



Prospect College
Admissions Manual

Main Campus

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TABLE OF CONTENTS

Admissions Playbook	1
What It Takes To Be #1	2
“We Turn Dreams Into Futures”	3
Fact Sheet.....	4
Admissions Training Manual	5
What Is Admissions and What Is Your Role?.....	6
Admissions Representative Job Description	8
Develop and Maintain a Positive Mental Attitude	10
Front Desk Receptionist	11
Admissions	12
Daily Duties	12
Enrollment Process	15
Enrollment Procedure	16
To Do List for an Enrollment.....	17
Re-Enrollment Process.....	17
Applicant’s Required Documentation	17
Transfer Students	18
Ability to Benefit (ATB) Process.....	18
High School Diploma.....	18
Transcripts.....	19
Wonderlic Ability to Benefit Pre-Assessment Process	21
Wonderlic Procedures	21
Career Pathways Program (CPP)	23
Enrolling a Student.....	23
Starting a GED Ready Test	23
Results of GED Ready test.....	24
Scheduling Student for Official GED Exam	25
Picking Up a GED Book	25
Gems	27
Supplies.....	28

Understanding the Admissions Process—What Gets Done?	29
The Steps in the Admissions Process	29
Lead Protection Policy	29
The Best Practices Workflow of Leads to Starts	31
Marketing & Lead Source Psychology	33
Different Type of Leads and How to Work Them.....	33
The Profile of Our Prospective Student	34
Phone Process—Breakdown.....	35
Effective Telephone Techniques.....	35
Effective Telephone Techniques #1	35
Effective Telephone Techniques #2	36
Effective Telephone Techniques #3	37
Telephoning: The 6 E’s.....	39
Emphasis Questions.....	40
Education Questions	40
Experience Questions	40
Employment Questions.....	40
Earnings Questions	41
Environment Questions	41
The Telephone Script and the 6 E’s Tie In.....	41
Emphasis Questions.....	41
Education Questions	42
Experience Questions	42
Employment Questions.....	42
Earnings Questions	42
Environment Questions	43
Recap Summary Transition	43
Interview Process—Breakdown	45
Tips for a Successful Interview	47
Pre-Contact Planning	47
Greeting	47
Purpose Statement	48
The Interview—The Core Process of Success	49

Questions about Mentality	50
Questions about Education.....	51
Questions about Employment	51
Questions about Earnings	52
Questions about Environment.....	52
Recap and Summarize the Interview and Pre-Close.....	52
How to Recommend a Program	53
Explaining the Enrollment Process	54
Campus Tour.....	54
Closing the Enrollment	55
Example 1: The Recommendation Close.....	56
Example 2: The Non-Recommendation Close.....	56
Paperwork and Application Fees (if applicable)	56
Financial Aid Overview	57
Solid Enrollment.....	58
Regulatory Compliance.....	58
Objections.....	59
Smoke Screen Objections:	61
Rules for Answering Objections	62
Sample Phone and Interview Objections and Rebuttals.....	62
Orientation Day	67
Start Day.....	67
Graduation Day	67
Build Your Business with Referrals.....	68
Work Smart, Not Hard	68
Sample Referral Scripts.....	68
Referral Lead Policy	70
Example of Phone Referral Scripts	71
Measurement of Admissions Representative Performance	73
Minimum Acceptable Performance	74
Lead Flow	74
Admission Representative Goals	74

Leads Worked	75
The following procedures will apply:	75
Follow Up Techniques	76
Start Factors.....	77
Saving the Shaky Student	78
Things You Cannot Control	78
Things You Can Influence Correctly – Leveraged Control	78
Student Loses Current Job	78
Student Gets a Bad Reference	79
Student Cannot Afford Monthly Payments	79
Student Transportation Fell Apart	79
Student Has a Change of Shift	79
Student Childcare Fell Apart	79
Student Family Member No Longer Supportive	80
Student or Family is Moving	80
Student Changed Mind	80

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THE GUIDE TO ADMISSIONS REPRESENTATIVE SUCCESS AT PROSPECT COLLEGE

Admissions Playbook

What It Takes To Be #1

Winning is not a sometime thing; it's an all the time thing. You don't win once in a while; you don't do things right once in a while; you do them right all the time. Winning is a habit. Unfortunately, so is losing.

There is no room for second place. There is only one place in my game, and that's first place. I have finished second twice in my time at Green Bay, and I don't ever want to finish second again. There is a second place bowl game, but it is a game for losers played by losers. It is and always been an American Zeal to be first in anything we do, and to win, and to win, and to win.

Every time a football player goes to play his trade he's got to play from the ground up – from the soles of his feet up to his head. Every inch of him has to play. Some guys play with their heads. That's OK. You've got to be smart to be number one in any business. But more importantly, you've got to play with your heart, with every fiber of your body. If you're lucky enough to find a guy with a lot of heart, he's never going to come off the field second.

Running a football team is not different than running any other kind of organization – an army, a political party, or a business. The principles are the same. [The object is to win fairly, squarely, by the rules, but to win.](#)

And in truth I've never known anyone worth their salt who in the long run, deep down in their hearts, didn't appreciate the grind, the discipline. There is something in good people that really yearns for the discipline and the harsh reality of head to head combat.

I don't say these things because I believe in the “brute” nature of man or that man must be brutalized to be combative. I believe in God, and I believe in human decency. But I firmly believe that in anyone's finest hour – his or her greatest fulfillment to all he or she holds dear – is that moment when he or she has to work their hearts out in a good cause and they've exhausted on the field of battle – [victorious](#).

- Vincent Lombardi

“We Turn Dreams Into Futures”

On behalf of Mark Toufanian - CEO, welcome to Prospect College! You have chosen a very exciting and rewarding career in Admissions. In Admissions, you have a real opportunity to help prospective students change their lives and better their futures.

Admissions play an important role not only in the lives of prospective students but in the future of Prospect College as well. The Admissions effort generates all of the revenue the school uses to operate. Without this revenue, the school would not have the ability to expand facilities, improve programs, upgrade equipment or even pay its employees.

At Prospect College, Admissions Representatives are expected to maintain the highest levels of integrity and set a positive example for prospective students. Everything from the way an Admissions Representative speaks and dresses to the way the Admissions Representative handles the telephone and in person interview should have the prospective student thinking “SUCCESS.”

Prospect College takes its role in training students for successful careers very seriously. Since 1997, the school has prided itself on career focused training – making sure the students get the right skills for the current job market and on having dedicated, experienced instructors and staff.

Congratulations on joining the Prospect College family. It is a pleasure to have you aboard!

Fact Sheet

Prospect College, Inc. (Prospect College) was founded in December 1997 under funding of a 5-year discretionary competitive grant by the Rehabilitation Services Administration (RSA) Office of the US Department of Education. This grant application was prepared and submitted by Dr. Mark Toufanian, founder and CEO of Prospect College. The mission of the institution at the time was to utilize advanced multimedia and adaptive technologies to offer computer training and job placement services to individuals with disabilities who reside in the Washington DC Metropolitan region. The initial program was offered out of an 1800 Sq. Ft facility near McPherson Square Metro station and included training in Keyboarding, Microsoft Windows and Office Applications, Professional Career Development, and job placement services.

During the last two years of the grant period, the institution applied and received its Post-Secondary Non-Degree license from the DC Licensure Commission. Under this license, the institution was able to obtain authorization to accept students under the Job Training Partnership Act /Workforce Investment Act (JTPA/WIA) program funding from the District of Columbia Department of Employment Services (DOES), Rehabilitation Services Administration (RSA), Virginia DRS, Maryland DORS, and the US Veteran's Administration. Subsequently, the institution has invested in its internal processes and procedures to maintain higher standards of operations, which have allowed the institution to attain national accreditation status from the Accreditation Council of Continuing Education (ACCET). The institution was first granted this status by ACCET in April 2003.

The institution has been participating in the Title IV of the Higher Education Act of 1965 since 2003. The institution's computer training program has gone through a number of adjustments to better meet the needs of the local employers, especially in job readiness, professional development and specific technical training offerings. Faced with the growing demands in the allied health field, the Medical Assistant program was added in 2007 to address the needs of the local medical/healthcare industry. The program included both front administrative office as well as clinical back office training.

In September 2006, the institution moved into a larger 3500 Sq. Ft facility to support its increased enrollment. The facility was near the Farragut North Metro station in the Central Business District of Washington DC, which is easily accessible by the public. The facility was equipped with computer labs, medical labs, classrooms and administrative offices. Medical Administrative Office program was added to the institution's offerings to provide training with focus on the front office.

We became a member institution in the Council of Occupational Education (COE) in 2009.

In 2010, the institution moved into a 14000 Sq. Ft facility to support its increased enrollment. The facility is next to the Farragut West and Farragut North Metro stations. We occupy two floors in the building with separate entrances for students. The facility is equipped with computer and medical labs, lecture rooms and offices to support both academic and administrative needs of our students.

The institution added a 7500 Sq. Ft Extension Classroom facility near Dupont Circle in 2015. During the same year, the institution obtained approval from the DC Licensure Commission to offer Associate level programs and was permitted to use the term “College” as part of its name. Prospect College has obtained authorization to offer a Medical Billing and Coding program in 2015.

In 2020, we moved into our Dupont facility and closed the facility on I St.

Admissions Training Manual

Learn everything about Prospect College and you will be more successful as an Admissions Representative. This information can be found by looking in the school catalog, website, and your Employee Handbook. Admissions Representatives are expected to read and understand the catalog and must strictly adhere to company policies and procedures.

- Facilities & Equipment
 - Admissions Requirements
 - Program Objectives/Purpose
 - Curriculum Outlines & Admission Requirements
 - Transfer Credits
 - Tuition and Fees – Payment Plans
 - Licensing & Accreditation, and Grievances
 - Cancellation and Refund Policy
 - Satisfactory Academic Progress – attendance progress evaluation, maximum time frame for course(s) completion, grading scale, academic progress evaluation, leave of absence, determination of status
 - Probation & Appeals Process
 - Requirements for Program Completion
 - Class Schedule and School Calendar – Day, Afternoon and Evening classes
 - Student Services
 - Career Services
 - Confidentiality of Student Records - FERPA
 - Rules and Regulations – attendance/tardiness, use of un-prescribed drugs, controlled substances, marijuana or alcohol and improper conduct.
- 1) What Is Admissions And The Role Of Admissions Reps?
 - 2) To Be Successful In Admissions And Anything Else In Life, Change Your Attitude Now & Think To Win
 - 3) Understanding The Admissions Process – What Gets Done? The First Major Concept Revealed – Enrollments + Financial Aid = Starts
 - 4) Marketing & Lead Psychology
 - 5) The Profile Of Our Prospective Student – Know Where They Are Coming From And Help Them!!
 - 6) Phone Process – Breakdown
 - 7) Interview Process – Breakdown

- 8) Regulatory Compliance
- 9) Overcoming Objections – Know And Anticipate Them – Phone And Interview Examples
- 10) Orientation Day
- 11) Start Day
- 12) Graduation Day
- 13) Build Your Business With Referrals – Work Smart, Not Hard
- 14) How An Admissions Representative Performance Is Measured – Know Your Conversion Rates
- 15) Following Up Techniques That Will Improve Your Start Show Rate
- 16) Know The Non Start Factors – What You Control And What You Can't

What Is Admissions and What Is Your Role?

There are many choices a prospective student can make when considering their educational options. These educational options are listed in the following manner: private post-secondary education, four year traditional colleges and universities, community and junior colleges, and on the job training.

Admissions is educational sales in the for-profit, private, post-secondary education sector. As admissions representatives, what we do is very significant. We change people's lives every day. It is a rewarding and professional career focused on helping prospective students to get an education so that they learn new skills and abilities needed to find meaningful employment opportunities in their chosen field of study. Not only are they improving themselves professionally, they are also improving their lives and their families lives, personally. Admissions involve educational, career, and personal success of the student. This is the most rewarding career anyone can have. We truly impact people's lives in the most positive and productive way by being problem solvers. **We turn dreams into futures.** Admissions representatives directly contribute to the company's growth and success, and each individual should take pride in being in a well-rounded and highly respected profession. As an admissions rep, the experience will be challenging, enjoyable, and rewarding.

Admissions is not about hard core selling. It is not pressure selling, nor is it about traditional selling. It is about qualifying and having the prospective student tell you why they should be matriculated into our institution to want to pursue their choice of profession. They have to tell you the reasons why they should be a qualified candidate to come to the college. It is about making sure that they are going to make the necessary commitments to start and finish school. It is about them earning, instead of giving away, your recommendation for acceptance into the college. It is all about having a student start; go through the quality educational system, graduate, and be successfully placed in their new career, **if they qualify.** It is about being a problem solver by understanding their situation and being sensitive to their needs. It is about being a trusted professional who can show the prospective student that there is hope in achieving a better life and their dreams. In order to do this successfully, you will be introduced to some effective segmented qualifying training techniques that will make you a successful and high achieving admissions representative. You will learn to be more consciously competent, and more importantly, you will have gained the confidence to get the job done right.

Position Details: An admissions representative is the first contact a student candidate makes and also the first impression that they receive of the college. Reps are responsible for accurate lead input and note tracking in CampusVue, making outbound phone calls, receiving calls, setting appointments, conducting interviews, enrolling students, following up with each student to ensure successful 100% financial aid packaging in a timely manner, successfully starting students, and maintaining organized and up to date information about each student and their admissions status. Reps are expected to **follow up** with every student at least once per week. **All high achieving admissions reps are masters of follow up to make sure that their students not only start school, but also finish.** Admissions reps will coordinate financial aid appointments within 3 days, confirm orientation and start dates, and make sure they know where each student is at in the process. The most important responsibility of an admissions representative is to work as closely as possible with each student and, when appropriate, work close with parents and decision makers, to help that student feel comfortable, confident, and excited about starting school.

Admissions Representative Job Description

Responsible for systematically and ethically advising students regarding enrollment, working within the standards and guidelines established by the institution as well as maintaining positive rapport with existing students.

Typical Duties and Responsibilities

- Take inquiry calls from all potential students interested in receiving information about the programs—including entrance requirements, curricula and academic standards—and encourage qualified prospects to schedule an appointment for an interview.
- Make outbound phone calls to potential students that have expressed interest in attending the institution. Outbound calling efforts are a key component of this role.
- Initiate unsolicited leads and generate new business when not responding to outstanding inquiries or working with current prospects/students.
- Follow up on all inquiries that fail to schedule or show for an interview.
- Follow up with interviews that did not progress in the enrollment process and dropped/cancelled students to resolve any issues or address concerns.
- Schedule and conduct student interviews and update the student database whenever necessary.
Utilize only approved Company materials during the interview process, and conduct interviews according to the stated policies and process at all times.
- Guide applicants through the application and admission process by helping them to assess their skills, education and career goals in order to choose the education program.
- Meet with the potential students to explain the program offering and match the school's benefits and advantages to the student's needs. Discuss and advise suitable programs in accordance with the student's desires, qualifications and objectives.
- Support the Admissions Office evening and weekend coverage needs
- Coordinate with DOES, RSA, and other case managers when necessary
- Perform other tasks as assigned.

Rep Hours and Schedules: An admissions representative is required to meet defined work expectations within a 40 hour work week schedule set by the Director of Admissions. No more, no less. Proper coverage and schedules will be put in effect by the Director of Admissions. Reps usually work at least two nights during a week up to 8:00 p.m. In addition, admissions reps typically work a rotational weekend schedule. Most importantly, admissions reps are expected to work all scheduled events such as orientation, start day, open house events, and attend mandatory weekly meetings. Overtime pay is not an issue when it is approved by the Director of Admissions. Sometimes, it is possible to work over the 40 hours but a rep will be compensated accordingly by approval only.

Start Goals: Admissions representatives are required to hit their start goals during each start session. Goals will obviously vary depending upon experience. These goals will be determined and set by the Director of Admissions and the rep for mutual agreement on responsibility and accountability. Goals and targets are designed to provide each rep with a road map of hitting their

targets. It will demonstrate how many phone calls, appointments, interviews, and enrollments needed to hit start budgets. A Director of Admissions will help guide and coach each admissions rep through the process and help him/her understand the plan of action. Goals and targets will be completed by each representative and Director of Admissions before a new start of the targeted month.

Appointment Books: An admissions rep's appointment book/calendar is his/her business bible. Some appointments books are set up in outlook and reps input appointments right into their computer. Whatever method the company uses as a standard, these books must be kept up to date in order for your Director of Admissions to see what real activities are being booked for the day, as well as what's going on in the future. Appointments should not be scheduled during regularly scheduled team meeting times. Reps should block out all scheduled meetings week by week and set appointments around these time slots. Double and triple booking is essential to a rep's success. If more than one person shows up, then admissions team work come into play. This allows the representative to conduct as many interviews as possible during the course of the week, not only to keep up with their front line activities in their plan of strategy, but also gives a rep back up for no show appointments. It's working smarter and not harder.

TO BE SUCCESSFUL IN ADMISSIONS, CHANGE YOUR ATTITUDE TO WIN

“Winning is not a sometime thing; it's an all the time thing. You don't win once in a while, you don't do things right once in a while; you do them right all the time. Winning is a habit. Unfortunately, so is losing.” - Vincent Lombardi

Applied Faith: As described by Napoleon Hill in “Think and Grow Rich.”

“Whatever the mind can conceive and believe the mind can achieve. Faith is a state of mind, which may develop by conditioning your mind to receive infinite intelligence. Applied faith is the adaptation of power, received from infinite intelligence, to a definite major purpose. Applied faith is an active state of mind. Action is the 1st requirement of all faith. A positive mental attitude is the only atmosphere in which faith can and will survive.”

WATCH YOUR THOUGHTS; THEY BECOME WORDS.

WATCH YOUR WORDS; THEY BECOME ACTIONS.

WATCH YOUR ACTIONS; THEY BECOME HABITS.

WATCH YOUR HABITS; THEY BECOME CHARACTER.

WATCH YOUR CHARACTER; IT BECOMES YOUR DESTINY

- **FRANK OUTLAW**

Being an admissions representative becomes very challenging at times. It is not an easy career by any means. If we learn to start molding our attitudes and behaviors correctly, discipline and govern ourselves effectively in terms of front line activities, then you will learn how to be a

consistent producer. We face rejection every day. We go through those ups and down periods and it can be quite frustrating. It is very important that we maintain a positive mental attitude each and every day at work.

All high achieving admissions representatives have learned to develop and maintain a positive mental attitude. We are in the people business, and if you can't learn how to be positive, then you will not be successful in establishing rapport and good relationships that are of paramount importance. People are naturally attracted to people who possess positive influence, and people will not be attracted to people who are not positive and caring.

