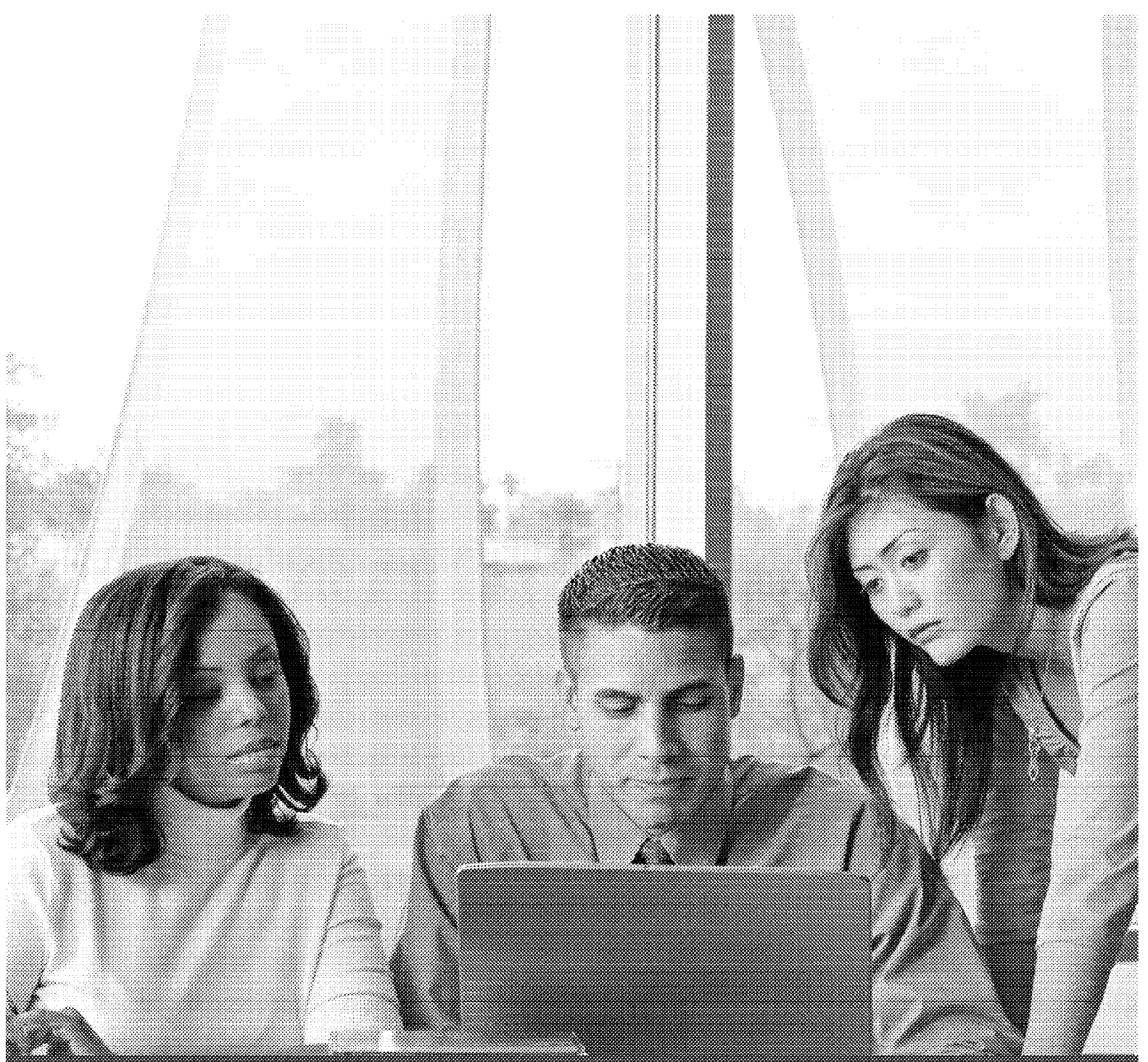
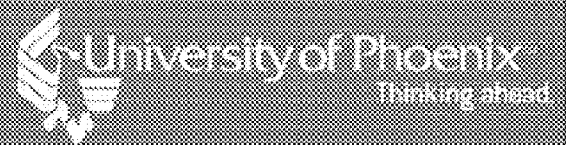


Excerpts, selected by the HELP Committee, from a larger document
produced by the company



Enrollment Counselor Guide
Specialized Services - Single Course/ CTE



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Role of an Enrollment Counselor (EC)

One of an EC's top priorities should be to understand and apply the core values of Non Degree.

