department:** Enrollment Services

### General Statement of Responsibilities

Provides welcome, informational, intake, status, and referral services to current and prospective students. Acts as central point of contact for in-person, phone, email, and web-based student service, especially regarding registration, financial aid, and cashiering. Advocates for needs of students, teaches students to access self-service College resources. Communicates and acts in accordance with applicable federal and state regulations and institutional policies and procedures.

### Supervision Received

Works under the general supervision of the Director of Enrollment Services

### Supervision Exercised

May supervise student workers

### Examples of Duties - Essential Functions

- Works a rotating schedule to enable readily accessible service, continual cross-training, and effective use of resources.
- Maintains confidentiality and security of protected student information in accordance with FERPA regulations.
- Provides effective, efficient, empathetic, and professional student assistance.
- Accurately processes incoming student forms and documents.
- Efficiently utilizes computer software and resource documentation to provide information.
- Recognizes circumstances and manner in which to refer students or issues outside of Rogue Central for resolution.
- Processes rosters, records loan counseling participation, updates reference guides and service counter tools, scans and copies documents, stocks forms, etc.
- Communicates admission policies and processes to community, students, and staff.
- Instructs students in use of online resources; assists students with registration processes and procedures using online and in-person systems.
- Processes batch registrations for off-site activities; processes transcript and enrollment verification requests.
- Explains and provides information on how institutional policies and academic choices may affect student financial aid.
- Questions discrepancies in financial aid application data and documentation.
- Provides students with information on funding resources, application procedures and deadlines, and financial aid eligibility. Assists in application process as appropriate.
- Maintains scholarship information and application access via Scholarship Central.
- Provides educational benefits information to veterans.
- Assesses and communicates file status information to students.
- Processes payments, payment vouchers, and waivers. Records, balances, and deposits monies.
- Assists students in understanding account balances, payment obligations, options and deadlines, and consequences. Interprets collection policies and procedures to students.
- Provides tax credit information and statements to students upon request.
- Serves as student advocate, as appropriate, regarding account resolution.
- Performs other duties as assigned.

Source: EAB interviews and analysis.

# Registration Case Manager Job Postings (cont.)

## Screening Criteria

**Education:** An Associate's Degree is required.

Only degrees received from an accredited institution will be accepted: accreditation must be recognized by the office of degree authorization, US Department of Education, as required by ORS 348.609. Final candidate will be required to provide official transcripts for required degree.

**License:** A valid in-state driver's license at the time of hire is required.

**Experience:** Five years of direct customer service experience and a broad range of experience with current computer applications are required. A high degree of technical aptitude is required.

Customer service background emphasized in hiring criteria

**Knowledge of:** Federal student financial aid regulations and the Family Education Rights and Privacy Act (FERPA); office procedures; archival requirements; networked databases; computer programs including Microsoft Office Suite® products; basic mathematics; human relations; customer service principles.

Staff must be well-versed in financial aid and other higher education areas

**Skills:** Effective customer service skills; strong verbal and written communication skills; current and relevant computer skills; accounting, multitasking, and organization skills.

**Ability to:** Operate standard office equipment; use networked databases; read, understand, and apply very complex financial aid and student records regulations; learn complex, cross-functional, and detail-oriented policies, practices, and regulations, and apply them in performing essential functions; multitask in a high-traffic environment; think proactively; perform work involving high need for verbal, written, and numerical data accuracy; work occasional evenings and weekends; clearly articulate need-to-know information to students in an appropriate manner. Pass a criminal background check.

Any satisfactory equivalent combination of education and experience which ensures the ability to perform the essential functions of the position may substitute for the requirement(s).

**Physical Demands of Position:** The physical demands listed below represent those that must be met by an incumbent to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with qualified disabilities to perform the essential functions.

Manual dexterity and coordination are required for over half of the daily work period (about 60%) which is spent sitting while operating office equipment such as computers, keyboards, 10-key, telephones, and other standard office equipment. While performing the duties of this position, the employee is frequently required to stand, walk, reach, bend, kneel, stoop, twist, crouch, climb, balance, see, talk, hear, and manipulate objects. The position requires some mobility including the ability to move materials less than 5 pounds daily, and 5-25 pounds occasionally. This position requires both verbal and written communication abilities.

**Working Conditions:** The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this position, the employee is primarily working indoors in an office environment. The employee is not exposed to hazardous conditions. The noise level in the work environment is usually moderate and lighting is adequate.

Source: EAB interviews and analysis.