Having a positive mental attitude can make you successful in whatever you do, especially in admissions. We are in the frontlines of our trade everyday and our attitudes are our biggest assets in the difference between winning and losing. You can apply this concept to your work, your life, ANYTHING!! We control how we think; therefore we must be able to train the mind. If you think positive thoughts, then the outcomes are positive. On the other hand, if you think negatively, then the outcome will definitely be negative. We must understand that we can control how we think, and what we think about. Whatever we think about, we become. So if you meet every negative with a positive, no matter what the situation, you will win every time.

WE ARE BEING CONDITIONED EVERYDAY, ONLY YOU CAN CHOOSE WHAT YOU WILL HEAR AND RESPOND TO.

Develop and Maintain a Positive Mental Attitude

- 1) Keep your mind ON what you want, and OFF what you don't want.
- 2) Set goals and activity objectives.
- 3) Find a Pacesetter. Someone to whom you admire and emulate their best traits or qualities.
- 4) Read inspirational materials.
- 5) Get the proper diet and nutrition.
- 6) Recognize that every adversity carries with it a seed of equal or equivalent or greater benefit. (Somewhere in this problem there is an opportunity...Somehow I can capitalize on this and get something out of it).
- 7) Be a Good Finder and Problem Solver
- 8) Manage your time wisely! Once you use it up or waste it, you can never earn it back.
- 9) Consistently learn to develop yourself professionally by gaining new skills and abilities.

LEARN FROM SUCCESSFUL PEOPLE, FIND A GOOD MENTOR AND LEARN FROM THEM!! Your Director of Admissions is a key figure to look up to as they have been very successful in the industry. They are solid experts in admissions and will consistently coach you every step of the way to be successful.

Now here's a skill that allows you to learn from the successful experiences of others. It's called the R2A2 system.


- 1) Recognize (Ahaa! That's what they're doing!! That's why they're #1!!)
- 2) Relate (How can this help me? I want to be a high achiever too!!)

- 3) Assimilate (Make it your own idea and ask how you can use it? I'm doing it successfully!!)
- 4) Action (Immediately put it to use. I did it!!)

SUCCESSFUL PEOPLE DO WHAT FAILURES DON'T WANT TO DO!!

Front Desk Receptionist

Whenever a lead calls or comes in, it is the responsibility of the Front Desk Receptionist to obtain and enter that lead's data into the database.

To enter a lead into the database, click on the  (Quick Lead Entry) button in the upper left corner of the window. After, you will need to obtain the following information to fill out the fields:

- Last Name
- First Name
- Lead Source (How did you hear about us?)
- Telephone Number OR Email

After inputting that information, select “New Lead” under the “School Status” dropdown, and the admission’s rep is was assigned to under the “Adm. Rep” dropdown.

This must all be done before the lead is sent to the admissions representative. If the system comes up saying there is a duplicate, then do not enter the lead, and instead let the Director of Admissions know that the lead is already in the System (via email).

Admissions

Prospect College students come from different sources, including many federal, state, and local government organizations. The following policies and procedures are to be followed in order to provide proper oversight and documentation necessary for administrative compliance as well as to provide the maximum support to the individuals who are looking to become students at Prospect College.

Daily Duties

Start of Day

- Clock into work
- Put out new sign in sheet
- Complete daily report from previous day
 - Send to Campus Director and Director of admissions

Date_____

Pre Assessed- 0

ATB- 0

Pass- 0

Fail-0

- Scan and upload sign in sheet from previous day to shared drive
 - S:\Employees\Domonique\HS Timesheets
- Check emails
- Contact students who need to come in for tutoring or ATB exam
- Check with admission representatives about who might be coming in for tutoring or ATB exam

End of Day

- Update Wonderlic Exam Roster with student pre-assessed and ATB exam scores
- Make copies of Wonderlic test and answer sheets of test
- Clean computer area: push in chairs, check for any wear and tear of equipment
- Check CampusVue for previous education status for passed ATB students for the day.
 - Open CampusVue
 - Left tool bar click “Admissions”

- Click Education

- Change that to ATB if the student passed the ATB exam
- Check CampusVue for previous education for tutored student. Their high school should include “tutoring prep for ATB” (who have yet to pass the ATB)
 - Open CampusVue
 - Left tool bar click “Admissions”
 - Click Education
 - In the High school field click “ADD”
 - Then another window should open
 - Click the black binoculars
 - A window should pop out
 - In the “Description field” enter “Tutor”
 - Click “Search”
 - Select “Tutoring-prep for Wonderlic”
 - Then “Select”
 - Click “save”

- This is what it should look like completed.
- Weekly Reports
- Weekly reports are sent to the President, CEO, Campus Director and Director of Admissions
- It should include
 - Pre Assessed
 - Tutored
 - Passed
 - Failed
 - Percent Passes
 - Enrolled into Prospect College

Date	Pre-Assessed	Tutored	Passed	Failed	% passed	Enrolled
99/99/2099	10	5	6	1	85%	5

Enrollment Process

- New lead comes in via phone, email (internet application from website), or walk-in.
- Admissions Coordinator asks prospect the following questions:
 - May I have your name and phone number in case we are disconnected?
 - Is this your first time contacting Prospect College?
 - How did you hear about Prospect College?
- Admissions Coordinator checks CV to determine if lead has already been assigned.
- If lead is unassigned, Admissions coordinator assigns to the next Rep in the rotation.
- If lead is assigned, then Admissions Coordinator transfers call to assigned Rep.
- Admissions Coordinator records lead on Excel spreadsheet.
- Rep sets appointment using call script and records activity in CV. Both the inbound and outbound call scripts are available on the shared drive.
- When prospect arrives at school, the Admissions Coordinator welcomes him/her, has him/her sign in, and checks CV to confirm with whom the appointment has been set.
- Admissions Coordinator has prospect fill out application.
- Prospect returns application to Admissions Coordinator, who records name, SSN and date of birth on Financial Aid Default Checklist.
- Admissions Rep takes application from Admissions Coordinator and begins interview.
- Admissions Coordinator informs Financial Aid that there are students on the Financial Aid Default Checklist who need to be researched.
- Financial Aid must check if the student was a prior start or no show. FA must update CV so that the new enrollment will process correctly with new information. Previous awards and payment plans must be canceled and FA can check for ISIR in case student was previously in default.
- Financial Aid responds to Admissions Coordinator and indicates that student is not in default. If student is in default, then Financial Aid brings paperwork with details to Representative.
- Admissions Rep reviews the PowerPoint presentation that outlines the programs and their respective features and benefits.
- Admissions Rep provides tour of the campus including designated “stopping points.”
- After the tour the Rep informs the prospect that he/she will be meeting with a financial aid counselor, who will help the student apply for financial aid.
- Shortly after the student has applied for the pin number and financial aid has given him/her a break down, the Admissions advisor meets with the prospect in order to review both the interview and the FA appointment and to probe for any concerns/objections.
- Admissions inputs the prospect’s information into CampusVue to print out the Acceptance letter, Orientation letter and the enrollment agreement. The prospect signs the necessary paperwork. The Rep must collect a copy of the ID and High School Diploma to complete the file. It is the job of the Rep to go over the documents that the student signs to make sure that he/she understands. Admissions Rep also obtains completed HS transcript request form and passes to Registrar’s Department for processing.
- Representative brings student to Education or Admission’s Director for Second Interview. The Second Interview questions are available on the shared drive.

- If a student is Dependent and requires a follow up appointment, a financial aid representative will notify the admissions Rep before the prospective student leaves the building.
- An ISIR is received in 3 to 5 business days. If the student is required to produce the documentation to continue the financial aid process, the financial aid rep will follow up with the prospective student. Next, the financial aid will notify the admissions rep by email stating the required documents needed and the results of the phone call. If the financial aid rep is having trouble reaching the prospective student, he/she will contact the admissions rep to help assist in collecting the additional documentation.
- First week of class – Instructors (specifically Jordan started this) send the students down to financial aid that have not completed their paperwork. The goal is to have all new students packaged and ready for their financial to disburse by the end of their first MOD.

Enrollment Procedure

The procedure for enrolling a student into Prospect College is as follows.

1. The Admission Representative will collect all required documents and signatures from the student
 - a. Enrollment Agreement – signed by the student and guardian (if applicable), the Rep, and Financial Aid
 - b. Application – filled out and signed by the student and guardian (if applicable)
 - c. Proof Of Graduation – High School Diploma/ official or unofficial transcript with graduation date/ Transcript Request Form
 - d. State ID signed by the Rep
2. The Admission Rep. will bring the package to the Director of Admissions who will
 - a. Enter the school information into CampusView
 - b. Change status to Application Received
 - c. Sign
3. The DOA will bring it to the Registrar who will
 - a. Review the packet to make sure all documents are attached
 - b. Make a running list of missing documents and collect it
 - c. Enroll the student appropriately
 - i. Any student with no past enrollment is a New enrollment
 - ii. Any student with an enrollment and/or LDA past 180 days and no courses that can be carried over is a New enrollment
 - iii. Any student with a past enrollment and/or LDA less than 180 and have 3 or more courses that can be carried over is a Re-entry
 - d. The registrar will then create the schedule and register the applicant for classes
4. The Registrar will then manage the following activities:
 - a. Scan the package and upload the documents to CampusView
 - b. Create student folder and file the documents into the appropriate folder
 - c. The student file will then be combined with the Financial Aid folder and stored appropriately

To Do List for an Enrollment

1. Make sure the Student fills out the Application properly and signs it
2. Enter all of the info from the Application to CVue and change the status to Interviewed
 - Do not forget to enter all of the phone numbers as well as email
 - Make sure to enter the correct Lead Source
 - Pick “Currently in GED Program” for Prev. Education, if they are coming through Prospect College Program. When they passed the exam, update it to “GED”
 - Pick “Title IV (No Agency Payments), if they are not going through an agency
 - Pick the right Interest and Program, that starts with Prospect College
3. Put together the Enrollment Package before submitting it to Guy
 - Do not check items on cover sheet if they are not included
 - If the student was previously Enrolled, check CVue to see if the ID, POG and/or Application are already uploaded. If they are already in CVue, do not reprint or get a new copy from Student, simply put “In CVue” next to the check-box
 - Date and sign the ID copy
 - If the High School/GED name is not familiar to you, check the “Known Fake Online High Schools” file in Shared\Admissions\Known Fake HS folder
 - Make sure all pages in EA are signed/filled out properly
 - i. Make sure to print the EA for the right Program and/or Start Date
 - ii. The 2nd page box needs to be initialed, not check-marked
 - iii. If the student is below the age of 18, make sure the parent/guardian signs the necessary pages, before submitting the paperwork to Guy

Re-Enrollment Process

- A student who wishes to enroll after having been enrolled for three or more instances, a student must appeal to be re-enrolled. The student must address an appeal letter to the “Appeals Committee,” and the letter must include an explanation for previous dismissals/withdrawals and an explanation of what has changed to indicate a greater chance of success.
- The Appeals Committee will be comprised of one member from the Financial Aid Department, one member from the Registrar’s Department, and one member from the Education Department. A record will be kept both of the individual recommendations and the reasons, and the decision will be made by majority count.
- Student accepted via the appeals process must be approved by the upper management and the CEO.

Applicant’s Required Documentation

Admissions Representatives must submit the following documents:

- **Application** - A completed admission application (available online at www.tlc-corp.edu or from the Admissions office).
- **Proof of High School Graduation** –All applicants who have either graduated from high school or completed their GED must provide a copy of their high school diploma or GED

signed and dated by the Admissions Rep. An official high school transcript with a date of graduation is also acceptable as proof of high school graduation.

- **Enrollment Agreement** - Must be signed by student and Financial Aid Office.
- **ID**—Copy of a valid government-issued photo identification signed and dated by the Admissions Rep.

Transfer Students

The Registrar will oversee the transfer of credits in line with the policies set forth in the student catalog. If the applicant did not graduate from the institution they are transferring from or has less than 18 credit hours, he/she must provide his/her high school transcript showing his/her graduation date.

Ability to Benefit (ATB) Process

Prospective students who do not possess a high school diploma or GED may take and pass an ATB exam to become eligible to enroll in our training program. Prospect College uses Wonderlic test for this purpose. Concurrent with enrollment in our training program, the ATB students must complete Prospect College's Career Pathway Program upon passing this exam.

Therefore the Career Pathway Program contains two components: an adult education component and a Title IV eligible postsecondary program component. The adult education component includes academic instruction and education services below the postsecondary level that increases an individual's ability to:

- Read, write, and speak English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent;
- Transition to postsecondary education and training; and
- Obtain employment.

High School Diploma

**** I am here to pick up my High School Diploma**

- Ask to see ID
- Pull up excel file "Diploma We Have 3-30-2017"
 - S:\High School Program\Paradigm\DiplomaWeHave3-30-2017.xlsx
- Update file with date of pick up
- Pick up diploma from room 211 in the registrar office
- Have student sign "Diploma Acknowledgement of Receipt"
 - S:\High School Program\Paradigm\DiplomaAcknowledgementofReceipt.PDF
 - File document in file cabinet in the back of the room.

If for any reason you cannot locate a diploma

Check CampusVue to see if the student has a diploma uploaded onto the system. If no diploma is uploaded onto the system then have the student should contact Parkridge Private School on the status of their high school requirements.

Phone: (562) 424-5528

**** I came to Prospect College (length of time greater than 6 months) and I was working on my HSD. Can I come back to finish my work?**

We no longer offer the high school diploma program. If you were working on workbooks and not on blackboard online website, then you would be advised to start the GED process.

Or

I can refer you to Parkridge Private School to contact them directly to see about your status in their Private School.

Phone: (562) 424-5528

Cost \$350

**** I want a copy of my HSD or HS Transcripts**
HSD

1. Open campusVue
2. Click binoculars icon
3. search student record
4. click "View" top menu bar
5. Contact manager
6. Documents
7. New window will open up
8. Scroll down until you find " Proof of High school completion"
9. Click display
10. View document
11. Save document
 - a. file→Save as PDF→computer→network drive S→employee folder→ save
12. Print document
 - a. Retrieve saved document from shared employee folder

Transcripts

Contact Parkridge Private school. They will process all transcripts request

Phone: (562) 424-5528

Current Parkridge Student looking to see how much work they have left

You can request an evaluation from our point of contact at Parkridge Private School

Samuel Ruiz sruiz@parkridgeschool.org

The evaluation will state what the student is "missing" in order to be "graduated" completed.

I am a Parkridge student and I forgot my login

S:\High School Program\Paradigm>LoginfromPLC.PDF

Or

Email

Samuel Ruiz sruiz@parkridgeschool.org

I have documents and I need to upload them to my blackboard account

Ask student which class the documents are for. There are different classes that require different documents. Finding the appropriate class is imperative.

Scan documents for student onto “Shared Drive” or use flash drive

Have student login into their blackboard account

<https://parkridgeschool.blackboard.com/>

- Classes → Assignments → Coursework → upload document(s) in appropriate location

Processing a diploma once it comes in the mail

- Pull up excel file “Diploma we Have 3-30-2017”
 - S:\High School Program\Paradigm\Diploma We Have 3-30-2017.xlsx
 - Log diploma on list
 - Scan diploma onto shared drive
 - Upload a copy onto campusvue as “ Proof of High school completion”
 1. Open campusVue
 2. Click binoculars icon
 3. search student record
 4. click “View” top menu bar
 5. Contact manager
 6. Documents
 7. New window will open up
 8. Add document
 9. Document detail- scroll down to AM-Proof of High School Completion
 10. Document Status- on file
 11. This will add a new file folder to upload the HSD
 12. Scroll down until you find “ Proof of High school completion”
 13. Click display
 14. Click upload document
 15. Locate uploaded document from shared drive
 16. Save
 - Call student to come pick up diploma

I need worksheets to complete my online blackboard assignments. Where are the worksheets?

Subject

Science (Biolog or Earth)

S:\High School Program\Paradigm\Science

Social Studies (Economics, Government, US History, World History)

S:\High School Program\Paradigm\SocialStudies

Print them out for the student. Have the student complete them. Scan and upload on students blackboard account.

Wonderlic Ability to Benefit Pre-Assessment Process

Prospective students who do not possess a high school diploma or GED may take and pass an ATB exam to become eligible to enroll in our training program. Prospect College uses Wonderlic test for this purpose. Concurrent wit enrollment in our training program, the ATB students must complete Prospect College's Career Pathway Program upon passing this exam.

1. Students completes Admission interview.
2. Students is brought up to Career Pathway program Coordinator (CPC) by the Admission Representative
3. Student is explained that they will complete a paper assessment that consist of (50) Verbal questions and (45) Quantitative {math} questions. This part of the assessment is untimed. But it is encouraged the student completes the assessment as thoroughly and quickly as possible
 - a. The student is asked not to use a calculator or any other resources in completing the assessment in order to provide the CPC will an accurate assessment of where the student is academically.
4. Once the student completes the assessment the CPC will score exam, log the score on the "Wonderlic Exam Roster" excel file (located in Domonique's Shared folder)
 - a. S:\Employees\Domonique\WonderlicExamRoster.xlsx
 - b. Entering the students name, admission representative, date of assessment, score and percent of score
5. The CPC will make the decision to move the student straight to the Wonderlic computer exam or provide the student with tutoring service.
 - a. Tutoring is a time for the student to be reintroduced to topics of weakness, to strengthen and prepare for the Wonderlic computer exam
6. The CPC will inform the Admission Representative the decision to either begin studying or starting the Wonderlic online exam.