- Do things right the first time.
- Bring a problem, bring a solution.
- Politics before success.*
- Work hard, play hard.
- Think outside the box.

EC's spend a great deal of time on the telephone conversing with prospective students. It is critical that the EC prepares for every call and knows the purpose and direction of each conversation. The EC must spend time wisely with each and every potential student and know when to help the next potential student.

Successful EC's organize and work their database of students consistently and thoroughly. Each day, the EC prepares to follow up with appropriate students and work quickly and efficiently to meet each individual's needs.

An EC must demonstrate proficiency in product knowledge, and effectively enrolling a student into a class during the student conversation. A student enrollment call includes: building rapport, identifying needs, matching needs to benefits, overcoming concerns, and assisting students in completing an application.

*Doing the right thing, being a good person and being ethical are more important and should come before success. There are certain procedures and policies in place that

should be followed. Showing integrity and becoming successful in an honest way should be first priority. Success will naturally follow.

Once an EC has guided a student through the application process and a tuition payment option has been discussed, the EC can send the student's application through to the Student Services Counselor (SSC) who financially and academically clears the student for class. Once the EC has been notified that the student is clear to register for class, the EC will work to ensure the student is scheduled and prepared for class.

An EC should also understand the different roles within the Specialized Services Department.

- Enrollment Counselor –
- Student Services Counselor –
- Team Lead –
- Manager –

Sample EC Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:30	Voice mail E-mail	Voice mail E-mail	Voice mail E-mail	Voice mail E-mail	Voice mail E-mail
9:30-10:30	news	news	news	news	news
10:30-12:30	lm2 (contact)	lm1	lm2	lm1	lm2
12:30-1:30	lunch	lunch	lunch	lunch	lunch
1:30-2:00	Voice mail E-mail	Voice mail E-mail	Voice mail E-mail	Voice mail E-mail	Voice mail E-mail
2:00-3:00	lm1	apnd	lm1	lm2	lm1
3:00-3:30	em1 em2 alt weekly	em apnd	paperwork	lm2	apnd lm
4:30-5:30	news leave message	news leave message	news leave message	news leave message	news leave message
5:30-6:00	paperwork	paperwork	paperwork	paperwork	paperwork

Call Flow

Students are either transferred to an EC by the Qualifying Center (QC), by another department, or the EC may be contacting a student directly because he or she requested information about UPX.

The EC should always answer an incoming call with:

“Enrollment, this is _____.”

After the student has been introduced by the Qualifying Center, or the student has introduced himself or herself, the EC should follow with:

“Hi Paul, my name is Joe and I will be your enrollment counselor. What can I do to help you today?”

Another example might be:

“My name is Susan, I am your University of Phoenix enrollment counselor. How can I assist you?”

If the EC is calling a new lead who has requested information, the introduction might go something like this:

“Hi Paul, my name is Joe. I’m an enrollment counselor with the University of Phoenix. I’m calling in regards to your request for information about our online classes.”

Once the introductions have been made, the EC should begin to build *rapport* with the student, which we will discuss in a future chapter.

During the conversation, the following acronym should be kept in mind – **CPD** – or

C _____

P _____ (or cost)

D _____

Narrow it down to one class... (Course)

Begin to ask open ended questions in order to identify the student's motivation and needs, and to narrow it down to one class.

- What kind of class are you looking for?
- Why do you need the class?
- Why are you looking to take the class online?

More specifically, ask:

- How many credits do you need?
- Do you need an undergraduate or graduate level course?
- Will you need to transfer this class to another university?
- Do you need this class for professional development?

Set up proper expectations...

Ask the student if he or she has ever taken an online class before (this helps build rapport and allows you time to research the catalog), or if he or she is familiar with UPX's online course format. Briefly describe the benefits of taking an online class with UPX, be careful not to “info dump.”

- _____ % online
- _____ hour access to online classroom
- SC courses are completed in _____ weeks (undergraduate) or _____ weeks (graduate)
- CTE courses are completed in _____ weeks

Make a recommendation...

Once the student’s need has been identified, begin to recommend a course of action.