# Registration Peer Ambassador Job Postings

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## Purpose of the Tool

This tool is a sample of a recent job posting for the Peer Ambassador Position (Student Services Assistant) at Rogue Community College. The job description provides great detail on the expected duties of the position, as well as essential hiring criteria to ensure that students who are adequately suited for the job are selected.

---

## Job Description

**Job Title:** Peer Ambassador

**Location:** Any Campus Location within District

**Supervisor:** Director of Enrollment Services

**Type:** Part-Time

**Department:** Enrollment Services & Counseling

### Supervision Received

Counseling Department Secretary and appointed Rogue Central Specialist

**Pay:** \$9.10 (Based on state-specific student-employee compensation regulations).

**Hours/Week:** 12

### General Statement of Responsibilities

Provides welcome, informational, intake, status, and referral services to current and prospective students. Acts as central point of contact for in-person, phone, email, and web-based student service, especially regarding registration, financial aid, and cashiering. Advocates for needs of students, teaches students to access self-service College resources. Communicates and acts in accordance with applicable federal and state regulations and institutional policies and procedures.

Greet incoming students, staff, and community from Counseling/Rogue Central front desk located in the Student Services building at the Redwood Campus. Assist with questions pertaining to financial aid, document scanning, setting up students for placement testing, new student orientations; provide clerical support, schedule appointments, and make appropriate referrals within a confidential environment.

## Application Details

### Special instructions to the applicant:

To be eligible for student employment, you must be enrolled at Rogue Community College in at least 6 credits and have a cumulative GPA of 2.0 for regular student positions or 3.0 for tutor/peer assistant positions.

Qualifying veterans and disabled veterans may obtain additional consideration during the RCC employment process under ORS 408.230 and 408.225; OAR 839-006-435 to 839-006-0470, by submitting (attach as Other Document #1) a copy of the Certificate of Release or Discharge from Active Duty (DD Form 214 or 215).

**Experience:** Experience working with the public highly desired

**Knowledge of:** Office functions, office machinery, multi-line telephone use needed.

**Ability to:** Work and communicate within a team environment required; pass a criminal background check.

**Required Application Packet Documents:** Resume, Cover Letter, Unofficial Transcripts

**Optional Application Packet Documents:** Letter of Recommendation

# Student Services Expert Cheat Sheet

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## Purpose of the Tool

Sometimes registration case managers are unable to answer students' questions without deferring to the expertise of back-office staff. In order to improve the efficiency and speed of issue resolution, staff should be able to refer to a single document outlining the most appropriate point of contact for each area (e.g., financial aid disbursement questions, unsubsidized loan questions, add-drop questions).

This exercise may also be used when originally implementing the registration case manager practice on campus, as it allows staff members to outline the appropriate point of contact for every possible area in need of issue resolution.

## Directions

1. Identify one staff member to lead the activity; (VP of Student Services recommended)
  2. Leader hands out Worksheet #1 to each staff member and instructs to complete the worksheet in quiet
  3. Leader compiles Worksheet #1 responses into Worksheet #2 and distributes final version to all staff members
-

# Student Services Expert Cheat Sheet (cont.)

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## Worksheet #1

1

On a daily basis, I deal with the following tasks:

2

My colleagues often ask me questions about:

3

When I have questions about \_\_\_\_\_ I ask \_\_\_\_\_:

## Student Services Expert Cheat Sheet (cont.)

## Worksheet #2

[illegible]

Source: EAB interviews and analysis.



# Institutions Examined in Our Research

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Algonquin College of Applied  
Arts and Technology  
*Ottawa, ON*