Wonderlic Procedures

*Always have student sign in and provide admission representative

Main account
UN: Wayland@tlc-corp.com
PW: welcome123
Wonderlic ATB ID # 10044123

Administering a test to a new student

From teacher computer

1. Log in www.wonderliconline.com with your unique ITA number
2. New roster
3. Add current date
4. Change school to : Prospect College
5. Change testing date : to current date
6. Add student
7. Student enters SSN
 - a. If student does not have SSN they can still take exam. At a later time the student will need to come in with SSN card and photo ID to have faxed to Wonderlic Client Services
8. Search
 - a. Add the student information- then click add
 - b. If the student's name appears after you search it. This means that the student has taken the exam. Then log out of your personal "ITA" account and into Wayland@tlc-corp.com account to search the history of the students ATB history.
 - c. If the student had already taken the ATB you will see the results require a "Release Authorization". The student completes the top half and then fills out the bottom half. Fax over the document. The "release authorization" takes about 15-20 minutes
 - d. After 15-20 minutes go back and check the score of the ATB
9. Update program drop down to "unknown"
10. Issue pins

Logging student into Wonderlic exam

From student computer

1. <https://testing.wonderliconline.com/pin/english>
2. The student then log's in with pin number generated

Retrieving results of Wonderlic

From teacher computer

1. Log in www.wonderliconline.com with
 - a. UN: Wayland@tlc-corp.com
 - b. PW: welcome123
2. You can search the result with either "Date Range", "SSN", or "Name"
3. Locate the appropriate student
4. Click the blue down arrow
5. Print manager will load asking to download report
6. Download the results. It will save to computer downloads folder
7. Add test score to the Wonderlic Exam Roster
 - a. S:\Employees\Domonique\WonderlicExamRoster
8. Email an attachment copy of the results to the respective Admission Representative

Pulling Reports

From teacher computer

1. Log in www.wonderliconline.com with
 - a. UN: Wayland@tlc-corp.com
 - b. PW: welcome123
2. Top homepage look for “Reports”
3. Report type= Report bundle
4. Date Range = Enter the range of the report you need
5. Click generate
6. Print manager should pop up
7. Download
8. Print

Career Pathways Program (CPP)

Enrolling a Student

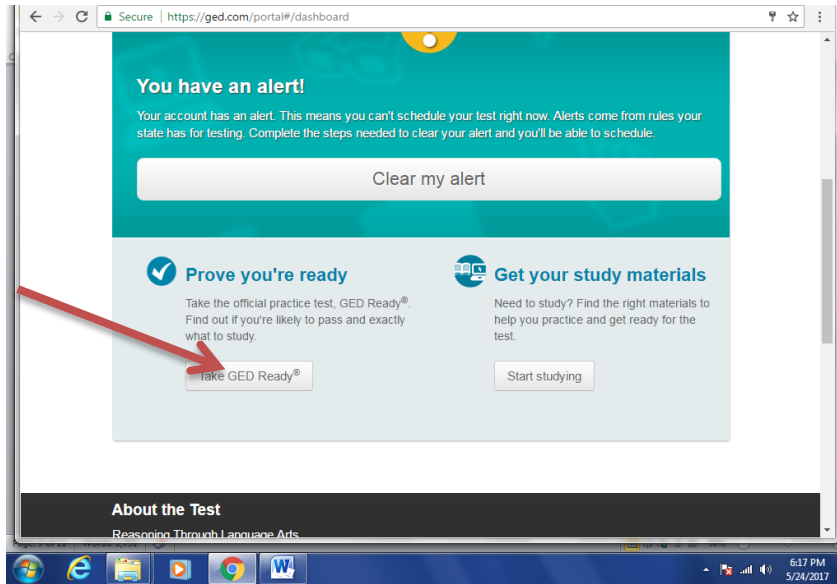
- Verify student is an enrolled student at Prospect College
- The Career Pathway Coordinator (CPC) will explain the program, what it has to offer and how the CPC can assist the student in completing their formal education (GED)
- The student will then sign the “Steps in the Career PathWay Program” form
 - S:\CareerPathwayProgram\CareerPathwayProgram Steps.PDF
- The CPC will scan and upload the file to CampusVue and the shared drive
 - S:\CareerPathwayProgram\Scanned.Steps Form
- The CPC will explain to the student the process of selecting a subject of their choice to begin their GED process. Understanding that the subject the student starts with will be the subject the student will need to finish in order to start another subject.

Next have the student complete a “Getting Started with Career Pathway Program” form

- S:\CareerPathwayProgram\GettingStartedForm.PDF
- The CPC will have the student log onto the internet in order to make a www.GED.com account
- The CPC will explain the state requirements with the student, for their respective state, after the student has set up an GED account

Starting a GED Ready Test

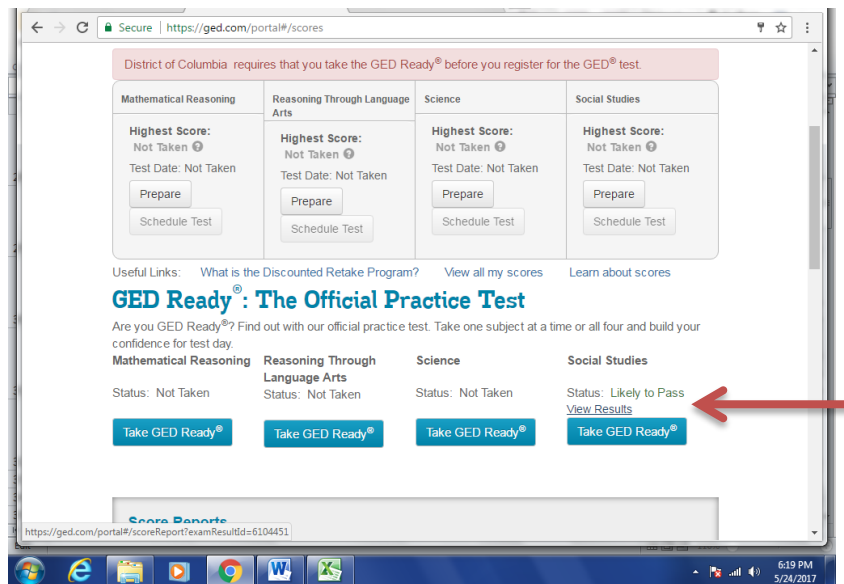
- After student has chosen their subject the CPC will provide the student with a GED Ready voucher, located “GED PreTest Scores”, excel file located on the shared drive, on the GED codes tab
 - S:\CareerPathwayProgram\GEDPreTestScores.xlsx
- The student will follow the steps on the GED website to begin the GED Ready test



- The results of the test take about 20-30 mins to load.

Results of GED Ready test

- The CPC will have the student log into their GED account
- Click “My Scores” on top homepage
- Click “View results”



- From the Score Higher section, have the student change the book drop down to “Kaplan GED 2017 Strategies, Practice, and Review by New Readers Press by New Readers Press”
- There it will provide the student with the suggested pages to complete in order to score higher. The student essentially can complete the entire subject material in their Kaplan book,

however the GED site provides these as a benchmark for where the student should begin studying

Scheduling Student for Official GED Exam

- The CPC will have the student log into their GED account
- Click “Schedule test”
 - If student is from DC they will have an alert for an “Jurisdiction Manual Review”
 - It will require the student to go to:

DC GED Testing Program Office
441 4th Street NW, Ste. 370N
Washington, DC 20001

Walk in hours: 9:00 AM to 1:00 PM Monday – Friday
 - They will need to provide “Registration and Residency Verification” documents
 - S:\CareerPathwayProgram\RegistrationandResidencyVerification.pdf
- Maryland Residents do not have any state requirements
- Virginia residents do not have any state requirements

Picking Up a GED Book

- After student has completed their first GED Ready test the CPC will have the student complete an “GED Ready Book Acknowledgement Letter”, in order to pick up their book.
 - S:\CareerPathwayProgram\GEDReady BookAcknowledgementLetter.PDF

Tracking data

Logging Student Contact Information

Each CPP student name, admission representative, phone number, email and password from their GED account website, will be logged on the “GED PreTest Scores”, excel file located on the shared drive, on the contact info tab

- S:\CareerPathwayProgram\GEDPreTestScores.xlsx

Logging GED Ready or GED Scores

After a student has completed an GED Ready or GED exam the Career Pathway Coordinator will log the scores using the “GED PreTest Scores”, excel file located on the shared drive, on the scores tab

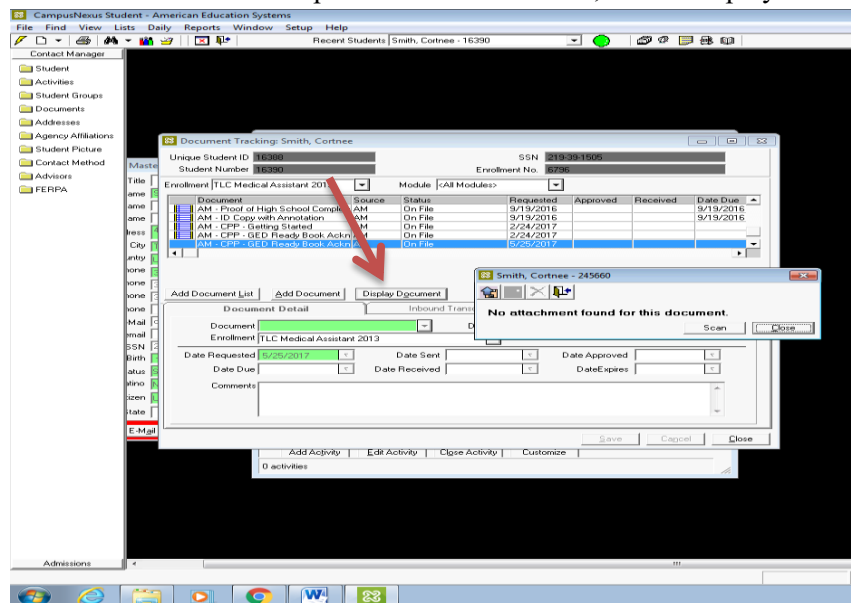
- S:\CareerPathwayProgram\GEDPreTestScores.xlsx

Filing/Uploading Signed documents

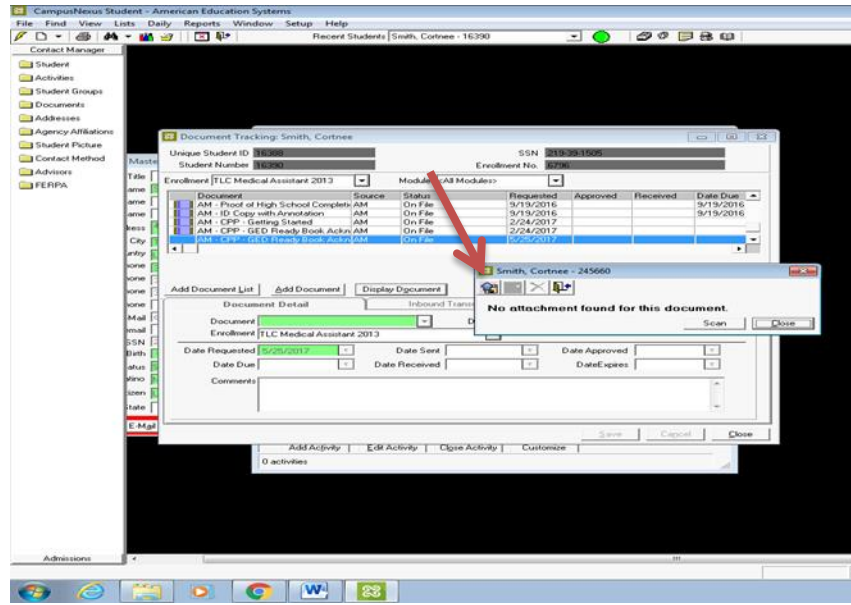
The signed documents the student has signed needs to be scanned and uploaded onto CampusVue and onto the shared drive

1. Scan the document onto the shared drive

2. Rename file with students first and last name and respective code
 - a. For example:
 - i. Acknowledgment Receipt form- John Doe.AR
 - ii. Getting Started form - John Doe.GS
 - iii. Steps Enrollment form- John Doe
3. Open CampusVue
4. Search the student record
5. Click View, contact manager, then documents from the top home bar
6. Document tracking will pop up
7. Click “Add document”
8. Document detail should become active. Depending on which document the CPC will upload first will be the respective code. CampusVue will only allow one “Add document” at a time.
 - a. Change document to :
 - i. AM-CPP-Getting Started
 - ii. AM-CPP-GED Ready Book Acknowlegment
 - iii. AM-CPP-Steps Enrollment Form
 - b. Document Status will be changed to
 - i. On file
9. Click “Save”, then scroll down to find the added document to begin uploading the document
10. Once located click the respective document detail, click “Display document”,



11. Another pop window will load. Then click the “upload document”



12. Now locate the respective file to upload. Then click “open”
13. Repeat process for each document that needs to be uploaded

Once the document is scanned and uploaded onto CampusVue it will then need to be saved on the shared drive

1. Locate file from “Scanned documents folder”
2. Move document to
 - a. Acknowledgement Receipts and Getting Started forms
 - i. S:\CareerPathwayProgram\Scanned Acknowledgement.Getting started
 - b. Steps in Career Pathway Program
 - i. S:\CareerPathwayProgram\Scanned.Steps Form

Gems

- After each Pre Assessment or ATB exam make sure to check in with the rep about the status of their student
- Provide an accurate timeframe of when the student will be ATB ready for current MOD or next, to the Admission Rep.
- Always check your number of pre assessment ATB test. Make copies when needed. Try not to run low.
- It is ok for students to work longer on Pre Assessments anything over 2 hours you should speak to the student about how they are feeling with the pre assessment. Maybe advising the student to take the assessment home and bring it back.
- Update a daily motivational quote on the board weekly
- When the department is slow, check with President, CEO, or Campus Director for work in other departments

Supplies

GED Books

- Located in the vault
- Requesting available books from vault - email Register department the number of book you will like checked out
- Ordering books
 - Email- Student accounts/ IT (Wayland) and Campus Director (Sami), the number of books you anticipate to need for the month
 - https://www.amazon.com/Test-Premier-2017-Practice-Tests/dp/1506209289/ref=as_li_ss_tl?ie=UTF8&linkCode=ll1&tag=kaptest00-20&linkId=d46a769bfc3415964cfff019f06c6239
- Ordering GED Vouchers
 - GED Ready (Pre Test)-
 - <http://marketplace.aztecsoftware.com/high-school-equivalency/GED/official-ged-r-ready-practice-tests>
- Ordering GED Official Test Vouchers
 - http://www.gedmarketplace.com/GED-Test-1-subject-p/ged_single_voucher_p.htm
 - These are single test voucher per state. Make sure to order the correct number for the particular state
- Log both the GED Ready vouchers and GED Official test voucher on
 - S:\Employees\Domonique\CareerPathwayProgram\GEDPreTestScores

Understanding the Admissions Process—What Gets Done?

The Steps in the Admissions Process

- 1) **LEADS GENERATED BY MARKETING IN THESE AREAS** – T.V., direct mail, internet, yellow pages/newspapers/magazines/alternative publications, radio, recirculated leads, traditional high school/G.E.D. presentations, mall kiosks, referrals, billboards, in house mailing campaigns, etc. – Prospective students have provided information and opt-in for contact by admissions representative, or contacted an admissions rep by calling in.
- 2) **INBOUND/OUTBOUND CALLS AND SETTING APPOINTMENTS** – When a student successfully sets an appointment with the admissions representative.
- 3) **INTERVIEW** – When a student visits the college and meets and experienced admissions representative for a first time interview and goes on a tour.
- 4) **ENROLLMENT** – When a student has gone through a successful interview, has been successfully recommended for acceptance by the admissions representative and meeting the necessary requirements, has signed and completed the necessary requisite paperwork including enrollment agreement, and has paid the necessary application fee and deposits required.
- 5) **FA PACKAGING; PAYMENT PLANS** – The admissions rep sets an FA appointment within 3 days, so that the student can meet with FA officer to determine FA eligibility and tuition planning strategy, 10 days max is the allowable time for a student to be 100% financially complete or they get canceled.
- 6) **ORIENTATION CONFIRMATION/ATTENDANCE** – When admissions rep reminds the student about their orientation and confirms their attendance.
- 7) **START DAY CONFIRMATION/ATTENDANCE – BEGINS** – The student shows up for the first day of class.
- 8) **START DAY** – The student successfully and consistently posts attendance, a strong sign of a successful start. This also indicates the time period where after the start day; there is necessary follow up on attendance by the admissions rep to ensure a lock in period.
- 9) **REPEATED CYCLE (1-8) AND PREPARATION FOR NEXT START – CONTINUOUS** – The process repeats itself over and over again.

****Note – There is continuous follow up in between these steps which will be discussed later.

Lead Protection Policy

#1) **NEW LEADS** – you get 3 days, if not contacted = fair game to any rep – clear up status and disposition correctly in CVue

#2) **CURRENT LEADS** - 3 days protection based on activity - no notes or activity entered for 3 days, then on the 4th day = fair game to any rep

#3) **REFERRALS** - 30 days protection - you earned it by asking your current students - smart way to keep your leads longer - plus they convert the best

#4) INTERVIEWED STUDENTS - you get 1 week to keep up the follow up - on the 8th business day = fair game to any rep

#5) CANCELS - you get 2 weeks to bring them back on the books; other wise on the 15th business day = fair game to any rep

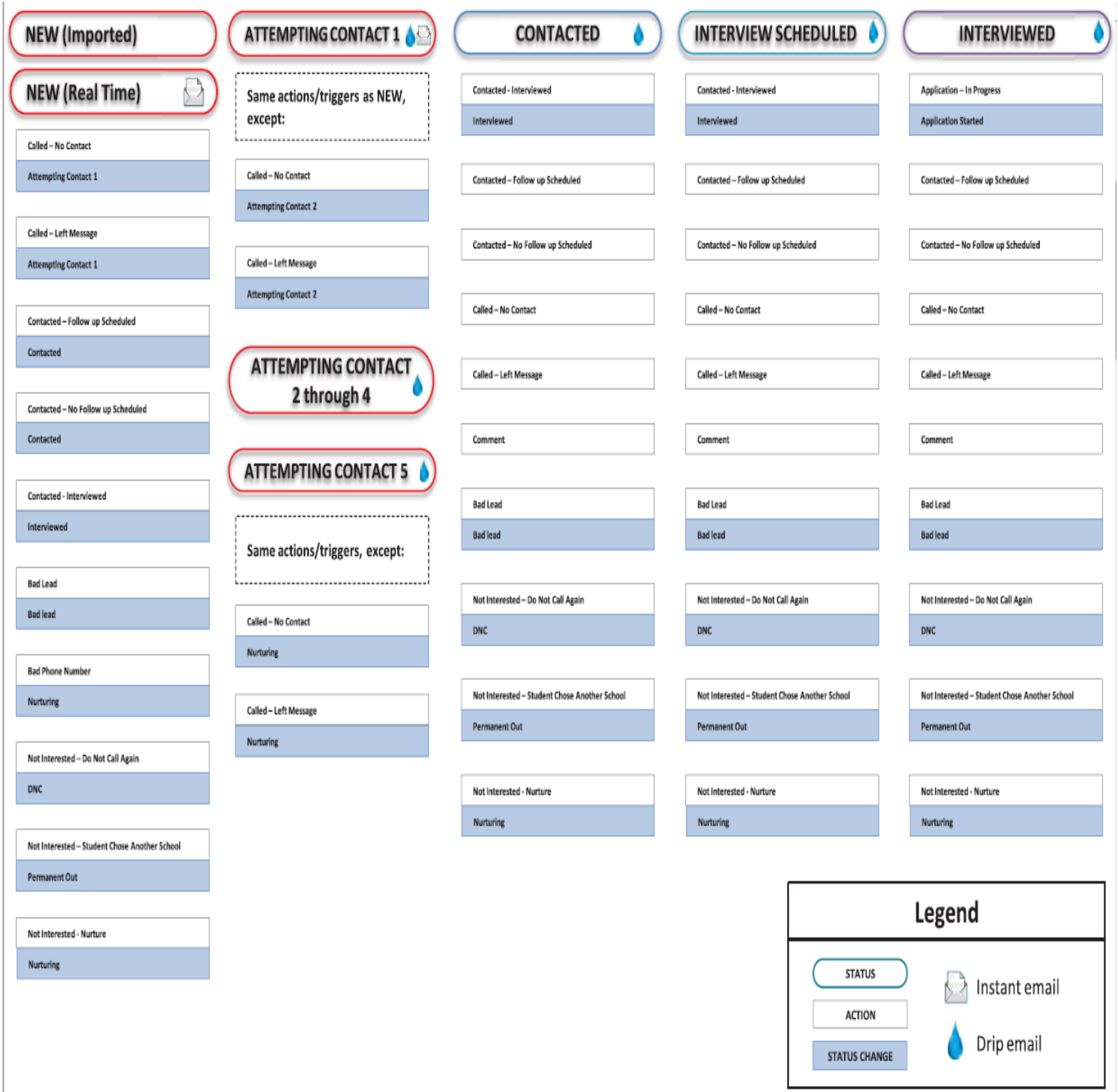
#6) HIGH SCHOOL BUILDUP - you get a longer time span on these since they are being nurtured - please make sure to mark accurately with notes they are yours and are currently in your high school buildup - there also needs to be activity based on tutoring and expected exam test dates on your students - no activity notes = fair game to any rep

LEAD PROTECTION CONCEPT: LEADS THAT ARE GENERATED BELONG TO THE SCHOOL, NOT TO THE REP. SINCE WE ARE RESPONSIBLE FOR ENROLLING AND STARTING STUDENTS SUCCESSFULLY IN THE FRONT LINES; CREATING REVENUE FOR THE SCHOOL TO GROW - THEY HAVE TO BE WORKED AND CONVERTED SUCCESSFULLY.