When making a recommendation, ask if the student currently has access to the internet. This will allow the student to follow along and read about available coursework. Recommend a specific class.

“I have a great class for you.”

“We have a few classes that will meet your needs. Here’s where I suggest you start...”

Briefly describe the course and what it entails.

“This course covers...”

Check in with the student!

“Does that sound like what you need?”

“How does that sound?”

Talk about tuition... (Cost)

Once the right course has been decided upon, talk about tuition with the student. For SC, be sure you have provided the benefits and how students' needs are met prior to explaining the cost. For CTE, price is considered a benefit point because tuition is discounted for teachers.

"The tuition for that undergraduate course is \$_____ per credit hour and it is only 5 weeks long."

"That methods course is only \$_____ for 3 credit hours."

Ask if the student is active in the military, as UPX discounts tuition for active duty military.

"Great! We give a 20% discount to all military students."

Transition to the next point... (Start Date)

Talk to the student about when they anticipate taking the online course. This is the time to uncover ***urgency*** and move the student to the next step in the enrollment process – completing the online application.

"Let's look at available dates for that class."

"I have a class available as soon as...."

"It looks like I might be able to help you into..."

"Good news! Your class is starting on..."

Again, check in with the student!

"How does that sound?"

"Will that work for you?"

If no...

We don't want to waste students' time if they can't afford to attend at this time, or if they're not admissible. Now, here is the paradox; students always want to finish ASAP but want to start as far in the future as possible. Starting may mean changing a schedule around, increased workload, homework, etc. Naturally, when you ask students when they want to start, you get a date way off in the future somewhere. Be sure to phrase your questions about start date using "completion" verbiage.

"When would you like to be done with your class?"

"When were you thinking of completing your class?"

"When do you need the credits completed by?"

These questions will lead to answers in the very near future. As we cover "Creating Urgency" in a later section, you will see how asking these questions allows you to help the student start much sooner.

If yes...

If the course suggestions and start date work for the student, and if the student currently has access to the internet, suggest completing the online application together. Walking the student through the application process ensures accuracy and completion.

"We need to get your application completed so that I can reserve you a seat in class."

"Let's get through this application together in order to get your name on the roster ASAP."

If not, explain to the student how the application can be completed and schedule a follow-up call to verify completion.

“Please fill out the application as soon as you can, as classes fill up quickly and I want to be sure to get you in! I’ll call you tomorrow evening to see if you need anything.”

Establish same-day completion of the application and a time when the student can be contacted for follow up.

“As soon as you get the link to the application, just complete the forms and I can register you for class. It will only take about 20 minutes.”

“Will you be able to complete the application today?”

“Once I see you have completed all the forms, I’ll give you a call.”

“If I haven’t received your completed application in 48 hours, I’ll be sure to give you a call.”

ApplyWeb

Explain the details of the application process to the student (more on this later).

- Application can be found at _____, however the student should access ApplyWeb through the link the EC provides in an email.
- It takes about _____ minutes to complete.

The above “call flow” situation is highly ideal, however, many situations can arise during the conversation. The student will have many valid questions and concerns. Some students will be unfamiliar with how online classes work, others may be wondering how to transfer credit from UPX to their current university.

Student questions and concerns....

- ***How does online work?***

“If you’ve ever used email or posted on an online bulletin board, you’ll pick up the online format very quickly. You’ll communicate with your instructor and other students by posting messages in your online classroom. You’ll have written assignments that you email directly to your instructor, and you’ll also have to answer discussion questions and post your answers for the rest of the class to read. You will be responsible for both individual assignments, and assignments that you complete with team members in your class.”

Remind the student that they have access to a sample classroom to see how it all comes together and that technical support is available _____ hours a day. Also, students should be aware that on the first day of class, the EC is available to help navigate the OLS system.

“I will be here to help you all the way through class.”

- ***Is it hard?***

“If you do the work and complete your assignments on time, you will be fine. Most students spend about 10 – 15 hours of work per week on their class. That includes reading, writing, participating in class discussions, etc. You’ll find that you get more efficient as the class goes on. Participation is a big part of your success; be sure to log on daily! You must participate at least 4 out of 7 days per week.”

Set up proper expectations for students. Let them know that it's not going to be the easiest thing they ever accomplished but that they will feel productive and engaged.