Allegheny College of Maryland  
*Cumberland, MD*

Amarillo College  
*Amarillo, TX*

Anne Arundel Community  
College  
*Arnold, MD*

Armstrong State University  
*Savannah, GA*

Austin Community College  
*Austin, TX*

Bakersfield College  
*Bakersfield, CA*

Bay de Noc College  
*Escanaba, MI*

Bergen Community College  
*Paramus, NJ*

Bismarck State College  
*Bismarck, ND*

Blinn College  
*Bryan, TX*

Bossier Parish  
Community College  
*Bossier City, LA*

Brazosport College  
*Lake Jackson, TX*

Bucks County  
Community College  
*Newton, PA*

Butler Community College  
*El Dorado, KS*

Casper College  
*Casper, WY*

Catawba Valley  
Community College  
*Hickory, NC*

Centennial College  
*Toronto, ON*

Center for Community College  
Student Engagement (CCCSE)  
*Austin, TX*

Central Arizona College  
*Coolidge, AZ*

Cerritos College  
*Norwalk, CA*

Cerro Coso Community College  
*Ridgecrest, CA*

Chaffey College  
*Rancho Cucamonga, CA*

Chesapeake College  
*Wye Mills, MD*

Chipola College  
*Marianna, FL*

City Colleges of Chicago  
*Chicago, IL*

Clackamas Community College  
*Oregon City, OR*

Cleveland State University  
*Cleveland, OH*

Coastal Carolina  
Community College  
*Jacksonville, NC*

Coastline Community College  
*Fountain Valley, CA*

College of DuPage  
*Glen Ellyn, IL*

College of Marin  
*Kentfield, CA*

College of the Sequoias  
*Visalia, CA*

Colorado Community  
College System  
*Denver, CO*

Colorado Mountain College  
*Glenwood Springs, CO*

Columbia Basin College  
*Pasco, WA*

Columbus State  
Community College  
*Columbus, OH*

Community College of  
Philadelphia  
*Philadelphia, PA*

Community College of  
Rhode Island  
*Warwick, RI*

Community College System  
of New Hampshire,  
*Concord, NH*

Community Colleges of Spokane  
*Spokane, WA*

Connecticut State Colleges  
and Universities  
*Hartford, CT*

Continuous Quality  
Improvement Network (CQIN)  
*Ranch, TX*

Corporate Executive Board  
(CEB)  
*Arlington, VA*

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County College of Morris  
*Randolph, NJ*

Cowley County  
Community College  
*Arkansas City, KS*

CUNY LaGuardia  
Community College  
*New York, NY*

CUNY Queensborough  
Community College  
*Bayside, NY*

Cuyahoga Community College  
*Cleveland, OH*

Delaware County  
Community College  
*Media, PA*

Dutchess County  
Community College  
*Poughkeepsie, NY*

Eastern Gateway  
Community College  
*Steubenville, OH*

Eastern Iowa Community  
College District  
*Davenport, IA*

El Paso Community College  
*El Paso, TX*

Elgin Community College  
*Elgin, IL*

Educational Testing Services  
(ETS)

Fayetteville Technical  
Community College  
*Fayetteville, NC*

Flagler College  
*St. Augustine, FL*

Florida Southwestern  
State College  
*Fort Myers, FL*

Forsyth Technical  
Community College  
*Winston-Salem, NC*

Fox Valley Technical College  
*Appleton, WI*

Fresno City College  
*Fresno, CA*

Gateway Community and  
Technical College  
*Florence, KY*

Gateway Community College  
*New Haven, CT*

Gateway Technical College  
*Kenosha, WI*

Gavilan College  
*Gilroy, CA*

George Brown College  
*Toronto, ON*

Wallace State  
Community College  
*Hanceville, AL*

Georgia Regents University  
*Augusta, GA*

Glen Oaks Community College  
*Centreville, MI*

Glendale Community College  
*Glendale, CA*

Golden West College  
*Huntington Beach, CA*

Grossmont College  
*El Cajon, CA*

Guilford Technical  
Community College  
*Jamestown, NC*

Gulf Coast State College  
*Panama City, FL*

Harper College  
*Palatine, IA*

Harrisburg Area  
Community College  
*Harrisburg, PA*

Hawkeye Community College  
*Waterloo, IA*

Henry Ford College  
*Dearborn, MI*

Highland Community College  
*Highland, KS*

Hocking College  
*Nelsonville, OH*

Houston Community  
College System  
*Houston, TX*

Humber College  
*Toronto, ON*

Indiana State University  
*Terre Haute, IN*

Iowa Lakes Community College  
*Estherville, IA*

Iowa Western  
Community College  
*Council Bluffs, IA*

Irvine Valley College  
*Irvine, CA*

Ivy Tech Community College  
*Indianapolis, IN*

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Jackson State  
Community College  
*Jackson, TN*