WE ARE EVALUATED BASED ON PRODUCTION AND START RETENTION RESULTS; THEREFORE; EVERY LEAD MUST BE CONVERTED SUCCESSFULLY - IT'S VERY SIMPLE - TO GIVE EVERYONE A CHANCE TO BE SUCCESSFUL; THIS IS WHY WE HAVE A LEAD PROTECTION POLICY.

ALWAYS DO THIS FIRST; IT'S PROFESSIONAL COURTESY AMONG THE TEAM - READ THE ACTIVITY NOTES IN CVUE ON ANY GIVEN LEAD

The Best Practices Workflow of Leads to Starts



Legend

STATUS	 Instant email  Drip email
ACTION	
STATUS CHANGE	

APPLICATION STARTED

Application - Received

Application Submitted

Application - Withdrawn

Temporary Out

Contacted - Follow up Scheduled

Contacted - No Follow up Scheduled

Called - No Contact

Called - Left Message

Comment

Not Interested - Do Not Call Again

DNC

Not Interested - Student Chose Another School

Permanent Out

Not Interested - Nurture

Nurturing

APPLICATION SUBMITTED

Same actions/triggers as APPLICATION STARTED, except:

Application - Enrolled

Enrolled

Application - Denied

Permanent Out

ENROLLED



Admitted

Attending

Enrolled - Awaiting Financial Aid

Enrolled - Future Start

Enrolled - Did Not Start

Temporary Out

Contacted - Follow up Scheduled

Contacted - No Follow up Scheduled

Called - No Contact

Called - Left Message

Comment

ATTENDING

Contacted - Follow up Scheduled

Contacted - No Follow up Scheduled

COMMENT

TEMPORARY OUT

Called - No Contact

Called - Left Message

Contacted - Interviewed

Interviewed

Contacted - Follow up Scheduled

Interview Scheduled

Contacted - No Follow up Scheduled

Not Interested - Do Not Call Again

DNC

Not Interested - Student Chose Another School

Permanent Out

Not Interested - Nurture

Nurturing

PERMANENT OUT

Called - No Contact

Called - Left Message

Contacted - Interviewed

Interviewed

Contacted - Follow up Scheduled

Interview Scheduled

Contacted - No Follow up Scheduled

Comment

BAD LEAD



DNC

NUTURING



Called - No Contact

Called - Left Message

Contacted - Interviewed

Interviewed

Contacted - Follow up Scheduled

Interview Scheduled

Contacted - No Follow up Scheduled

Contacted

Comment

Bad Lead

Bad lead

Bad Phone Number

Nurturing

Not Interested - Do Not Call Again

DNC

Not Interested - Student Chose Another School

Permanent Out

Not Interested - Nurture

Marketing & Lead Source Psychology

Each year the marketing department is used to generate leads for the institution. The leads generated from marketing efforts stem from the following categorized sources: T.V., direct mail, internet, yellow pages/newspapers/magazines/alternative publications, radio, recirculated leads, traditional high school/G.E.D. presentations, mall kiosks, referrals, billboards, in house mailing campaigns, community partnership events, career fairs, etc. The accuracy in lead source tracking and immediate data input is significant. If you are responsible for inputting your leads, you must be accurate on where that lead came from. Not reporting leads can get you terminated immediately as this is just as severe as stealing directly from the company. Just do yourself a favor, and do the right thing, record and input your leads you get immediately into the system. In addition to this, your performance is measured statistically through a series of conversions, to be discussed in later sections.

By understanding your lead source, and the psychology behind them, you will be armed with information on how to work them to your advantage to turn prospective students into enrollments and starts.

Different Type of Leads and How to Work Them

- 1) **Direct Mail** – Direct mail respondents typically think things through more thoroughly than most. If they've taken the time to fill out and mail a response piece, this is likely not an impulsive act. Although the process of returning the piece to the school is understandably lengthy, DM people are typically understanding of this, and awaiting your call as part of their plan. You may have to reset their interview 3 or more times to actually get them in, but once they enroll, they have made up their mind and will start.
- 2) **Internet Leads** – Internet prospects who have found their way to the site or an affiliated site as part of concerted research effort are focused and ready to make a decision. These leads are very good. There is another aspect of web leads that need to be addressed, and that is email campaigns. When we cast out for these leads, response rates are lower, and results are closer to that of direct mail.
- 3) **Yellow Pages, Newspaper, Magazines, Alternate Publications, etc.** – Responses to these sources are more studied, and likely looking for specifically for the types of training we offer. In the case of Yellow Pages, it would be hard to mistake that the prospect was NOT looking for precisely what we offer, but they are going right down the list in the phone book and will go to the school that serves them first!
- 4) **Radio** – Radio respondents are usually not at home or in transit when they hear our ads. The best thing radio does for the school is creating top of mind awareness of the school. The down side of this is that prospects will seldom identify radio as the source that drew them to the school. IF you get a live radio lead, get them in or you will never see them again. Some radio promotions will indeed create some awareness and generate walk in interest. If they come in, you must help them immediately!

- 5) **Recirculated Leads** – Recirculated leads are a great bargain to your marketing department, in that we can mail/email to these people inexpensively, since they are already in our database, and have expressed an interest before. As with direct mail, it frequently takes multiple contacts before people respond, but they do often respond back. If they said they were interested before, and haven't done anything to change their lives since then, we have something to talk with them about, and it's their future!
- 6) **Referrals** – Referrals are the secret to the high achieving admissions reps. You hardly have to sell these people because the people who referred them already did that part. These leads have the highest conversion rates and have the highest start show rates. Referrals are leads that are not supplied to you by the company, but instead you ask for them yourself. You can ask for a referral on the initial call, the confirmation call, the actual interview, while on tour, closing the interview, upon enrollment, or even through the stitch in process. You can also ask for a referral while a student is in school, as well as after they graduate from school. Don't be afraid, just ask!

The Profile of Our Prospective Student

- **Low self-esteem and or self-confidence.**
- **Unemployed or underemployed.**
- **No hope in life and needs help and encouragement.**
- **Afraid of failure.**
- **Afraid to make a decision.**
- **Dissatisfied with current status in life.**
- **Lack of positive role models and mentors.**
- **Wants skills and job now.**
- **Wants application not just theory.**
- **Unmotivated, procrastinator.**
- **Wants better income and growth.**
- **Seeking help and direction.**

Phone Process—Breakdown

Now that you understand how leads are generated, the types of media sources the prospecting student uses to provide us contact information, and how to work them effectively, we will now concentrate on the proper techniques of setting the appointment over the phone. The main objective of the phone process is to teach you the correct techniques on how to set a quality appointment that shows up for your 1st time interview. Your effectiveness of setting appointments is measured by (Lead to Appointment Ratio) or (L to A) conversion rate = x %. To determine this, use the following formula, **(L to A) = # of appointments/ # of leads**. Your effectiveness of setting appointments that show is measured by (Appointment to Interview Ratio) or (A to I) conversion rate = x %. To determine this, use the following formula, **(A to I) = # of interviews/# of appointments**.

Example of Lead to Appointment Measurement: You get 100 leads and set 55 appointments. Your Lead to Appointment conversion rate is 55 appointments/100 leads = 55%.

Example of Appointment to Interview Measurement: You set 20 appointments and you interviewed 10 people that showed up from your appointments set. Your Appointment to Interview conversion rate is 10 interviews/20 appointments = 50%.

****Now that you know how your phone metrics are calculated, (L to A), and (A to I), let's take a look at effective telephone techniques to improve these important conversion rates. Remember, your conversion rates tell the truth on how well you are performing in the phone process. Know your numbers because they will be used to help you determine a plan of strategy to hit your start budgets. An individual campus has unique conversion rates along the lines of the admissions process. Make sure you know them, and your DOA must be able to tell you. If not, then there is a problem.**

As an admissions representative, working the phones effectively is the most important aspect of generating the first frontline activity. It is setting the appointment, and setting them effectively so that they show up for your interview. A great deal of time during the day is spent on the phone. Manage your time wisely and always know where you are at in any given process. Be aware at all times, and you will be a high performing and high achieving admissions representative who can set the standard for others to follow. Discipline yourselves to make 100+ calls a day. In a 4 hour period of the 8 hour work day, that's only 25 calls an hour. The rest of the day is spent on managing your other priorities.

Effective Telephone Techniques

Effective Telephone Techniques #1

- **For INCOMING CALLS, identify yourself immediately** – Always state your name before you begin a conversation. People like to know the name of the person who's calling them.

- **For OUTGOING CALLS, speak with the appropriate person** – Ask for the prospective student by name. Make sure to check to see if it's a convenient time to talk. They may be busy at the time so always try to be as sensitive to their needs as you would be to your own. Think about when you answer your phone, even for an expected and desired call, it may be impossible to give the caller your complete attention.
- **Always be polite.**
- **Smile as much as possible** – You can really hear a smile over the phone. You can hear physical enthusiasm, thinking, and interest. You can also hear negative body language of all kinds; avoid slumping, grimacing, gestures, etc. Keep yourself mentally positive at all times.....and smile. SMILE AND DIAL!
- **Speak directly into the phone** – You want to hear everything you say.
- **Speak clearly** – You want the prospect to understand everything you say.
- **Speak at an appropriate, even volume** – Keep your volume fairly even, remembering how you like to hear people speak to you.
- **Speak enthusiastically** – Use moderation when you vary the pitch of your voice, but always sound interested.
- **Speak at a reasonable rate** – Don't run your words together. Speaking too rapidly can cause all sorts of misunderstandings. Speaking too slowly may cause such frustration that the prospect feels compelled to finish your sentences for you. Listen and observe the way your prospect responds and keep an even pace.

Effective Telephone Techniques #2

- Treat each person as an individual.
- Never prejudge your leads, instead, know how to work them.
- Congratulate them...build rapport, their self esteem, and reinforce their decision.
- Do not sell the school!
- Do not give too much information!
- Handle objections efficiently.
- Take good notes.
- Listen to them effectively!
- Keep it short...a good call only lasts for 5-7 minutes.
- Sell yourself!
- Stay in control by asking the 6 E's.

- Invite all key decision makers.
- Create a sense of urgency.
- Recap the information that is shared with you.
- Ask for referrals!
- Set the appointment using the “which” close.
- Give good directions and tell them to get pen and paper, and ask them to repeat back your name, appointment date, and directions.
- Ask for a courtesy call if they get lost.
- Tell them to bring their questions with them, as well as, any work they have done in their field of study.
- Tell them how excited you are to meet them.
- Send them directions via email, include date and time and don’t forget to give you their phone number.

Effective Telephone Techniques #3

- Surface compelling reasons for change.
- Don’t volunteer too much information over the phone.
- Don’t pre-qualify the prospect over the phone.
- Try to set same day appointments; don’t set appointments out more than 3 days.
- Speak clearly, smile and be energetic.
- Be interested, sincere, enthusiastic, and confident.
- Listen and take notes.
- Build rapport and trust.
- Call all leads and don’t prejudge.
- Control the conversation.
- Limit your talking and don’t interrupt.
- Don’t let yourself be distracted (focus on the prospect).
- Average call length is 5 minutes.

YOU GET ONE CHANCE TO MAKE A DYNAMIC IMPRESSION, BE ENERGETIC, BE ELECTRICAL, AND MAKE THE CONNECTION

The Telephone Script(s): The telephone script is the Admissions Rep’s best tool in finding out information about each student candidate. The script allows the rep to find out what interests the candidate and how that interest can translate into a new career. The first phone call establishes rapport with the candidate and when done properly, establishes a compelling reason to show up for an appointment. The script should remain on the rep’s desk whenever they are on phone. Always remember to stay on the script and learn to memorize it. It will help you tremendously. Just like a Hollywood actor...bring your professionalism to the performance but stick to the underlying fundamentals. It is a process. When you are asking the **6 E’s** to the prospective student, commend them on their plans; project your excitement as they share information with you. You must impress the candidate that they are your primary focus and the only thing that you

are concerned about during those moments. Look at the script as a guide to keep you focused and on track to setting a quality appointment that shows.

Probing Questions: The key element to success when speaking with the student candidate is asking the right type of questions to maintain control of the conversation, such as the **6 E's**. The **6 E's** are Emphasis, Experience, Education, Employment, Earnings, and Environment. Think of it as peeling an onion. Getting to the core of the onion is the only way we can lead the candidate down the path of discovery. Always ask open ended questions. Avoid questions that generate a yes or no response, especially maybes. Asking questions effectively will uncover and allow a rep to explore some specific areas of interests, problems, and needs. These are usually called "Hot Spots," that is a key factor in driving solid appointment setting. Some candidates will volunteer a lot of information so keep keen on your listening. Others will be a little less eager to let you know what they need, or what situations they are in, or what problems they are experiencing. Open ended questions, such as the 6 E's, will allow the rep to search and explore, in a direct and systematic manner, for those things that excite and motivate the prospective student. Always project enthusiasm and be very positive with every individual that you speak to. Consider placing a mirror on your desk. What you see in the mirror is what the student hears on the phone. Project confidence and sincerity with a winning smile and they will hear it in your voice. Practice your phone script technique often and you will be rewarded with people that show.

Overcoming Objections: Objections are often viewed as the most frustrating part of the appointment setting process. Actually, it is hard to imagine setting a solid appointment without having to overcome a few of them. Therefore, objections ought not to be frustrating, but rather exciting because it is the best indicator that a great appointment was set. The representative must stay in control of the conversation. Listen to the objection, interpret what the objection is and address it. Successful admissions rep's have studied and learned the rebuttals of all types of objections, and they prepare themselves in advance. Make sure you know them. Use the feel, felt, found method. For example, "I understand exactly how you feel.....and I have many students who have felt the same way. They have found that by taking the time to meet with me....." Good listening skills are essential in the phone process. You must hear what the candidate is saying to you without interrupting or finishing their thoughts for them, and not thinking about what it is that you will say next. If you find yourself struggling for a comeback statement, you probably have not listened well or studied the types of objections there are. There will be a more detailed discussion on objections later on in this manual.

The Recap: Recapping what the prospective student has shared with you is critical to the success of setting the "compelling" appointment. Not only does it establish that you have listened to them intently but it also establishes that you care about what happens to them. The recap has a disarming effect. The candidate knows that you will ask them to do something. The recap establishes that you understand their needs and, in effect, makes them want to do something. They will want to see you because they believe that you are committed to helping them more than you are committed to helping yourself. Take copious notes while probing the candidate. Write down their exact words as they express to you what they need from you. When the candidate tells you that they want to be "the bomb at," that's exactly what you say during the recap. Not just a great animator, rather "the bomb at animation."

Appointment Setting: The main objective of the phone is obviously to set a quality appointment that shows up. Remember that the only thing you're seeking from the phone call is an appointment. You are not seeking an enrollment over the phone at this point because you have not yet determined the prospects needs. When setting the appointment, the admissions rep must always stay in control of the conversation. The rep must earn the right to ask for an appointment. If you have built rapport and establish your desire to help them to get to the other side of their career dreams, you have earned the right to recommend a meeting with you. When setting the appointment you must remember the things they told you about their schedule and activities. When available, give them a choice that coincides to their schedule. Always use the **"which"** close. Ex: "I am impressed with what you have shared with me Jack, and I am certain that I can help you. I am willing to set aside some time on my calendar to meet with you, and your parents, personally. **Which** works best for you, morning, afternoons, or evenings? Great, I have some time available today at 6:15 or tomorrow at 5:45, **which** works best for you? Limit the time frames that you offer to that student and always express to them how busy your schedule is, and how important it is not to procrastinate. If you offer too many time availabilities, it will appear that there is no sense of urgency or demand. When you set an appointment with a high school student, ask to speak with the parent to confirm their availability for the date and time set.

Confirming Appointment: It is very important that each rep confirms his/her appointments the day before the appointment is scheduled. It is important that when you call your prospective student to confirm your appointment you have to be creative in your approach. Don't just call to say this is a reminder about your appointment. Call to say something like this, "Jack, I was calling you because I forgot to mention to you about the new scholarship opportunities that are available that may benefit you, did I get a chance to mention this to you?," "Hana, I am calling you to make sure that the directions I gave you were clear, I don't remember given you exact directions," "Lisa, I am calling you because I forgot to mention that you can bring in some of your work," "Rocco, I am calling because I found some more information about the Massage Therapy field in terms of certifications that you would appreciate," "I look forward to seeing you tomorrow at 3:15 p.m." etc. Calling to confirm your appointment will help you reduce your "No Shows." Again always present another reason for calling. The best way to confirm the appointment is to do so before you leave for the day or evening. If the candidate is not at home, don't leave a message with a younger brother, sister, or on an answering machine. You need to speak to them directly, their parent, or other decision makers.