"You will take from the class exactly what you put into it."

- ***Will the class transfer to my university?***

"You will need to check with your university, possibly your counselor there or your dean. I'll email you the link to our single course catalog and you can forward the course description to your school to make sure it will transfer."

- ***I need 12 credits and want to know which courses will work for the CPA exam in my state?***

"You will need to check with the state board."

- ***I need a math methods course that is required by my district. Will yours qualify?***

"You will need to check with your district or state board."

Summarize...

Wrap up the conversation by restating the course title and anticipated start date. Verify a call back day and time to discuss completion of the application. Confirm student's email address and that everything the student needs to register will be included in an email.

"Okay, great! I have you scheduled for _____ starting on _____."

"I just sent you an email with the application link. Please fill that out by _____."

Encourage the student to browse through catalog and/or send it on to a friend or family member who may be interested in taking a course. _____ are the best way to generate new business. Students enjoy taking classes with friends and associates.

“In the email, I’ve also included a link to our course catalog in case there are other classes that might interest you.”

“Feel free to forward this link to a friend, coworker or anyone who might need an online class.”

Referrals...

Referrals should be part of every conversation you have with your students. Everyone they know is an opportunity for you to help someone meet a need through education. Even if the student you are talking to is not a good fit for UPX, they still know people who are a good fit. Below are several examples of referral questions.

“Who else do you know who would like to pursue an online class?”

“Are you calling regarding a group or individual enrollment?”

Remember to...

Use the student’s _____ throughout the conversation. Look for ways to build rapport with the student by asking questions about their motivation for taking the class. Be sure to follow the pace of the student but always stay in _____ of the conversation. Create urgency while talking about the start date and application process. Always use professional language and exude _____ in yourself and in the product. Establish open communication to encourage future contact.

RAMOPSR

Enrollment Counselors spend a great deal of time on the telephone conversing with prospective students. It is critical that the EC prepare for every call and know the purpose and direction of each conversation. The EC must spend time wisely with each and every potential student and know when to end a conversation and move on to the next.

A student enrollment call includes: building rapport, identifying needs, matching needs to benefits, overcoming concerns, creating urgency and assisting students in completing an application.

How does an Enrollment Counselor open the initial call?

“Hello, this is _____ with University of Phoenix Online. May I speak with (Name)?”

“Hi (Name), this is _____ with University of Phoenix Online and I have been assigned to you as YOUR Enrollment Counselor.”

“Congratulations on looking into earning your degree!!”

“(Name), I will be asking you a few brief questions to determine your admissibility to the university.” (Used if the call is not being transferred from the Qualifying Center.)

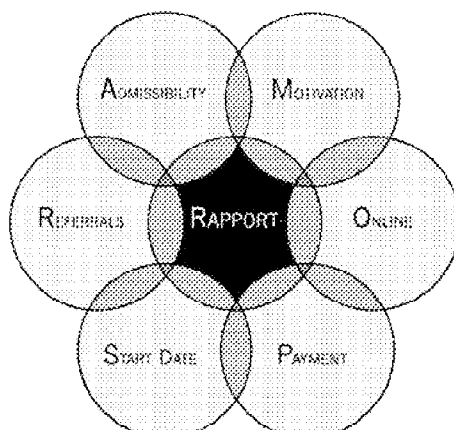
Effective immediately, on all inbound calls, including internal transfers, our greeting will now be:

“Enrollment, this is _____.”

Once you’ve taken over the call from the Qualifying Center representative, this is the greeting to your new student:

“Hello, this is _____. I’m your Enrollment Counselor with University of Phoenix Online.”

Then you can continue with something like “I will be assisting you with enrolling into school. Before we get started what do you want to accomplish so I can help guide you into the right degree program?”



Student Conversation

R

Good rapport builds trust and confidence and allows for a smooth and relaxed conversation.

A

Determining this early on in the conversation helps to avoid spending valuable time and disappointing the student if he/she is not admissible.

M

Gathering student motivation occurs naturally in the conversation as the student discusses the value of earning their degree.

O

It is important to have the student express why the online option is the best way to earn a degree. Often times attending school online is the only option a potential student has in earning a degree.

P

Paying for school is one primary concern of a student. University of Phoenix offers various payment options for ease and flexibility in making that decision.

S

It is important to have a student verbally commit to an anticipated start date.