Jefferson Community and  
Technical College  
*Louisville, KY*

Johnson County  
Community College  
*Overland Park, KS*

Kentucky Community and  
Technical College System  
*Versa, KY*

Kern Community College District  
*Bakersfield, CA*

Kilgore College  
*Kilgore, TX*

Lakeshore Technical College  
*Cleveland, WI*

Lake-Sumter State College  
*Leesburg, FL*

Landmark College  
*Putney, VT*

Lane Community College  
*Eugene, OR*

Langara College  
*Vancouver, BC*

Lansing Community College  
*Lansing, MI*

Laredo Community College  
*Laredo, TX*

Lone Star College System  
*The Woodlands, TX*

Lorain County  
Community College  
*Elyria, OH*

Lord Fairfax Community College  
*Middletown, VA*

Los Angeles Mission College  
*Sylmar, CA*

Los Medanos  
Community College  
*Pittsburg, CA*

Macomb Community College  
*Clinton, MI*

Madison Area Technical College  
*Madison, WI*

Manchester Community College  
*Manchester, CT*

Manchester Community College  
*Manchester, NH*

Miami Dade College  
*Miami, FL*

Middlesex Community College  
*Bedford, MA*

Middlesex Community College  
*Middletown, CT*

Minneapolis Community and  
Technical Colleges  
*Minneapolis, MN*

Mississippi Gulf Coast College  
*Perkinston, MS*

Mohave Community College  
*Kingman, AZ*

Mohawk College  
*Hamilton, ON*

Monroe Community College  
*Rochester, NY*

Montgomery College  
*Rockville, MD*

Moorpark College  
*Moorpark, CA*

Moraine Valley  
Community College  
*Palos Hills, IL*

Morton College  
*Cicero, IL*

Mott College  
*Flint, MI*

Mount Wachusett  
Community College  
*Gardner, MA*

Mt. Hood Community College  
*Gresham, OR*

Mt. San Antonio College  
*Walnut, CA*

Mt. San Jacinto College  
*San Jacinto, CA*

Nashua Community College  
*Nashua, NH*

National Association of  
Non-Traditional Students  
(NANTS)

New Mexico Junior College  
*Hobbs, NM*

New River Community College  
*Dublin, VA*

NHTI-Concord's  
Community College  
*Concord, NH*

North Carolina Central  
University  
*Durham, NC*

North Iowa Area  
Community College  
*Mason City, IA*

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Northeast Alabama  
Community College  
*Rainsville, AL*

Northeast Iowa  
Community College  
*Calmar, IA*

Northeast State  
Community College  
*Blountville, TN*

Northeastern Junior College  
*Sterling, CO*

Northern Virginia  
Community College  
*Annandale, VA*

Northwest Florida State College  
*Niceville, FL*

Northwest Vista College  
*San Antonio, TX*

Oconee Fall Line  
Technical College  
*Dublin, GA*

Oklahoma City  
Community College  
*Oklahoma City, OK*

Olympic College  
*Bremerton, WA*

Ozarks Technical  
Community College  
*Springfield, MO*

Palo Alto College  
*San Antonio, TX*

Palomar College  
*San Marcos, CA*

Pellissippi State  
Community College  
*Knoxville, TN*

Peninsula College  
*Port Angeles, WA*

Pennsylvania Highlands  
Community College  
*Johnstown, PA*

Peralta Community  
College District  
*Oakland, CA*

Persistence Plus (P+)  
*Boston, MA*

Phillips Community College of  
the University of Arkansas  
*Helena, AR*

Prince George's  
Community College  
*Largo, MD*

Pueblo Community College  
*Pueblo, CO*

Quincy College  
*Quincy, MA*

Richland College  
*Dallas, TX*

Richland Community College  
*Decatur, IL*

Rio Hondo College  
*Whittier, CA*

River Valley Community College  
*Claremont, NH*

Riverland Community College  
*Austin, MN*

Rogue Community College  
*Grants Pass, OR*

Rose-Hulman Institute  
of Technology  
*Terre Haute, IN*

Saddleback College  
*Mission Viejo, CA*

San Diego City College  
*San Diego, CA*

San Juan Community College  
*Farmington, NM*

Santa Barbara  
Community College  
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Santa Monica College  
*Santa Monica, CA*

Santa Rosa Junior College  
*Santa Rosa, CA*

Schenectady County  
Community College  
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Sierra College  
*Rocklin, CA*

Sinclair Community College  
*Dayton, OH*

Skyline College  
*San Bruno, CA*

Snead State Community College  
*Boaz, AL*

South Puget Sound  
Community College  
*Olympia, WA*

South Seattle College  
*Seattle, WA*

South Texas College  
*McAllen, TX*

Southeastern  
Community College  
*West Burlington, IA*

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Southwest Virginia Community  
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*Logan, WV*

Southwest Wisconsin  
Technical College  
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Southwestern College  
*Chula Vista, CA*

Spokane Community College  
*Spokane, WA*

Spokane Falls  
Community College  
*Spokane, WA*

St. Johns River State College  
*Palatka, FL*

St. Louis Community College  
*St. Louis, MO*

St. Petersburg College  
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Tallahassee Community College  
*Tallahassee, FL*

Technical College  
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Tennessee Board of Regents  
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Trident Technical College  
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Triton College  
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Truckee Meadows  
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University of Dayton  
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University of New Mexico,  
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