Telephoning: The 6 E's

By diligently applying the 6 E's, you can transform your telephone into a powerful tool for success. It is important that you use the 6 E's to guide the conversation towards setting the appointment and it is critical that you listen. Many times the prospect will actually answer all "6 E's" in one sentence. The sequence of the questions may vary but the point is to know them and think on your feet. Once the prospect answers each question in a conversation tone, move to the next "E" to control the conversation.

You are not an order taker; therefore, you create interest for the student to want to find out more about their career field. If you are answering questions instead of asking them, then you are not in control of the conversation.

- 1) **EMPHASIS**
- 2) **EDUCATION**
- 3) **EXPERIENCE**
- 4) **EMPLOYMENT**
- 5) **EARNINGS**
- 6) **ENVIRONMENT**

Emphasis Questions

How did you first hear about our college?

What prompted you to call us today?

How did you get interested in the _____ field?

Are you considering a new career change?

How long have you been thinking about getting into the _____ field?

Why do you want a change?

Where do you see yourself professionally after training?

May I ask what other responsibilities you have that is important in your life right now?

Education Questions

What's your educational background since high school?

Have you been to college before? If so, where did you go? How long?

What was your past educational experience like?

Do you have a high school diploma or GED? If no, are you currently enrolled into a GED program?

Experience Questions

Do you have any experience in the _____ field?

Have you worked in the _____ field before?

Employment Questions

_____ are you working right now? Where are you working if I may ask? What are your hours like? Which days do you work? Is it part time or full time?

What do you like about your current job?

What do you dislike about your current job?

If unemployed, then ask the following questions;

How long have you been unemployed?

Why are you unemployed?

Are you looking for a new job right now? Do you need help in finding one?

What type of work did you do in the past?

What did you like about it?

What did you dislike about it?

Earnings Questions

_____, are you currently satisfied with the money you are making right now?

Environment Questions

_____, have you spoken with any family or friends about your interest in going to college?
What did they have to say about it? Great, they are very supportive of you.

Do you have anyone that you are relying on right now to help you make an informed decision to go to college? If so, who? What did they say about it? Great, they seem very supportive of you.

The Telephone Script and the 6 E's Tie In

Hello, this is John Doe in the admissions department, who am I speaking with today? What's your last name? Just in case we disconnected may I get your phone number please? And, may I get your address to send out a brochure? Excellent, thanks.

Now, _____, what program or field are you interested in?

That's a great choice! How did you get interested in that?

Now, _____, I am going to ask you a few simple questions so that I can better help you out OK?

*******Now proceed directly down the line and take solid notes. Notice above, you already asked an emphasis question. You can mix and match the questions around. The important concept here is to stay focused on guiding the conversation, and taking control, while writing taking notes.**

Emphasis Questions

How did you first hear about our college?

What prompted you to call us today?

How did you get interested in the _____ field?

Are you considering a new career change?

How long have you been thinking about getting into the _____ field?

Why do you want a change?

Education Questions

What's your educational background since high school?

Have you been to college before? If so, where did you go? How long?

What was your past educational experience like?

Do you have a high school diploma or GED? If no, are you currently enrolled into a GED program?

Experience Questions

Do you have any experience in the _____ field?

Have you worked in the _____ field before?

Employment Questions

_____ are you working right now? Where are you working if I may ask? What are your hours like? Which days do you work? Is it part time or full time?

What do you like about your current job?

What do you dislike about your current job?

If unemployed, then ask the following questions;

How long have you been unemployed?

Why are you unemployed?

Are you looking for a new job right now? Do you need help in finding one?

What type of work did you do in the past?

What did you like about it?

What did you dislike about it?

Earnings Questions

_____, are you currently satisfied with the money you are making right now?

Environment Questions

_____, have you spoken with any family or friends about your interest in going to college? What did they have to say about it? Great, they are very supportive of you.

Do you have anyone that you are relying on right now to help you make an informed decision to go to college? If so, who? What did they say about it? Great, they seem very supportive of you.

Recap Summary Transition

So, let me see if I heard you correctly, you are _____, is this correct?

_____, I can certainly understand where you are coming from, _____.

But the good thing is the fact that you are interested in the _____ field and you want to find out if what we offer is a good fit for what you're looking for...and that's great!!

You obviously sound like a serious person who wants a new future, and I can help you!!

Can I make a suggestion that might be helpful to you?

******OPTIONS HERE – FIND YOUR BEST APPROACH AND SET A QUALITY APPOINTMENT!!**

What we need to do is arrange some time for you to come and visit the college. That way we can sit down and talk about the _____ program in detail and do some career counseling to see what might be the best thing for you. We'll go over the type of training we offer, our learning environment, financial aid, career placement where we assist our student in getting employed after they graduate, and I'll also give you a tour of our campus. We'll go over everything that is important to you.

How does that sound?

OR

What we need to do is get together for a career consultation. This is a time where you and I will sit down together and discuss the program in detail to make sure that the program is right for you, we'll go over the type of training we offer, our learning environment, financial aid, career placement where we assist our student in getting employed after they graduate, and I'll also give you a tour of our campus. Again _____, we'll go over everything you need to know in order to make an informed and intelligent decision.

How does that sound?

OR

OK, what we need to do is get together for a career consultation. A career consultation is the time where you and I will discuss all the things that are important to you. We will discuss the _____ program in detail, career placement, student finance, and cost of tuition, everything that you need in order to make a good decision.

Does that make sense to you?

*******SET THE APPOINTMENT & CLOSE WITH A POSITIVE!! Tell them to get a pen and paper to write things down.**

Great, _____, I know you said you get off work by 3 p.m. tomorrow. I have a 3:45, and a 4:15 slot open which would you prefer?

OR

_____, you said you were off today, I have an appointment open at 2:15 p.m., or 2:45 p.m., which would you prefer?

IF NOT, THEN.....(Make sure to set within a 2-3 day period, the more days you set your appointment out, then the higher chances you will get a “NO SHOW.”

OK, _____, I have appointments open on Wednesday and Thursday, which would you prefer?

I have day, afternoon, or evening; which would you prefer?

I have a 2:15 or 3:45, which would you prefer?

Great, _____, do you have a pen and paper handy? You will need to write down some important information.

My name is _____.

My phone number is _____.

Our address is _____. Do you know how to get here? If not, then give them clear directions.

Our appointment is set for _____ @ _____ a.m. or p.m.

*****Now tell them to repeat this back to you. Close the conversation with a positive statement, reinforcing what prompted them to call!! Be enthusiastic and end POSITIVE!!**

Excellent, it's always a pleasure speaking to someone who is interested in making a positive change in their life; I am excited and look forward to meeting you! Please feel free to bring a friend or anyone who wants to come with you!! Have a great day/evening! **OR**

_____, it's always great to talk to someone like you who's really interested in career and financial growth, I look forward to seeing you (day & time), have a great day. **OR**

_____, financial security is a terrific goal and you sound just like the kind of person who can achieve it, I look forward to seeing you at (day & time), have a great day.

Interview Process—Breakdown

Now that we have talked about the phone process and how to set solid appointments that show, we are now going to move into the interviewing steps. Get excited!! When a prospective student shows up you should be proud of yourself! At this point, you're going to ask yourself questions about "now what do I do next?" How am I going to handle this person?

Before we begin, I would like to give you some important points you need to remember.

1. **Establish Rapport** – What does rapport mean? Reading and understanding human nature is knowing how to establish rapport. If you develop rapport with others, opportunities will come your way and favorable situations will present themselves to you without your having to go after them. Rapport creates a feeling of trust, and people gravitate toward those whom they trust. If you have poor rapport skills, people will avoid you. This is true in all types of relationships, from business, to marriage, to personal one on one communication. Rapport is the bridge that helps the person you are communicating with find meaning and intent in the things you say and do. It helps someone feel comfortable with you and it creates a feeling of warmth and understanding. Most important, when it comes to admissions, rapport will help your prospective student feel that what you're saying is directed at them, aimed at their particular needs and desires. It is what convinces them to like and buy into you. This can be accomplished through a warm sincere desire to help the prospect on the part of the admissions rep. This rapport is also gained by the proper use of your speaking voice, proper handling of the smile, eye contact, positive mental attitude, your professionalism and manners, and other qualities of good common sense. You must first provide the confidence in yourself and the school. Warmth and understanding are common words used to describe rapport.
2. **Establish the Air of Professionalism** – Before a prospect will accept what you say, it is necessary for her to accept you as a professional in the field. For example, most of us would not take an advice of a doctor who came in with blue jeans and a polo shirt. We must establish the air of professionalism with our good command of people, knowledge, and the command of the interview. Keep your business attire and personal appearance high.
3. **There are 7 Main Obstacles** – The four main obstacles that must be addressed immediately are the issues of Decision Maker Support (Parents, Spouse, Legal Guardian, etc.), Transportation, Childcare, Time, Money, The Ability to Make a Decision, and Health. During a warm up conversational period of the interview after the purpose statement is addressed, the prospect will answer honestly and completely all questions which are properly asked of him/her. However, during the close it is human nature to procrastinate. Because of this, you must address these areas during the warm up period of the interview when your prospect does not realize that he/she is going to enroll in school.
4. **Discover and Explore the Basic Motivations** – An admissions rep's ability to uncover prospective student's basic source(s) of motivation is vital for enrolling and starting students successfully. You must know why the prospect wants this career. Quite often they will know their basic motivation, but will not tell you. It is also possible that they will not know their basic motivation. It is up to the rep as a professional to discover the

correct motivational factors and help them overcome it by mentoring them and always being there for them. Be an expert problem solver! Psychologists and advertising people for many years have done a great deal of work on motivating forces. They have come up with many motivations. To simplify the underlying motivations, we are dividing them up into four basic categories.

- **FEAR** – The fear motivation includes a wide area of reasons why. For example, the fear of being without a job, the fear of not being able to make money, the fearing of growing old, the fear of being lonely, the fear of not having a spouse, the fear of not meeting peer’s standards, the fear of being a nobody, the fear of being a failure, etc. This particular motivation force is probably the strongest basic motivation (with the exception of survival) that is in existence today. Insurance has been sold on this type of motivation.
- **GREED** – The greed motivating force is not necessarily evil as we may normally think. It can, and often does, mean more money, advancement, promotion, and acceptance. It is used quite often by social climbers and people who want to move up in status.
- **IMITATION** – The imitation motivating force means, to emulate and be like someone else who is successful. In education, this is a good market.
- **PRIDE** – The pride motivating force includes doing a job for one’s self, being top flight, being a trained professional, being noticed, and having recognition from others.

No admissions rep is so good that he/she can just wing it in every situation. Every interview should have a clear established plan so that the admissions rep can consistently and professionally tell the story. Students feel more secure and receptive when it is obvious that the rep is in control of the interview. Therefore, having a presentation plan with steps is the only way to ensure that all important topics are covered. Unanswered questions create NO SHOWS; objections that are not covered immediately create NO SHOWS. A student with all questions answered and has overcome all possible objections will have no acceptable reasons to start and finish school. On START day, they will be there almost without exception and excuses.

Successful high achieving admissions reps always have a plan to guide their interviews, and they know the steps involved. Always be proactive and think ahead! They know exactly where they are at and what they need to do next. The interview process begins when the student shows up in the lobby, signs in at the front desk, and given a self-evaluation form to fill out while they are sitting in the lobby. While they are filling out this questionnaire, the receptionist will call you to let you know that your student is waiting for you.

PLAN, PREPARE, PRACTICE, AND PRESENT WITH EXCITEMENT!

Tips for a Successful Interview

- Probe Effectively by Asking the Right Questions
- Drill Down Effectively
- Show Interest, Concentrate
- Listen, Empathize, and Respond
- Answer with Benefits
- Build Credibility and Trust
- Maintain Control
- Use Success Stories
- Objection Prevention
- Involve the Parents and Necessary Decision Makers
- Be Competitive, Believe in Yourself and Have a Positive Mental Attitude
- Practice the E3 = Energy, Excitement, and Enthusiasm
- Believe in Your School and its Programs While Always Maintaining a Sense of Urgency
- Always get a YES or NO answer – Maybes stink....They will kill you
- Be Ethical and Show Caring Professionalism
- ABC = Always Be Closing
- Embrace Change, Anticipate Obstacles and Be the Problem Solver
- Have a Sense of Humor and Believe all Leads are Created Equal, but Referrals are Best
- Under Promise and Over Deliver
- Always be on the Phone – Smile and Dial, or in Front of a Student

Pre-Contact Planning – Always prepare yourself in advance. Know how many appointments you have set for the day, the next day, and for the week. During the phone appointment setting process, you were supposed to be taking copious notes. These notes will allow you to remember who you spoke to and what motivated them to come in, and what concerns they expressed to you. Review those notes from the conversation. The purpose of the pre-contact planning phase is to give you some insights into how you will greet your student in a unique manner, as if you just got done talking to them right over the phone. It is an extension of that time period when you last spoke to them over the phone. It's like you never left the phone and they walked in! This is a very powerful rapport building technique and I can't stress how important it is.

Greeting – Many inexperienced and often experienced reps sometimes have difficulty in making a dynamic UNIQUE first impression. During the greeting, never just come out and say, "How were the directions I gave you?" They don't realize that, there could be a few people waiting in the lobby. And time and time again, they hear the same thing another rep said. How does that look, sound, or feel? Imagine yourself paying attention to your surroundings. Don't make the atmosphere robotic, make it personal and unique. To make this point clear and assuming you have gone over your phone notes, say something like, "Hi, my name is John Doe; it's very nice to meet you today. How are you doing? Great! I've got some great information on the medical field growth you were wondering about when we last spoke. Just go ahead and finish filling the questionnaire out and when you get done, we'll get started with everything you need to know

about going to college. OK? Great! See you in a few minutes. This step also builds solid rapport.

Purpose Statement – The purpose statement of an interview establishes the course of the entire process. When opening the interview it is extremely important to do two things: 1) Let the student and their parents (or other decision makers) know what to expect. 2) Allows the rep to take control from the first second that they sit in front of you. It is easier to take control than it is to try to regain it once you've lost it. If you don't take control, your student will. It is also very important to find out why the prospective student came to the session. By doing this, the Rep establishes what is important to the student. It is equally important to let the student know what your role and responsibilities are in the interview process.

I see many inexperienced and many times senior reps that don't have a purpose statement. This part of the interview process cannot be underestimated. The purpose statement sets the tone, and keeps you in total control of the interview. It gives the prospect a sense of direction and let's them know you are the expert and that you are there to help and support them. This is the absolute first stage of effective qualification. Below are some examples on how to deliver a solid purpose statement. Again, tune to your style but make sure you have one that is delivered with authority.

Example 1: Lisa, as I said to you on the phone yesterday, in today's career consultation, we are going to go over everything you need to know in order to make a good decision about coming to school here. I'm also going to ask you some questions, so I can find out more about you, your interests, and your current situation. We're also going to discuss the program, and I'll also give you a tour of our campus so you can see our learning environment, financial aid, and career placement, where we assist our students in getting employed after they graduate. Again Lisa, we're going to go over everything you need to know in order to make a good decision today. Does that make sense? Great! I would like to start out by asking you this Lisa, why are you here today and what is it that you would like to accomplish?

Example 2: Thanks for coming here today Jack. The purpose of our interview today is to determine if our college is right for you, to determine if the program is right for you, and also to determine how serious you are about going to college and achieving your educational and career goals. Should we decide that it is, I will do everything I can to help you get started as soon as possible. In order for me to accomplish this, we need to exchange some information so I can get to know you and you can find out about our college. How does that sound? I would like to start out by asking you this Jack, why are you here today and what is it that you would like to accomplish?

Example 3: During today's appointment which I expect will take approximately 45 minutes to 1 hour, I will tell you a little about the College, review with you what your professional goals are, and provide you with detailed information about the program or programs that seem to match your areas of interest. I will provide you with a tour of the facility, explain the tuition structure and what types of programs may be available to assist you in financing your education. Our college does not have an open enrollment policy. That means that the prospective student cannot

just register for programs or courses like they can in a community college. Here, a prospective student must be recommended for Admission by an admissions rep before being admitted. Our programs are career focused which means that we provide our students with only those topics needed to successfully obtain employment in their chosen field. Our goal is to get our graduates in the workforce with the maximum amount of knowledge in the shortest amount of time. Because of the fast, focused nature of our programs, they are not for everyone. It is my job to assist you in determining if our college has a program that is right for you if you should be recommended for Admissions. We take special care to ensure that students who start school intend to graduate and find employment in their chosen field of study upon graduation. If we determine today that you have the motivation and desire to succeed in our college, then I will recommend you for Admissions and do everything I can to assist you in completing your Admissions process so that you can get started as soon as possible. Does that make sense? Great! I would like to start out by asking you this Lettie, why are you here today and what is it that you would like to accomplish?

Example 4: I'm glad that you could make it in today Hana. The first thing that I want to do is set the platform for what we are going to do today. As much as this is an information session for you and your parents, it is also an interview session. The interview process gives me a chance to evaluate you as a potential graduate for our college. I must let you know that we do not accept everyone that applies. We are very selective in the sense that we want interested and motivated students to fill our seats here. I cannot accept you to our college; I can simply make a recommendation for you and help you prepare to take the next step towards college acceptance. Does that make sense? I would like to start out by asking you this Hana, why are you here today and what is it that you would like to accomplish?

The Interview—The Core Process of Success

The heart of admissions is the actual interview. The main issue at this point is to connect with the student and earning the right to make the necessary recommendation by listening, empathizing, asking the right questions, and providing solutions to the student. Understanding the student's needs and matching those needs with the benefits of going to college is necessary. Learn to build the value and their confidence throughout the interview process. Reconfirm the benefits in positive ways so that they can see the picture, and a new vision. Use open ended questions to uncover as much information as possible. The best way to focus on the student is to start the qualifying process by revisiting the 6 E's and getting more detailed. At this point, you are not discussing any specifics about the program. Pay special and undivided attention to the student by asking open ended questions and observing the student's reactions. Use those reactions and tie them into our solution of getting an education to change their life. During this part of the interviewing process, it is also equally important that you deal with all possible objections immediately. Even if you don't think it's important, bring it up. The more you surface the better the student will feel. They will become more confident that you can help them and they will enroll, start, and graduate.

To start out in the interviewing process, begin with the 6 E's. Use the 6 E's to guide the interview and get more detailed and meaning in the process. Below are some example interview questions

you should begin with. A smart rep learns to sell on emotions rather than facts. Picture yourself in their shoes and try to gain an insight into their problems, motivations, and come up with a solid educational buy in. Be caring and focus on the student. After you have stated your purpose statement effectively begin to ask open ended questions. There are many questions you can ask. Again, the key to success is focusing on the student and get to the bottom of the details.

I would like to start out by asking you this Jack, why are you here today and what is it that you would like to accomplish?

Questions about Mentality

How soon are you looking to get started?

How did you hear about us?

What caused you to pick up the phone and inquire about our college?