R

A referral is recognition of great customer service and a job well done. Referrals are an excellent retention strategy when enrolling students.

CAMPUS EMPLOYEE DEVELOPMENT
A P O L L O C O R P O R A T E U N I V E R S I T Y

12/21/2007

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Building Rapport

How do we develop rapport? We hired you not only for your education or work background but also because you are friendly and engaging. This is where you put your people skills to work.

First, be yourself. We hired YOU for a reason. Second...relax! Students will respond favorably when you appear relaxed and confident. Third, show your enthusiasm. Smile and show the student with your voice that you enjoy what you do and are happy to be assisting them. Make the student feel good about himself/herself and the decision to take an online class. Fourth, find something other than education to talk about – make small talk!

You will be surprised how much you and your students have in common. A brief period of small talk can break the ice. The small investment in the time it takes to build rapport will help you and your student reach your goals. The result will be in the student feeling comfortable sharing more of his / her needs regarding education later on in the conversation. Our best counselors let their students' talk 80% of the time. We call this the 80/20 rule. If you let them, your students will tell you everything you need to help them commit to taking a class. And, as we all know, who do we all like to talk about? OURSELVES. By letting the student talk, you will gain rapport much easier than if you do all the talking. This rule can be difficult to follow and may require you conscious effort at first – stick to it!

Common areas of small talk include the weather, local sports teams, kids, recreational activities, hobbies, etc. When you give your student the opportunity to “warm-up,”

talking about his/her favorite topic, he/she will give more detailed answers to your qualifying questions later on.

When we have rapport with our students, they trust the information we are providing and our guidance toward helping them achieve their goals. Another method for increasing rapport involves making the students feel good about themselves by acknowledging the information they share with you. To accomplish this, we use praise, or “kudos.” Whenever students reveal something about themselves, they are risking that we will judge them and not approve of them. Make sure they know how much respect you have for them by offering kudos. See some examples below:

“You’ve got three kids? Wow, that’s a full time job right there, good for you.”

“You’ve been with your company for seven years... you must be very good at what you do.”

“You only need six more credits to finish up? That’s excellent! You’re almost done.”

Creating Urgency

After gaining voice-to-voice contact with your students, uncovering and developing needs, matching our benefits to their needs, and helping them to work through their concerns, you now have the challenge to help them act NOW. One of our biggest threats is complacency. Our students may have waited years to contact us and if we let them, they might take years to take the next step. As a customer service provider, it is your goal not to let your students fall victim to complacency. This chapter will help you create urgency in your students so they resist the urge to wait and get excited to begin NOW.

First, assess yourself:

- Am I in the right mindset?
- Am I going to sell or be sold?
- Does my call make a difference?
- What little things can I do to REG this student?

Learn the following techniques for creating urgency:

- Use rapport
- Show excitement and enthusiasm
- Re-confirm the need and the student's motivation
- Create a timeline for the student

Rapport

You have already learned how to create rapport. Once you have rapport with your student, you can say things to him/her that you might not have said early in your first phone call. Think of your close family members and friends. You might not have to sugar-coat what you say with these people because you have a great deal of rapport. Students will listen to your advice and not take offense when you have done a good job of developing rapport and they trust you. Rapport is one of the areas that are difficult to measure and our top Enrollment Counselors gauge it by “feel.” You might feel more relaxed talking to the student as you have found various things in common. These are all good signs of rapport.

Students respond to you and how you treat them. If a student feels that you like him/her, he/she will be more likely to trust you, listen to you, and take your advice constructively. Conversely, if you do not like your student, it will show, and everything you do will be more difficult when the student senses this. Our best counselors are not more likable people, but find reasons to like more of our students. When you speak to a student, make an effort to find something you like. Too often, we identify what we do not like. This tendency will make your job more difficult unless you make an effort to change it. Below are some examples of things you can say when you have rapport and a good working relationship with your students.

Remember... everything you do with a student is easier when you have rapport. You would not be here if you didn't have people skills. Be yourself, and engage your students with the personality that got you hired.

Urgency is created by:

- Building _____ - it only takes seconds to find your student's motivation
- We should overcome the student's natural ability to _____.