Could you see yourself working as a _____?

Do you see the advantages of specialized training over traditional education?

Do you see the benefits of a career versus a job?

Are you prepared to start college?

Are you looking to pursue full time employment in your new career as soon as you complete your training?

Why are you considering furthering your education to get into the _____ field?

Do you feel that you can make the necessary time commitment?

What got you interested in the _____ field?

Tell me what you know about the _____ field?

What do you think you would like most about being a _____?

Have you thought about the sacrifices involved in going to college?

Who's going to be handling child care?

Attendance is important here, do you have reliable transportation to be here everyday?

Will your spouse mind you being at school during the day/evenings?

Will you be able to have daycare provided when you decide to go to college?

Who will be watching the kids when you go to school? Have you discussed this with them? Do you have a back up plan?

How will you be going to school each day? Are you willing to take public transportation if your vehicle fails you, or if no vehicle?

Have you put aside money for education? How do you expect to be financially responsible for education?

How were you planning on financing your education?

Questions about Education

Will you be taking morning afternoon or evening classes?

How long have you been thinking about going to school?

Do you understand what the difference is between a private college and a traditional college?

Do you have a high school diploma or GED?

How do you think a college degree would change your life?

Have you been to college before? How long? Why did you quit?

Why are you considering furthering your education?

Why have you decided to check into a private college?

Tell me what you are looking for in a college?

What opportunities do you think will open up once you earn your degree?

How much time can you devote to studying each week?

How do you think taking your major courses first would benefit you?

If I did recommend you to our college, what would be the one thing that would stop you from getting your degree?

Tell me why you feel this is the correct career path for you.

Questions about Employment

What type of work do you do now?

What do you like about it?

What do you dislike about it?

Do you really know what the difference between a job and career is?

Where do you see yourself 2-5 years from now?

What made you decide to change careers now?

If you could be doing anything, what would it be?

Do you plan on working while you're going to school?

Do you feel ready to handle working and going to school at the same time?

Do your work hours fit your school schedule?

Does your employer know that you are planning to go to college?

How long have you been unemployed?

Why are you unemployed?

Are you looking for a new job right now? Do you need help in finding one?

What type of work did you do in the past?

What did you like about it?

What did you dislike about it?

Questions about Earnings

Are you currently satisfied with the money you're making now?

Why and why not?

How do you think gaining new skills and abilities will help you earn more?

Questions about Environment

How does your husband/wife feel about you going to college? Have you talked to him/her about it? What did they say?

What do your parents think about you going to college?

Have you discussed this with them?

Have you spoken to other family or friends about going to college? What did they say?

How does your family feel about you going to school? Parents? Husband? Friends?

Is your husband/wife supportive of your educational decision?

Who will be making the final decision about your enrollment?

Recap and Summarize the Interview and Pre-Close

Lettie, based on our interview I commend you for making the decision to be here today. As you know, you have to be serious about going to college. You also know that I am here to help you in every way possible. Let me see if I have clearly understood you so far.....etc....

(RECAP all the important points in the interview, their desires and motivations). Make sure that there is an agreement on the need for change. Summarize at this point on what has been said and discovered so far. Be sure to state your understanding of the prospect's status and restate why they need to make a change for the better. Be sure to get confirmation from the student.

EX: At this point in our interview, I feel that you are ready to make the necessary commitments to start and finish school right? I think you would also agree with me that you want to get a

career instead of just a job right? Wouldn't you also agree that you need to make the decision to go to college and that you now have a real understanding how it could affect your future, right? At this point Jack, I feel comfortable so far. I would like to go ahead and talk about the program now, to make sure that it is right for you. Once we determine this, then we'll go on a tour so you can see our learning environment and the type of training we offer here. How does that sound? Great!!

How to Recommend a Program

When it comes to the specific program in question, you need to understand it. Learn every program as thoroughly as possible. If a student asks specific questions and you don't know, go find someone who does immediately. Don't make things up. Get clarification on the specifics. You also need to know the total length of the program in terms of time. As an example 40 Weeks Full-Time, 55 Weeks Part-Time, etc. Give the student a breakdown of class times during the day or evening and relay class time and days. When you get done showing the student the program information ask the following questions.

The total length of the program is ___8___/months for the Medical Assistant program.

You'll be going to school Monday – Friday for four hours a day, in addition to the time it takes to commute here.

You will be getting **diploma**/associates degree/bachelors as a Medical Assistant _____.

The types of classes you will be taking are broken up into modules, or “mods”, talk about class schedules_____.

You'll be doing your externship during the last _____ weeks of the program to enhance your practical training and experience. Isn't that awesome?

How do you feel about the _____ program?

Does it sound like it's something that you can do?

Is this program right for you?

What do you like best about it?

Aren't you excited that you can begin this career soon, if you're qualified for recommendation?

Do you have any concerns at this point?

Do you think our program meets your needs? (Structured discipline, dress code, attendance policy, private, small setting, etc.)

Is the program of study and career path fully understood and agreed upon?

Are you willing to commit time, energy, and financially to attend college?

Explaining the Enrollment Process

Now that we know that the program is right for you. I want to take the time to explain the acceptance and recommendation process before we go on a tour of the campus. ***Make sure that you write this down clearly on a piece of paper so they can see their progress in steps. It will get them excited and look forward to the next steps.

Jack, the **first step** was our interview process, along with my recommendation.

The **second step** in the process is the enrollment/application process. Making application means it gets the acceptance process going, reserves a seat in your name, and it gets you your first financial aid appointment for tuition planning and setting up payment plans, to see what you may qualify for.

The **third step** is through our finance department. The program costs \$16XXX total. Financial aid is a very important step in determining eligibility in terms of cash payment options we'll set up along with career training loan options through and SLM for those who qualify. This is the most important step in your admissions process. So that I can help you see what you may qualify for, it is necessary to set up an immediate appointment to see them.

The **fourth step** is making sure you show up for our mandatory new student orientation. Your orientation date is _____.

The **fifth step** is showing up on start day. It's the most exciting part!! Now Lettie, step 1 and step 2 are almost complete. Now at this point, we have a July start coming up if you qualify. Right now, let's go on a tour, and when we get back, you'll tell me how you would like to proceed from there, and I'll let you know where I stand with my recommendation, is that fair enough? OK great; let's go check out what your future college environments going to look like, along with the type of training we offer.

At this point, the student must understand the value and importance of their decision to attend college. You have to build their self esteem and reassuring them of their ability to make a positive decision in their life. Be caring, genuine, and understanding of their current and unique situation. Make sure you are in total control and be enthusiastic.

Campus Tour

The tour is preferably given after commitment to enroll is confirmed. Depending on the current situation, you can customize the tour according to the student's interests. Make sure they see and meet as many positive people. This creates a heightened emotional awareness that is satisfying. Remember, people buy on emotions, therefore, the more in tune you are to all the senses, the more successful you will be. Providing a sense of the experience is a critical step in securing the commitment. While touring, continue to talk about the features and benefits of the college.

The tour is typically what confirms the student's decision to come to your school. When touring a student, it is important to touch upon what the student is interested in. If they have expressed a strong interest in healthcare, then take them to one of the MA labs where they can see the students

in action. This is a time to use your ABC's, Always Be Closing and getting "YES" affirmations. The best reps will be conducting trial closes throughout the tour. "If you make application here, can you see yourself....?" How do you feel so far? Pay attention to the student's state of mind while conducting the tour. Address their excitement and their concerns. If the student appears overwhelmed or intimidated....address it. "You know Hana, one of two things usually happens when I take a student on a tour. They either get really excited and know instantly that this is what they want to do or they get intimidated and feel as though they cannot compete doing this type of work. Don't feel intimidated, Hana. Remember that these students have been trained and taught extensively. Many of them felt exactly as you do now but as you can see, they are pretty darn good after just a few classes. This is exactly what you will be trained to do if you are accepted into the program." Reassure them that they too can learn with the right training.

Closing the Enrollment

SENSE THAT THERE IS 100% COMMITMENT OR DON'T RECOMMEND THEM

The close is where the admissions rep must be at their strongest and most confident. If you do not believe in the value in what you are presenting, neither will the student and their respective decision makers. By following the process, the commitment has been built. Now is the time to set the enrollment in stone and finalize all the details. This is where the prospective student must prove themselves to you. They must earn your recommendation. The close is the best time to "take away." We always want what we can't have. By taking away what you have just put in front of the student, they will want it even more. It allows them to tell you why they should be recommended by you for acceptance. The close allows the rep to determine if you feel that student is a qualified candidate for your college. We are in the business to help people and if you do not feel that this student is a good fit for the college, don't hesitate to tell them. Now, we will see some examples on how to close a student. After you have taken a student on tour, get them back to your office and ask what they thought. Ask about how they feel, what they liked best, what they like least, and check to see if they are still ready to make the commitments to start college, and ask if this is the right college for them and ask if they can see themselves coming here to our college.

In some occasions you will encounter a student candidate that is non responsive and you do not feel, after several efforts to build commitment, that they are ready to move forward. The non-recommendation close is the ultimate take away. At this point you have nothing to lose. You have done everything within your power to lead the student down the path of discovery but they have demonstrated lack of commitment or interest in making them unworthy of your recommendation.

One of the chief responsibilities of the admissions rep is to identify qualified candidates for our programs. We are not in the business of enrolling students that fail to demonstrate the qualities that are required in our student populations. We must be certain that we represent the college with integrity. Students that are "slammed in," at the last minute into enrolling seldom, if ever, start school. Make sure when you enroll a student that you honestly believe they will start school. Your reputation will be built on your start numbers. Enrollments that do not start school are

liabilities. Be confident that the commitment level is there before you make a recommendation for admissions. There are too many prospective students in need of your help and attention. Don't waste your time. Find the students that are serious and in need of your help. Overcoming objections is par for the course. Welcome them but know when to move on with your efforts.

Example 1: The Recommendation Close

“Well Jack, this is where I have to make a decision.” Begin to summarize all the key points that you discussed with the student. “I think at this point, you’ve stated that the program is right for you, you also felt very excited about our environment and the type of training we offer, and I’m excited to say that you have taken some very important decision making steps to get a career, and I know how important that is to you concerning your future. Remember Jack, I don’t always recommend everyone to our college. So based on what we have discussed, I feel very good about our session today. I feel that you will be a successful student here and I am willing to put forth my recommendation for you and help you move forward to the next steps. Congratulations! Now I have an important question for you, are you ready to apply for acceptance at our college and secure yourself a seat for the next start date?” Excellent!

Example 2: The Non-Recommendation Close

“Well Guy, this is where I have to make a decision.” Again, sum up the positive points and your concerns. “Based on what we have discussed, I do not feel comfortable or prepared at this time to make a recommendation on your behalf.” Explain why you are reluctant to move forward. “Guy, unless there is something else you would like to share with me, I feel maybe you need to explore options that you can demonstrate more desire, interest, and motivation. Does this sound correct to you?” The prospective student will either agree with you or attempt to close you on why you should make a recommendation, either way you have gotten a **YES or NO**, and **NO MAYBES**.

Paperwork and Application Fees (if applicable)

After the student has determined that they would like to try for acceptance, they need to fill out the proper enrollment paperwork. Don't fill anything out for them, they must do it themselves. No enrollment is complete without the registration fee and required deposits (if applicable). Do not be afraid or reluctant to ask for the application fee. If you are afraid, you do not believe in what you have presented to the prospective student. Once they have completed the paperwork, recap what they have just done and what is expected of them to move forward. A solid interview should take about an hour.

“Hana, in order to reserve your seat, I will need your application fee of \$150.00 and 10% down today for tuition. How would you like to handle this today?”

Financial Aid Overview

Set the FA appointment within 3 days – Enrollments + Financial Aid (FA) = Starts

Controlling the financial aid appointment is the most important step after enrollment. Again, no matter what you do, if the student is not sensing the urgency to get this completed, you will fail at getting them started school. This part of the process is scary to the student; you must hold their hand tight and guide them through every step.

Depending on the time of the year, the next step is to send the student to financial aid for an overview. Make sure you know the process of getting this done. Some colleges require you to call a financial aid officer to come over to your office and explain the paperwork in a 5 minute overview. In the overview they will be given their FASFA paperwork for that taxable year and be told exactly what they need to bring back with them for their formal tuition planning session. A good financial aid officer will set the appointment within 2-3 days, if not, go back and reset the appointment with the student and let FA know. Be sure to document the scheduled time on your calendar. **It is the admissions rep's responsibility, not FA's responsibility,** to make sure the student is there for the appointment, so follow up is necessary. When the student comes into FA prepared, it is their responsibility to package them. They cannot do their jobs if the admissions rep can't prepare their students appropriately for their appointment.

No student will be packaged if proof of graduation has not been shown to FA. They will still be permitted to complete a FAFSA, but will not be marked 'COMPLETE' until FA has seen POG.

Every student that is signed into FA must have POG to be packaged. From now on, when you sign your students in, please provide the following:

***POG - Copy of diploma/GED, transcripts, or transcript request.**

***ID - Copy of student's photo ID/permanent residence card (both sides)**

***1st Page of the Application**

Therefore, when you bring your students to FA, please provide a copy of the student's diploma/GED. If the student does not have either to give you, please show a copy of the transcript request form, so that we know the documentation is en route. Until the transcripts are received, the student will not be marked complete in CV.

The ability for college students to use Federal Student Financial Aid programs to assist them in financing their education is a privilege granted by the United States Department of Education. Federal Student Financial Assistance Programs are highly regulated and regularly monitored. More than 75% of college funds come from Federal Student Financial Aid Programs. The United States Department of Education has determined that the process of enrolling the student and the process of determining the student's eligibility should be handled by two separate departments. That is why we enroll students in admissions and then send them to the financial aid department to have their FA eligibility determined.

Admissions can talk about financial aid. Admissions cannot determine their eligibility. An admissions rep can and must discuss the available financial aid options in general when it is brought up. This general portion that is mentioned is public information. Any interested student could find this same information online. Without some explanation of how some of these options work, it would be unreasonable to expect that a prospective student would be ready to enroll without first understanding specifically how he or she would pay for program costs. In addition, if you need help, just go visit the financial aid department. The 5 main categories of financial options are Grants, Loans, Scholarships, Private Pay and Work Study. Remember, career training loans may also be available through TFC and SLM.

Solid Enrollment

A **solid enrollment** is one that recognizes **the true value** of an education by **successfully isolating and eliminating all objections/excuses/obstacles**, has been 100% financially packaged in FA, has made a commitment and the sacrifices necessary to enroll, start, and finish college, and has talked it over with someone who, in return, is supportive. From the beginning, the admissions representative must be in control, be positive and enthusiastic, qualify the prospect, and be a good listener. They must give some factual and exciting information about their field of interest highlighting benefits that pertain to the prospect's needs and solutions. Follow a systematic approach at all times so there is a planned format to reach everyone's desired goal. Then follow up! **A solid enrollment will start and graduate!!**

Regulatory Compliance

The private post-secondary education school is highly regulated. Career colleges are constantly under the watchful eye of more than one regulatory body. The primary purpose of these agencies is to make sure that schools and colleges maintain quality standards, academic integrity, and operates ethically and responsibly. This means abiding by all state and federal regulations, as well as all requirements imposed by accrediting bodies. All maintain the highest standards of integrity. It is absolutely imperative that you understand your regulatory responsibilities and obligations as an admissions representative.

The following is a list of **DO NOT'S**:

- **GUARANTEE JOB PLACEMENT**
- **GUARANTEE THE TRANSFER OF CREDIT TO ANOTHER INSTITUTION**
- **DISCUSS WHAT TYPE OF FINANCIAL ASSISTANCE A STUDENT MAY BE ELIGIBLE TO RECEIVE**
- **GIVE OUT SALARY EXPECTATIONS THAT ARE NOT VERIFIABLE BY THE PLACEMENT DEPARTMENT**
- **FILL OUT APPLICATION MATERIALS OR SIGN ANY DOCUMENTS ON BEHALF OF A STUDENT OR PARENT**
- **HANDLE OR ADMINISTER ENTRANCE TESTS**
- **PAY ANY ENROLLMENT OR APPLICATION FEES ON BEHALF OF A PROSPECTIVE STUDENT OR LOAN MONEY TO PROSPECTIVE STUDENT FOR SUCH PURPOSES**

Objections

OVERCOMING OBJECTIONS – You must master them all

DO NOT AVOID THEM OR YOUR STUDENT WILL NOT START SUCCESSFULLY!!

EDUCATIONAL SALES - The admissions department of any college that organizes and does the selling of the company's educational products and services. We directly affect the organizations bottom line profits.

ADMISSION'S OBJECTION – The prospective student who feels or expresses opposition to the company's products and services, or to the disliking of something or someone from the admissions department.

For many admissions representatives, the term OBJECTIONS strikes fear and dread into their hearts. Objections by the student are a part of the educational sales process. An OBJECTION simply means that they are asking you to help them make a buying decision.

All successful admissions representatives who successfully start students, know all possible objections, isolate and identify them, bring them up immediately in the interviewing process, and know how to ask questions for greater understanding of them.

“THERE IS NO PROBLEM THAT CAN'T BE SOLVED IF WE CAN DEFINE THE BARRIER” – Edwin Land (Polaroid)

It is critical that we understand this concept as we must proactively engage in those activities that allow us to define the barrier. High achievers understand this concept, and as a result, have the highest starts in any given educational institution.

THE PROCESS OF UNCOVERING ALL POSSIBLE OBJECTIONS THAT THE STUDENT FEELS OR EXPRESSES IS IN THE QUALIFICATION STAGE OF THE INTERVIEW PROCESS.

WE DO THIS BY ASKING OPEN ENDED QUESTIONS THROUGH CONVERSATION AND CAREFULLY LISTENING TO THEM!!

The problem is we tend to understand and see things our own way, and what's best for the student, than to truly take off the blinders and see it the student's way.

Many things blind our vision and perception, and there is only two ways to see any one point – selective or objective.

SELECTIVE – based on ego, judgmental, blinded

OBJECTIVE – based on reality, ability to see both sides, other person focused

Move your relationship to from dependent to independent!!

To create an independent position you must develop **TRUST, CREDIBILITY, & RAPPORT WITH THE STUDENT!!**

Once you have developed Trust, Credibility, and Rapport – it will be easier to solve the objection. Objection handling requires understanding of the prospective students:

You must seek to immediately uncover their: PROBLEMS, PERCEPTION, and CREATIVITY

PROBLEMS = UNMET EXPECTATIONS

It takes learned creativity and skill to close the gap of unmet needs.

LEARN HOW TO ASK THE RIGHT TYPE OF QUESTIONS TO THE PROSPECTIVE STUDENT. LISTEN TO YOUR STUDENT!!

IF YOU DON'T ASK THE RIGHT QUESTIONS, THEN:

You will tend to react that is a direct self-centered response.

IF YOU DO ASK THE RIGHT QUESTIONS, THEN:

You are being objective and seeing the problem through the prospective student's eyes.

The student often knows the answer to their problems, therefore, by listening and asking good questions is the KEY TO UNCOVERING AND ISOLATING OBJECTIONS.

Objective Perception Requires: Understanding the student's needs and CARING, FOCUSING on them, and ACTIVELY LISTENING.

If you learn how to actively listen and learn how to ask the right type of questions, you will effectively learn how to bridge the gap of prospective student's problems.

INCLUDE THE STUDENT IN PROBLEM SOLVING

DEFINE THE STUDENT'S GOALS AND BARRIERS

BRAINSTORM WITH THE STUDENT CREATIVE OPTIONS

In order to see both sides clearly and to handle an objection, you must see both sides clearly:

Fear, Biases, Past History, Values, Morals, and Disposition

In the successful communication process it requires the creation of a dialogue with the student, in which the student does as much of the talking as possible, NOT THE REP. The role of the admissions representative is to process what is being said by the student, and using the proper reply, to convince the student that the representative heard what they were saying.

THE MAJOR KEY IS LISTENING!!

THE (LEAP) METHOD:

- 1) **Listen** to what the student is saying. During the qualifying part of the interview process of exploring for information or dealing with a problem, you must listen carefully. Shows Empathy, Active Listening, YOU CARE!!

- 2) **Empathize** with what has been said by the student. This will give them the confidence that you have understood them. Feel, Felt, Found. Shows Sensitivity, Acknowledges what was heard, Support and Concern
- 3) **Ask** for a greater understanding of what the student is saying. RECAP - This will give the student another opportunity to state the issue and will give you another opportunity to gain a better understanding of what they are saying. Clarify Understanding, Explore Options, Ask for students help
- 4) **Produce** results on behalf of the student. This could take many forms. During the interviewing and exploring process, you might need to provide service solutions while in a problem solving situation. You will have to take direct action to solve it. **USE SUPERIOR CUSTOMER SERVICE!!** A Solution, A recommendation, Next Steps

IN ALL CASES:

- Listen actively to what has been said,
- Empathize with what has been heard,
- Ask questions for better understanding of the issue,
- Produce a solution to the issue,
- And you will have learned how to develop a strong consultative bond with the student to show you CARE!!

Smoke Screen Objections:

These objections make up the majority of those used by the student. Be ready for them, bring them up immediately, and prepare to use your arsenal of the right questions.

Many people use these smoke screens because they want to hold off from buying something, but often they use it because they don't want to hurt your feelings and all they want you to do is go away.

EXAMPLES of the most common PROSPECTIVE STUDENT SMOKE SCREENS:

“I want to think about it for a while.”

“I want to talk to my (parents, other decision makers) first.”

“I want to look at other options some more.”

“I'm not sure.”

“I think I can find a cheaper college to go to.”

“I can't afford it, or I don't have the money.”

“If I can't get financial aid, I can't go to school.”

“Do I have to submit an application today?”

“Do I have to make a decision today?”

“I wasn’t prepared to make a decision today.”

“I need a job before I can come to school.”

“I have been told your school is not accredited.”

“Before I come in, I want to think about it.”

“I want to think about it, I will call you when I decide I want to enroll.”

“Can you tell me the cost of your course?”

“How much is your tuition?”

“Your school costs too much.”

“I’m sure there are other schools that are cheaper.”

“I don’t know what I want to do.”

“Can you just send me a brochure and mail me information?”

Rules for Answering Objections

- 1) Listen to the objection! Don’t jump too early and start answering.
- 2) Don’t hesitate to say “Oh!” and Hesitate.
- 3) Isolate the objection! “Is this the only issue standing between you and this decision?”
- 4) Answer the objection! Put yourself in the shoes of the customer and answer it the way you would like to hear it.
- 5) Go for a close!! Do it immediately after you answer the objection, especially after you have isolated it.
- 6) Don’t say a word after you close! The customer will feel compelled to fill the silence.

Sample Phone and Interview Objections and Rebuttals

Example 1: “I CAN’T AFFORD IT, OR I DON’T HAVE THE MONEY”

We have a college full of people who can’t afford it. They didn’t have the money, but they had the commitment to improve their lives. It’s been my experience that if you are determined to change your life, then let me help you find a way to make it happen for you. Do you have the commitment to be successful and make the sacrifices necessary to reach your educational and career goals? That is precisely why we are here today. Can you really afford not to make an investment in yourself?

“That is precisely why we are here today. Aren’t you getting tired of not having enough money for the things you really wanted?”

“I realize you are living on a fixed income, but you’ve already told me that going to school is the only way to eventually get a good job. This could be the beginning of your new career and investment in your future.”

“We have a school full of people who thought they couldn’t afford it. They didn’t have the money, but had the commitment to improve themselves. If you have that commitment, we will help you find a way so that you can go to college. Do you have the commitment?”

“It takes determination and hard work to get out of the same routine. You can change your outcome if you try. You’ve already admitted that you’re in a tough position, so this gives you an option to change your lifestyle and your future.”

Example 2: “YOUR SCHOOL COSTS TOO MUCH OR I’M SURE THERE ARE OTHER SCHOOLS THAT ARE CHEAPER”

I’m sure you’ve heard the old saying you get what you paid for right? It’s the same with your education. The benefits and advantages of attending our school are outstanding. We take our commitment to our students very seriously, that’s why we only hire industry professionals who really know their field inside and out. That’s why we keep our classes small, to afford our students every opportunity to succeed with personalized attention. That’s why we have hands-on practical education with classes in your major from day one, because we prepare students for the workforce before they leave our doors. That’s why we have industry current equipment and computer labs, and software contracts, which automatically sends us updated versions the moment they are released. That’s why we stress career placement opportunities, and provide our students an opportunity to obtain an in-field position after they graduate. That’s why we teach our students how to write a resume, how to interview, and how to build a portfolio, because our students pay for and deserve the best education possible, that’s why they chose to attend a school of choice. All of this personalized educational advantages cost money. Are you willing to sell yourself short somewhere else?

“We are different from other schools. Our skills are more job specific, not only to get you into a career but also be able to advance. To accomplish this, we hire faculty experienced in the field to bring work experience in the classroom. We also have industry current equipment in our labs and schools. _____, you know you need to invest in your education, and you often get what you pay for.”

“Some schools cost less money, but what is important to you? Employers look for people with diplomas/degrees and credible job skills, which is what you will obtain in our school. You want to be in a position to compete for the better jobs when you graduate.”

Example 3: “IF I CAN’T GET FINANCIAL AID, I CAN’T GO TO SCHOOL”

I understand exactly where you’re coming from. You know 99% of all college students who decide to go to school need some form of financial aid. You’re definitely not alone. It’s been my experience that many students qualify for some type of financial aid opportunities, whether it’s through grants, loans, or scholarships. If you are accepted to our school, our financial aid office will develop a personalized tuition plan for you. Our caring staff will help you find a way.

“We first have to determine your true interests and whether I feel you qualify for that program. After you are accepted, when we help you complete the application process, we can discuss the financial aid procedures and for your convenience, you can even apply online and learn about it.”

Example 4: “I’M JUST STARTING MY COLLEGE SEARCH OR I’M JUST LOOKING AROUND OR I HAVE NOT SEEN MY OTHER CHOICES YET”

“I can appreciate that. At our college, we too are just looking for the best possible students to attend our college, and as I told you we have a selective admissions process. What is it that you are looking for that we don’t provide?”

“We are also looking for the best students to come to our college. One thing you need to realize is that every student we train directly reflects on our school and credibility. I see traits in you that look like a good match, but what you are missing in another college of choice that does not match with ours?”

“Although it may seem early to you, you should be registering for school already. By enrolling early, you will be involved in the process and ahead of the game for meeting our requirements for acceptance, like meeting FA and proving you have a job to help support you through school. These things take time that you and the school can afford to give now. If you wait, you could not be accepted for the class or time slot you want or even worse get lost in the piles of last minute applicants we go through in summer and fall. Early acceptance also locks in your tuition so that if the school increases tuition you will not have to pay the new price.”

Example 5: “DO I HAVE TO SUBMIT AN APPLICATION TODAY OR DO I HAVE TO MAKE A DECISION TODAY OR I WASN’T PREPARED TO MAKE A DECISION TODAY”

I understand that making a life altering decision is a serious one, that’s why I’ve spent the last hour really exploring with you what you want to do with your life. What decision is left to make? Do you have any questions remaining I left unanswered? Please ask me, while you have me exclusively. Once you leave here, you won’t be anymore informed that you are at this moment. Besides, the only decision you are making at this moment is whether or not you would like to try for acceptance. I explained to your early on that I don’t have the authority to make that decision. Making application today simply gets the acceptance process rolling, reserves a seat in your name, and gets you your first appointment with our financial aid office. Are you ready to try for acceptance?

“Nobody has an obligation during this interview. If you decide at any time that we are not for you, just let me know. And if I decide at any time that you are not a student that I would recommend, I will let you know. I do expect to be sure by the end of this interview either way. You have to understand that we have a selective admissions process here as I stated earlier.”

“While we are talking today, I am assisting you. An individual never has to submit an application to our school; however, if you wait and do not submit your application according to established deadlines, you risk your chance of admission to our school. We do fill up quickly and there are limited spaces available because we always maintain the high standard of personalized attention.”

“The only choice you are willing to make is whether you are willing to try. I need to know if you are willing to work to the best of your ability and put in 100% effort. I cannot recommend someone unless I am confident of his or her commitment and value to this industry.”

Example 6: “I NEED A JOB BEFORE I CAN COME TO SCHOOL”

That’s a very responsible decision. Do you have any prospects? Did you want to consider getting a job near the college? Are you prepared for interviewing? We can help you get the information you need to win a job while going to school. When we go on our tour, remind me to point out to you our first-year student job board, and our career services department which assists our students in obtaining “part-time just for money,” jobs. Later on, they also assist our students with in-field jobs.

“That’s a good idea. Upon enrolling in our school, you will have access to our career services department that can assist you with this task. Our caring staff is here to help you, and their goal is to help and support you with your job search to give you a competitive edge. They have workshops on professional resume writing and interviewing techniques that you will benefit from.”

Example 7: “I’VE ALREADY DECIDED TO GO TO ANOTHER SCHOOL?”

“That’s why I’m calling.” Then clarify and check firmness of the decision. Don’t demean their decision. Or “Most students that I talk to agree that in order to make an informed decision, the best thing to do is to research every opportunity open to them and not to close their minds. How do you feel about that? You see. I really want to spend my time with people like you who have already taken positive steps to do something about the rest of their life.” Go right into setting the appointment.

Example 8: “I’M MOVING”

“That’s why I’m calling.” Discuss and check for firmness of the decision. Obviously, this is out of our control, but check into it, sometimes they are saying that just to run from their problems, try to see if you can help them if possible.

Example 9: “I HAVE A BAD IMPRESSION OF THE COLLEGE”

“That’s why I’m calling. What was the negative impression you heard?” Find out why they have a bad impression, and isolate it. Agree that circumstances could be valid. Encourage the student to investigate the college under present circumstances. Go right into setting the appointment.

Example 10: “HOW MUCH IS THE TUITION?”

“That’s why I’m calling.” Tuition depends on what program you are accepted to, how your program is put together, the time of year you plan to start, what degree you plan to pursue, and how many classes you are approved to take. This will all be discussed in the information session and with financial aid.” Or “I can certainly understand why that would be important to you. I would love to cover all that with you during our information session. However, I believe the first thing for us to decide is whether or not this is an area you might want to pursue. Once we make

this determination, it makes good sense to cover tuition and financial aid eligibility.” Go right into setting the appointment.

Example 11: “I’LL CALL YOU BACK”

“I can appreciate that this is a busy time for you. I’m calling you because I believe that planning for your future and understanding your options is extremely important to you. Am I right?” Go right into setting the appointment.

Example 12: “CAN YOU JUST SEND ME A BROCHURE AND MAIL ME INFORMATION INSTEAD?”

“Yes, I can and I would love to. Could you please confirm your address again? Hey, you know what _____, I see here that you don’t live to far from us. Most of our packets we send out to people out of the area. Here’s what I can do for you. I can make some time for you to come by today and pick up an informational packet of information and take a quick tour. This way you can see our learning environment, the type of training we offer, financial aid, and career placement (where we assist our students in helping them to move into their career upon graduation), how does that sound? And/Or, go right into setting the appointment.

Example 13: “MY SPOUSE/FAMILY MEMBER DOES NOT WANT ME TO GO TO YOUR SCHOOL?”

“Most people I talk with find that their ideas are not always the same as others in their family and circle of friends. There are a lot of students like you who run against the same kind of opposition to improving themselves. How does that make you feel? I am sure that your spouse/family member/friends have a lot of questions about your future, and I am here to help you get those questions answered.” Go right into setting the appointment.

Example 14: “I DON’T HAVE THE REGISTRATION FEE”

“We’ll Jack, that’s a problem because it is due with your application.”

Be quiet and see what suggestion the student makes first.

If no suggestion, then use any of the following:

“Can you borrow the money from (Decision Maker) and pay them back when you get paid?”

“Who can you call that might help you with your registration fee?” “I can talk to them and let them know how excited you are and share with them some information.”

“Do you have a debit card/checking account/credit card with you?”

Example 15: “I WANT TO THINK ABOUT IT”

This objection usually happens if the representative did not address timeliness of decision making in the purpose statement.

“Lisa, I’m confused. We discussed that this was exactly the right career field for you and the program fits into your current work/life schedule. Transportation, the ability to make a commitment, etc. was fine as well. You said you have been thinking about this for 6 months (or other time duration they mentioned) now and you know that you need it. Right? Then what is it that you want to think about?”

At this point you will get the real objection....address it accordingly.

Orientation Day

Orientation is a critical stage of the school business in that we begin to see the upcoming class taking shape. Students need to be told their orientation date upon enrollment. It needs to be stressed as a critical and mandatory step for success. At most school’s orientations, the student will receive his/her schedule, meet their department chair, finalize FA paperwork, begin PT job hunting, and meet new classmates. Orientation accomplishes a number of goals for the school as well:

- We see incoming students in order to get an estimated head count.
- We are able to assist with finalizing financial aid, missing and required paperwork, and other important matters.
- We have the opportunity to introduce students to the school and its environment.

Start Day

Start day is a hectic, crazy, wonderful time, when all of your hard work comes to fruition. Your student needs to be called by you 3 days in advance before classes start. You will be able to help them overcome their last minute fears. Once you have several names on the books, do not be surprised if one of your students doesn’t show up for start day (even if he/she attended orientation). Do not give up on any of your students! You will need to find him or her as soon as you know they missed their first class. Time is your enemy; the more time that passes without your student in class the more likely they will not start at all. Most importantly, when they do show up, make sure they signed in on the roster. Make a point to them that they must sign in on the attendance roster.

Graduation Day

This is the most rewarding and heartwarming experience you’ll have as an admissions representative. It is awesome when you watch a student that you’ve enrolled walk across the stage; you see a life changed for the better, thanks to your help and determination. It is not uncommon to get choked up at graduation. Hey, these are your “kids” and we are emotional sales people! It is also common for a student to thank you at graduation. Enjoy watching them graduate and know that you had a hand in it. Help them get to career services if they do not have a job yet. If they really loved their time at your school, give them a few of your cards and say, “If I can ever help you in the future or help anyone you know, just give me a call.”

Build Your Business with Referrals

Work Smart, Not Hard

Any high achieving admissions representative will tell you that he/she made it to high achievers through one lead source – referrals. Referrals are leads that are not supplied to you by the company, but that instead you supplied yourself by asking. Referrals have the highest conversion rates as well as the highest start show rate of all lead sources. So how do we get them?

You can ask for referrals on the initial call, the confirmation call, the actual interview, while on tour, closing the interview, upon enrollment, or even through the stitch in process. You can also ask for a referral while a student is in school, as well as after they graduated. Most admissions reps are proud of what they do and outgoing enough to talk about it. The best practice for this is to always carry your business cards and be ready to share them in the following fantastic referral building situations:

- Talking with your server at a restaurant.
- Talking with your neighbors.
- Talking with you gas station attendant or convenience store clerk.
- Talking with a person at the register of your retail, mall, and discount stores.
- Talking in a cab, bus, train, plane, or airport.
- Talking with the movie theatre attendant or server.
- Talking with anyone you meet.

In these daily life situations, you will need two cards; one you give to the person you are talking with and he or she has shared interest, and the other card, you will write down that person's number and put it back into your pocket to call when you return to school. Don't hesitate, call this person the next business day and set an appointment. Give them some good news that you just happened to notice from the school that correlates to your conversation that day. Then you can invite them in because you have a cancellation later in the day.

Sample Referral Scripts

“We have found that going to school with a friend is a good way for both people to be successful. You have someone to study with and share expenses with, like car pooling. You also have someone to motivate you when you are down and you can return the favor. For example, one day you might want to sleep in but your friend doesn't let you. Three weeks later, you don't let your friend miss class. Next thing you know, you've both graduated.”

“Some of our most successful graduates are people who never would have gone to school if a friend who had enrolled had not referred them to their admissions representative. We are always looking for good students. I think that you would make a good student and graduate and your friends are probably like you. Do you know anyone who is dissatisfied with his or her career, or who you think would be interested in our school? I am only looking for people you think would be a good representative of the college when they graduate?”

“Unfortunately, not all people have the determination you did to call our school and research their future. Many people get sidetracked in dead end situations. Can you think of anyone like that we can help together?”

“As we discussed during your interview, your graduation and career success is very important to me. The reason I chose to recommend your application for acceptance is because I feel that you are committed to starting school on time and graduating. Some of our previous graduates have found that one of the best ways to help achieve their goals is to have study partners. With a study partner you can encourage each other in school and compete with each other, motivate each other and attend classes everyday and study together, share transportation expenses and car pool or even help each other out with baby sitting and housing options, and to simply get better results because everything you share with someone else is better. To insure your success, write the names of three of your friends, relatives, and/or coworkers that you would like me to interview for admissions here. If they qualify, I’d be more than happy to recommend them for admissions and then you will have your study partner.”

“One of the reasons you decided to submit your application to our college for training is because of your current job is limiting. One of the reasons I am recommending your application for acceptance is because you are so committed to getting that better life. Are there other people you know that also wish they had a career, instead of just a job, or might be unemployed now? Wouldn’t it be great if you could help someone else toward a brighter future? By helping them, you are helping yourself because they could become your study partners. Let me explain: 1) encourage each other in school and compete with each other, 2) motivate each other to attend classes’ everyday and study together, 3) share transportation or housing, and 4) simply get better results because everything you share with someone else is better, don’t you agree? To insure your success, write the names of three of your friends, relatives, and or/coworkers that you would like me to interview for admissions here. If they qualify, I’d be happy to recommend them for admission and then you will have your study partners.”