Excitement and Enthusiasm

You receive a paycheck for what you do, and chances are you enjoy helping people change their lives for the better. What a great reason to get excited! Too many people dread going to work each day while you have the incredible opportunity to be successful and make a positive impact. Consider this: if you get paid to be here and can't smile and get excited, why should someone else get excited about paying money to be here? We have an expression in Enrollment called TYF – Tell Your Face! If you are excited about what you do and about helping your students, then show them.

Your attitude is contagious. Many of our top performers have helped their students make the decision to enroll as a result of contagious enthusiasm. Show your students why they should be excited about getting enrolled right away. You can ask questions designed to get them excited about their goals. By this time you have an in-depth understanding of why taking an online class with us is important. You can also summarize what your students have said previously to help them get excited and feel the urgency.

See examples below:

“Tell me Bob, how soon would you like to complete those credits?”

“Larry, when would you like to have that promotion you mentioned?”

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“Jill, you mentioned that getting those credits will fulfill a personal goal, help you move up within you company, and provide more job security. How soon do you want all that?”

Once you have good answers to these questions, you can move to the next phase, establishing a start date.

“Jill, based on when you need the course completed by, you’ll need to begin no later than _____.”

“Susan, based on your goal to become eligible for that promotion ASAP, let’s target the class which starts on the 17th.”

“Larry, you said the only thing holding you back from being promoted is continuing education credits. If that’s all that’s holding you back, how soon should we take care of that?”

Remember: Starting class may mean hard work and commitment for our students. Help them focus on the end goal and what they want out of their programs to create urgency. If there is something they want, they will want it NOW.

Remind Your Face:

- Are you smiling or frowning?
- Excitement and enthusiasm are _____
- Phone body language – posture, attitude, etc.

Reconfirm the Need and the Student's Motivation

Remind the student of the needs they voiced to you earlier in the conversation or in a previous call. Avoid instilling buyer's remorse - be honest and work at the same speed as the student. Understand that not everyone is ready to go – incomplete paperwork, seeking district approval, etc.

While UPX has helped many students reach their goals and is highly convenient, we are not “too good to be true.” Help your student to understand why they need school and why it is beneficial to do it now. Anticipate objections such as time constraints, money issues, or hesitance due to the online format. Remember, the reality for all of us is that nothing is going to change within the week, month, or year that will create a better time to attend school. When an objection arises, return to the student's motivation.

Create a Timeline

Assign homework and an application completion date to your student.

- Always give an immediate _____ to work with.
- If they do not take the first available start date, ask them what class or start date would work, and get them committed to an _____ start date.
- Do not tell the student we have classes running every week unless you cannot agree on a start date, or rolling starts dates is a selling point.
- If the student still needs approval for classes, then provide optional future start dates.

_____ your student's options when it comes to a course's start date.

"It looks like I might be able to squeeze you into....."

"Good news! I have class starting on...."

"The date I have in January is....."

"Since you need approval, I will call you back on to follow up."

Set up the proper expectations for your student and be sure they know what to do next in order to get enrolled. Lead your student through the process – remember *call flow*. Once C.P.D. is established, encourage them to complete the online application and explain the details of the application.

"This application takes about 15 to 20 minutes to complete. Let's get started by clicking on my link in the email I sent to you, or go to myapply.phoenix.edu."

"It is only a short online application and won't take you long to fill out, especially with me helping you."

"We don't run this class as often as some of the others, so it fills up quickly. Let's start the application together now."

"We need to get your application in for me to reserve your spot. Are you at myapply.phoenix.edu?"

If the student does not have computer access at that time, it is beneficial to establish a same-day return of the completed application or establish an alternative return time and a follow-up call time.

"As soon as you get the email, click on the link by my signature. It will only take you a few minutes. I'll be at my desk for the next hour. Will you be able to get it back to me by then?"

“When can you get it back to me?”

“Your anticipated start date is _____, if I don’t see that your application is completed by _____ I will call you.”

Remember, your student looks to you for guidance and knowledge. Set proper expectations, encourage them to start in a timely manner, and share your enthusiasm with every student.

Overcoming Objections

You have already learned that students often contact us to help them make the decision about where, when, how, and even if they should take a college course. In some cases, your students may call and tell you they've already decided to take a course with University of Phoenix. In both cases, your students will have questions and concerns about returning to school. Do not be fooled if your students call in wanting to apply. It is still your responsibility to uncover and help them answer their questions and concerns, whether they bring them up or not. This section will cover the different questions and concerns students will bring up. Even more importantly, you will learn strategies to handle any question effectively allowing you to help your students work past their concerns.