“Although I have decided to recommend your application or acceptance, I still have one minor concern. As I stated earlier, your graduation is very important to me. Our college is looking for students who both start and finish school. You have admitted during your interview that you haven’t always finished everything you have begun. Though I feel you are very motivated now to succeed in school and in your future concern, I would like to recommend that you take one more step to insure success. The one step is to have study partners. Let me explain. 1) Encourage each other in school and compete with each other, 2) motivate each other to attend classes’ everyday and study together, 3) share transportation, housing, and 4) simply get better results because everything you share with someone else is better, don’t you agree? To insure your success, write the names of three of your friends, relatives, and or/coworkers that you would like me to interview for admissions here. If they qualify, I’d be happy to recommend them for admission and then you will have your study partners.”

Referral Lead Policy

- #1) All PDL's and Referrals must be entered into the system; immediately in the same day.
- #2) If a prospective student or enrolled student comes in with a referral and their name(s) are not in cvue, then it belongs to the assigned admissions rep. Sherry (Admissions Executive Assistant) to verify and assign accordingly.
- #3) If a prospective student or enrolled student comes in with a referral and their names are in cvue, then Sherry (Admissions Executive Assistant) to verify the last date of activity, you get a 30 day lead protection on your referrals - this was mentioned. I'll resend the lead protection policy as a reminder to everyone. If it's passed the expiration date; then Sherry will assign to new rep, if not then it gets reassigned back to old rep and Sherry notifies the respective rep.
- #4) We created a referral sheet for a reason; and it's logical and imperative that you ask for referrals in your interviews - no exceptions - as ALL admissions reps are responsible to ask on every prospective student in the interview process (get 2-3 names for each interview) - if they say they don't know anyone, ask them to check their phone and see if anyone can benefit from a college education.
- #5) Get those sheets to Sherry and she'll input them in the system for you. Sherry, how many referral sheets did you get from the reps the last two weeks? Let me see the binder they are supposed to be kept in. I'll check and verify next week.
- #6) No one overrides Sherry's decisions - if there is an issue, Sherry, get me involved immediately. Sherry has been tasked to help me streamline Admissions Operations - and she's doing great at it; and I expect her to do just that without any favoritism whatsoever to any rep, assigning leads and walk-ins accordingly and fairly - we must give everyone a chance to be successful, I know everyone works hard to ensure they hit their start budgets. So let's keep up the great teamwork.

LEAD PROTECTION CONCEPT: LEADS THAT ARE GENERATED BELONG TO THE SCHOOL, NOT TO THE REP. SINCE WE ARE RESPONSIBLE FOR ENROLLING AND STARTING STUDENTS SUCCESSFULLY IN THE FRONT LINES; CREATING REVENUE FOR THE SCHOOL TO GROW - THEY HAVE TO BE WORKED AND CONVERTED SUCCESSFULLY.

WE ARE EVALUATED BASED ON PRODUCTION AND START RETENTION RESULTS; THEREFORE; EVERY LEAD MUST BE CONVERTED SUCCESSFULLY - IT'S VERY SIMPLE - TO GIVE EVERYONE A CHANCE TO BE SUCCESSFUL; THIS IS WHY WE HAVE A LEAD PROTECTION POLICY.

**ALWAYS DO THIS FIRST; IT'S PROFESSIONAL COURTESY AMONG THE TEAM-
READ THE ACTIVITY NORES IN CVUE ON ANY GIVE LEAD**

**IF IT'S NOT IN CAMPUS VUE - IT DID NOT HAPPEN!!! - CHECK THE NOTES
FIRST!! LET THE BEST REP WIN!!!**

VELOCIFY WILL FIX THIS QUICKLY - IT'S AN AWESOME PLATFORM.

Example of Phone Referral Scripts

Example #1: Getting referrals from those who graduated.

Hi, this is Lettie Velasquez with _____. How are you doing today?

I'm calling today Lettie to follow up on your progress since you graduated.

Are you working in the _____ field now?

If yes, ask what their job description is and what they are doing.

Do career services have all their information?

If no, ask what they are currently doing.

Have they met with career services to discuss getting the assistance they need to work in the field? Get their permission to pass on their name and number on to the Director of Admissions so we can help them get the help they need, or pass along the information.

I'm also calling you today to find out who you know that you feel needs to make some changes in their life. We are always looking for people that are a lot like you, interested in making changes, motivated to finishing school and having a better career. Is there anyone Rocco that you know that is not working, or works in a job that they want to change? Is there anyone that you know who has limited options and who can use some help right now?

I'd like to help them if I can. Can I get their name and number from you?

I will contact them to see if there is any information that I can provide that may help them start making the same positive changes you made.

Please call me anytime if I can help you further. Thanks for your help.

Example 2: Calling on those referrals that you successfully got from graduates.

Hello, may I speak to Jack please?

Jack, my name is Lisa and I'm calling from _____. I recently spoke with one of my graduates, Hana, and she/he told me that you were looking to make some career changes, and she/he thought that I might be able to help you explore some career options. I don't know everything about your current situation, so I'm calling today to see what I can do to help you.

Can you tell me about your current situation? Are you working? How long have you been doing that? Or how long has it been since you worked? What types of jobs have you had in the past? Is your current (or past jobs) what you see yourself doing long term? Why or why not? Is there a specific career field that interests you? What is it about that career that you like? Have you explored any training programs, or spoken with anyone about career options? Would you like to get some information on career options, Mike?

Now, close and set the appointment. Smile and be enthusiastic.

Example 3: Calling to set appointments with the referrals you got from interviewing prospective students.

Hello, may I speak to Lisa?

Lisa, my name is Jack Bragin and I'm calling from _____.

I recently met with Lettie Velasquez, to help him/her explore career options and discuss his/her plans for the future. We discussed family and friends, and she/he told me that you were also looking to make some career changes, and she/he thought that I might be able to help you explore some career options. I don't know everything about your situation Mike, so I'm calling today to see what I can do to help you. Can you tell me about your current situation? Are you working? How long have you been doing that? OR how long has it been since you worked? What types of jobs have you had in the past? Is your current job (or past jobs) what you see yourself doing long term? Why or why not? Is there a specific career that interests you? What is it about that career that you like? Have you explored other training programs, or spoken with anyone about career options? Would you like to get some information on career options?

Use some more 6 E's and set the appointment as usual. Be excited and enthusiastic!

Example 4: Calling referrals that you got from in school students.

Hello, may I speak to Hana Pollock? Joanne, my name is Lisa Marie and I'm calling from _____. I recently spoke with one of my students, _____, and she/he told me that you were looking to make some career changes, and she/he thought that I might be able to help you explore some career options. I don't know everything about your situation _____, so I'm calling today to see what I can do to help you. Can you tell me about your current situation? Are you working? How long have you been doing that? OR how long has it been since you worked? What types of jobs have you had in the past? Is your current job (or past jobs) what you see yourself doing long term? Why or why not? Is there a specific career that interests you? What is it about that career that you like? Have you explored other training programs, or spoken with anyone about career options? Would you like to get some information on career options?

Use some more 6 E's and set the appointment as usual. Be excited and enthusiastic!

Measurement of Admissions Representative Performance

An admissions representative's performance is measured numerically by conversion rates. Numerical measurements are taken at each step in the Admissions cycle. Every campus has its own unique campus and managing by the numbers you must understand.

	Minimum Performance	Target Performance
Lead to Appointment	67%	70%
Appointment to Interview	60%	65%
Interview to Application Received	85%	90%
Application Received to Enrollment	85%	90%
Enrollment to Financial Aid	75%	85%
Financial Aid to Start	85%	95%
Lead to Start	15-20%	20-25%

Lead to Appointment – it is expected that a minimum of 67% of the prospective students will set an appointment for an interview but excellent admissions representatives' performance will result in 70% of the prospects setting appointments. The lead to appointment rates are a direct reflection of the quality and effectiveness of the admissions representatives' telephone presentation. Sticking to the 6 E's is key.

Appointment to Interview – it is expected that a minimum of 60% of the appointed prospects will show for a first time interview but excellent admissions representative performance will result in 65% of the prospects showing for interviews.

Interview to Application Received – it is expected that a minimum of 85% of the prospective students who are qualified effectively will apply, especially ATB students. Excellent interviews will result in 90% of the prospects applying. This conversion rate is a direct reflection of how well the admissions representative is qualifying and motivating the student.

Application Received to Enrollment – it is expected that a minimum of 85% of prospects interviewed will enroll for school but excellent admissions representative performance will result in 90% of interviewed prospects enrolling. The interview to enrollment rate is a direct reflection of the quality and effectiveness of the admissions representative's interview to get the job done, including getting the required registration fee. Completeness of paperwork and strong closing is the key of this process.

Enrollment to Financial Aid Packaging – it is expected that a minimum of 75% of enrolled students will complete a financial aid package with financial services but excellent performance

will result in 85% of enrolled student completing their finance packaging. This is a direction reflection of how well the representative instills a sense of urgency for the student to complete financial aid within a timely manner. Motivating the student to commit to their FA appointment is very strong here with solid admissions reps.

Financial Aid Packaging to Start – it is expected that a minimum of 80% of enrolled students will start school but excellent admissions representative performance will result in 90-95% of enrolled students starting school. The enrollment to start rate is a direct reflection of the quality and effectiveness of the admissions representatives interview coupled with appropriate follow up activities by the admissions representative between the prospective students enrollment date and start date.

Lead to Start – overall, it is expected that a minimum of 15-20% of the prospective students will start school (15-20 out of every 100 leads) but excellent admissions representative performance will result in 20-25% of prospective students starting school.

Minimum Acceptable Performance

After one full start, the following **minimum** start performance is expected of an Admission's representative:

- First start - Minimum of twenty (20) per start. If this is not attained, representative will be counseled and given warning with documentation.
- The next start - Minimum of twenty (20) to start or minimum cumulative total of thirty (35). If the minimum cumulative total is not attained, representative will be counseled and put on probation with documentation.
- The third start (3rd) representative must have a minimum of 20 to start or a cumulative total of forty-five (55). If this is not attained, representative will be terminated.

Starts with less than 26 hours of attendance will not be counted in totals.

Lead Flow

This should range from 35-50 per month per representative, which should result in minimum of one enrollment per day.

Admission Representative Goals

- Five solid appointments per day.
- Have an average of 1 (one) enrollment per day.
- A minimum of 5 (five) enrollments per week.
- Minimum of 15 (fifteen) starts per start, start goals are set based on rep experience.
- Maintain a minimum of (65%) sixty five percent start show rate for all scheduled starts.

Leads Worked

The following procedures will apply:

Inquiries Received During Current Month:

1. The Receptionist will be responsible for keeping the Inquiry Daily Log for incoming calls. When an inquiry call is received, the Receptionist will record this first name, last name, date, time, and program of interest, phone number and email on log. Receptionist will record all inquiries received, including those from marketing and advertising, admissions representatives obtained, referrals, those from high school lists, etc. on Inquiries - Daily report. All inquiries will be added into Velocify and CVUE.

2. At the end of the day, representatives will give Prospect Profile Sheets to Receptionist who will account for all names on her log, add any names which she had not listed, and record telephone number and source.

3. At the end of each day, Receptionist will prepare Lead Tracking Log to include all leads received that day by admissions representative and give copy of updated log to representative. Receptionist will show date of lead in Lead column and name of prospect in Name column. The log will be updated daily with a new log being prepared for each month.

4. Each morning, Director (A.D) will review status of leads on tracking log by reviewing comments on prospect profile sheet with A.C.'s, or review the data dispositions directly in Velocify and CVUE. Comments made by A.D. on prospect profile sheet will be dated and initialed by the A.D. The A.D. will review leads for the current month, the previous month, and prior months i.e. 30, 60, 90, 180, 360. Receptionist will update computer accordingly.

5. When reviewing A.C. lead tracking log, do not delete names from the log. Logs will be reviewed by Corporate when we are on the campus and deletions will be made at that time.

6. A complete copy of the Inquiries-Daily Flash Report is to be sent to VP of Admissions and Marketing/DOA Daily/Weekly for Velocify and CVUE verification; checks and balances.

Previous Inquiries or Recirculates: These include those received in previous months which are in data base.

1. Each representative is to make minimum of **30** actual contacts with prospect (not answer phone or friend or relative) per **week** and is to report results in Velocify and CVUE.

2. The Lead Tracking Log with A.D. comments are to be sent to management monthly. See following published schedule. Again, don't delete. Deletions will be made by VP of Admissions/DOA and Marketing.

Monitoring of Work Done on Leads: Comments made on inquiry logs should be carefully reviewed in CVUE and Velocify. Example:

1. “Doesn’t want loans” - indicates we are not explaining benefits of loans or BO is scaring prospects and telling them all the bad things, instead of benefits of loans.
2. “Job Conflict” - indicates alternative job arrangements have not been worked out which don’t conflict with school schedule.
3. “Unable to contact” - indicates we are not trying to reach at night or on weekends.
4. Other comments which indicate lack of effort.
5. Use the appropriate dispositions and make sure all notes are entered into Velocify or CVUE.

Follow Up Techniques

THAT WILL IMPROVE YOUR START SHOW RATE

Although no amount of follow up can erase the negatives left by an unanswered question or unaddressed objections during the enrollment process, an organized system of follow up is an effective deterrent to NO SHOWS. The trick is to reinforce the positive aspects of the enrollment interview and to degrade buyer’s remorse. We realize that we are the only support group many of our students have and if we do not fill that role, no one will. We all know that with no support for their career dream, our student simply fades in despair. It may sound corny, but a NO SHOW for college is many times also a NO SHOW for any future hopes and dreams for that student. We have a moral and social obligation to guide them to the decision which is best for them. Show we care enough to help them achieve those goals and dreams which continually need to be reinforced. The follow up letters, post cards, and phone contacts after enrollment, help to refocus the student on their dream.

1. Mail hand written notes the day the student enrolls. Use personal birthday and holiday reminder cards as appropriate.
2. Mail 3rd party proof sources that are uplifting and motivating about specific career sectors, newsletters, and articles.
3. Call the student within 72 hours of the enrollment. Ask if there are any questions or other concerns.
4. Use a systematic mailing of letters and informational material welcoming the students to use their department’s services.
5. Financial aid follows up to completion, and congratulates them on a huge step accomplished.
6. Orientation and start day confirmations and reminders.
7. Resolve housing, transportation, job hunting, and childcare issues and help them with resources.

Start Factors

KNOW THE NON START FACTORS – WHAT YOU CONTROL AND WHAT YOU CAN'T

In your interview you will need to actively or passively seek the following non start factors. They present real objections that must be addressed immediately if you sense something is not right. Slip in questions and take strong mental and physical notes. In 95% of non start enrollments one of the following was present and did not get resolved.

1. Citizenship/Resident Status
2. High School Diploma/GED
3. Student Loan Default
4. Job Schedule
5. Child Care Issues
6. Transportation Issues
7. Job Hunting Issues
8. Family Support for School Decision not Strong Enough
9. Financial Difficulties in Current Life (creditors calling, repossession, etc.)
10. Lack of Commitment, Motivation, and Desire
11. Health Issues
12. Dream Killers
13. Depending on Company to Pay Tuition
14. Failure in College Setting in Recent Past
15. Fear of Failure, No Hope, Low Self Esteem
16. Fear of Age and Ages of Others in Class
17. No Phone Number
18. Felony Conviction
19. Selective Service Registration
20. Admissions Fundamental Delivery Failure

Saving the Shaky Student

Learn how to control what you can and identify what you can't. You will be able to get a 45% start show rate with no follow up. You'll get a 55% start show rate if you do a couple of things but have no real plan of action for follow up. You can achieve a 70% + start show rate by planning stitch in and following your plan. The difference in start show rate is the difference of making high achievers for you and making taxpayers instead of tax receivers out of your students.

Things You Cannot Control

1. Death of your student or someone near them at start time.
2. Student goes to jail.
3. Student gets a serious and life threatening illness.
4. Family has a major tragedy that turns their life into an uncontrollable mess.
5. Student is unable to get a cosigner that passes standards.
6. Student wins a great sum of money through luck somehow.

Things You Can Influence Correctly – Leveraged Control

There are some things you can control by mentoring your student and teaching them how to overcome the rest. The things that you can help with are listed in the following manner:

1. Student loses current job.
2. Student gets a bad reference about your school from a “friend.”
3. Student cannot afford monthly payment.
4. Student's transportation fell apart.
5. Student has a change of work shift.
6. Student's childcare fell apart.
7. Student's support network changes their mind.
8. Student is moving or family moving away.
9. Student changed their mind.

Through persistent and timely follow up you will discover one of the above concerns and can teach/coach your student back into start status. You need to build your network of help and solutions. Get them the answers and help them. These are the best questions to help you solve common problems.

Student Loses Current Job

What job sites can you find on the net to search for new jobs with your student?

What does career services have posted that might help?

Does your student know how to write a resume? Can you teach him how?

Can you student not work with the help of family?

Student Gets a Bad Reference

What was said? Is it true?

Who was involved? Do they still work for us?

Is there anyway you can show them there is a better way of seeing things and make them feel more comfortable that what they heard is not a true claim, but in fact a more personal perception of thinking from someone else?

Student Cannot Afford Monthly Payments

How much do they spend on unnecessary things? Can you help them with a budget plan?

Can they work an additional job one day a week to make the difference?

Do they have any outstanding debt that can be consolidated with a student loan?

Can they take on a roommate to help with expenses? Can they move back home?

Can they sell something that is a luxury to pay the difference?

Is there anyone else that they can turn to for help?

Student Transportation Fell Apart

What was it? Can it be fixed?

Is their public transportation that comes by the school?

Can they use public transportation?

Does someone else come to school from their zip code who could share and give rides?

Could they bike it? Walk it?

Student Has a Change of Shift

Is the job more important than getting an education?

Is their employer aware they are considering going back to college?

Can their employer offer another shift?

Can the school offer another shift?

Student Childcare Fell Apart

Who knows about some affordable childcare options in the area?

How does the state childcare assistance work?

Can student services give some answers?

Who in the family is around and available to help out?

Is there a friend who can help out?

Student Family Member No Longer Supportive

What happened at home recently that led them to change their mind? Can it be fixed?

What happens to the student if they disregard opinion and move forward with school?

What alternative can offensive family members provide to the student to make them successful if the student does not go to school?

Student or Family is Moving

Can you help them find roommates if possible?

Can you provide them with good resources to find a place?

Can the student live with another friend or family member until school is finished?

Can the student finish the program before the move is final?

Student Changed Mind

What is the student's new plan of action to put success in their life?

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