Categorizing Concerns

You may hear your students word their concerns differently each time you deal with a new student. It should be comforting to know that there are two main categories for objections: Can't and Won't. Your students will usually present their concerns as "can't." For example: "I don't have enough time." It is your responsibility to help the student determine if it is can't or won't. The techniques we will teach you focus on when a student can attend, but won't.

There are four categories of "won't" objections.

- Cost – It's too expensive, I don't want loans...
- Time – It doesn't work with my schedule, I'm too busy...
- Fear – I haven't been in school for a long time, I'm bad at math....
- Value – Will you guarantee that I'll get more money if I have the college credits?

It is important that you understand that a student may bring up one objection but he/she may be bringing up several. For instance, when you know that a student can afford to attend but he/she still says cost is holding him/her back, it may be cost combined with fear. Is the student afraid of failing? It might also be cost combined with value. Is it possible that since he/she can afford it, he/she is simply worried about spending time and money on a class that won't get him/her what he/she wants? More often, our students will admit to having cost and time concerns before fear and value. It will be up to you to determine if one or more concerns exist.

How do I address questions and concerns?

- Make sure you have built value first! – Students will bring up fewer concerns and will be more open to solutions when you have established the value for them.
- Understand that student reactions and concerns can occur at any time – at the very beginning or any time during the call flow.
- Always be responsive, not defensive – never, ever turn a conversation into an argument. Even if you win an argument, you have lost a student.
- Don't answer a concern until you fully understand it.
- Student reactions and concerns are usually unanswered questions in disguise or misunderstandings.

Is it a question of their priorities?

- The EC can only ask someone to do something they want to do for themselves. Help the student understand why taking the class should be a priority.
- Ask: Why haven't you started yet?

Use their motivation - _____ what has been shared.

“Classes start next Tuesday, is that soon enough for you to be able to apply for that job opening?”

“Your class begins on _____, that should enable you to be done by your deadline.”

“Based on your graduation goal, you’ll need to start right away.”

“Tell me how soon you’d like to have your endorsement/degree/certification completed.”

Have a plan of _____.

- Know your student’s needs – completing of a degree, or an endorsement, sit for the CPA, new promotion, change in careers, etc.
- Be able to multi-task.
- Do not overlook important details.
- Show support and instill confidence.

Reasons students do not register for class include:

- Unexpected change in routine
- Only looking or thinking about returning to school
- Cost
- Time
- Personal insecurity

Find the student’s motivation by asking open ended questions (OEQ):

“Why would that keep you from starting now?”

Life got in the way:

My spouse was laid off.

A: Doesn't that make getting your degree that much more important?

I just got a promotion/new position and want to get acclimated first.

A: Our program was designed for students who work 40-60 hours a week, plus have a family. It sounds like the time you are at work, you are more productive than before, but you still have the same amount of free time outside of work, right?

Student is just shopping:

I don't want to rush into anything.

A: I can tell you have been considering going back to school for some time.

OEQ: What have you done since you've been thinking about it?

OEQ: What do I need to do as your enrollment counselor to help you?

Cost:

You're too expensive.

A: Can you afford not to go? Education is an investment. Investments are equal assets; it gains value, unlike a liability.

OEQ: What were you expecting tuition to be?

I don't want to take out loans.

A: If student loans will match your payment to your income when you are in re-payment, why do loans scare you?

A: If you are going to be making more money, wouldn't those loans be easier to pay back?

A: Very few college graduates complete their program without having to pay back student loans.

OEQ: Why would you not want to invest in yourself?

Time & Commitment:

I don't have time for school right now.

A: How much time a week do you have to dedicate to school?

A: Life happens all the time; would you like to already have your degree? Why put it off time and time again when you could be done with this by _____.

OEQ: What does your schedule look like on any given day?

I have too much on my plate right now.

OEQ: Tell me what time commitment you are anticipating with school...

OEQ: What have you committed to recently that isn't helping you achieve your educational or financial goals?

Other Objections:

I talked to my spouse and he/she said....

A: Taking this course is for you, but it will benefit both of you.

I'm too old.

A: I understand it is hard to learn something new when you are already accustomed to a certain routine, but you'll have a team of associates ready to help you meet this requirement.

Use Value Statements:

- Personalized Service
- Online Library/one of the largest on the internet
- Small Group Size (feed off one another's knowledge)
- Centralized Course Development
- Integration of Theory and Practice
- Practitioner Faculty
- Small Class Size
- Sequential Course Scheduling
- Learning Teams
- 100% Online
- Over 160 learning centers
- Online Tutorials
- Leader in Online Education
- Largest Private University
- Immediate and Consistent Feedback
- Social Learning Environment
- Active – No Passive Learners
- Enrolling working adults for 25 years

- We developed an adult learning model focusing on application of real world experience
- Online programs since 1989
- Academically accredited by the Higher Learning Commission
- Strong reputation in healthcare industry because largest nursing school in the country
- Most (if not all) books are housed online and less expensive than traditional books
- No geographical limitations
- Applied learning
- Faculty hold at least a Masters degree and must meet a minimum number of years in their field
- 24/7 tech support

Be Responsive [not defensive]

Nobody has ever won a fight with a student in any business. Even if you win the argument, you have lost a student. Never, ever, EVER get defensive and turn your conversation into an argument. This is easier said than done because our students may sound angry or upset. It can be difficult not to take their words personally. It helps to understand that your students are not upset with you specifically. They are most often upset with a situation and you happen to be talking about it with them. Here are some examples of what students might truly be upset about.

- Not making as much money as they'd planned
- In debt
- Wish they had completed school previously
- College was cheaper the last time they attended 20 years ago
- Not happy with their jobs (for any number of reasons)

Your student may say, "You're too expensive." What he/she is actually saying is, "I want to go to school, but I'm concerned about cost. Can you help me figure out the financing?"

Keep in mind that you are the student's personal consultant to help with these issues. Your student might be frustrated about a current situation or about the barriers he/she sees to completing a degree. Both of these are opportunities for you to be a solution provider. Knowing that you can help fix a situation can help you control your reaction to student concerns.

What happens if I get defensive?

In addition to the obvious loss of rapport when you get defensive, you might also make a concern worse. If a student brings up a cost concern and you react defensively, you have just confirmed the concern. For example, if the student says our programs take too long, and you get defensive, what is the student to think? If you believed our programs were the right length, you would not be defensive. You have just shown that you feel we have something to hide. In addition, if your student has a second concern, why would he/she bring it up if you reacted defensively to the first?

How can I keep from being defensive?

Overcome your own objections

The first task you have is to get in class, sample what we offer to our students, and realize the benefits. Attend a graduation. See firsthand how happy and excited our students are when they finish. You will then understand the true benefits of our programs and you will never again question if the amount of time, money, or effort is worth it. Until you feel that way, you will have difficulty with concerns as you will project your own on your students and/or shy away from the topic completely.

Smile and congratulate the student (welcome the concern)

When a student offers a question or concern, a smile in your voice can help reduce hi/her fears. By showing that you welcome the concern, you are continuing to foster open communication and are showing that you can help him/her with any problems he/she may have. You might ask, why should I smile when a student tells me he/she can't or won't go to school? Here are some reasons.

- Be happy your student feels comfortable sharing it with you. Some will not.
- Getting a concern out early is great. They are harder to deal with when the student holds on to them and calls after not attending classes to tell you.
- Worse, some students may have concerns, not show up for class, and never tell you why because they are embarrassed.
- Congratulate yourself for building enough rapport that the student trusts you

- Your student is clearly interested in school-- those who are not interested hang up or walk out, they don't ask for help with concerns.
- Be happy, if a student is qualified and wants to go to school, we can find a way to make that dream come true.

After you have managed your reaction, it's time to make the student feel good about bringing up his/her concern. Congratulate the student for bringing up his/her question and give him/her cookies for taking the decision to return to school seriously.

Example:

Student: Your schedules are too much for me right now.

EC: *(smiles)* Joe, thank you for bringing that up. I can see that you're trying to fit school into your busy schedule. It's clear that you're taking this decision seriously and want to make sure you're successful. I respect that. Let's talk more about schedules. *Responsive, not defensive, friendly, made the student feel good, and stayed solution-focused.*

Clarify Concerns

Your next step to helping a student work past his/her concerns is making sure you understand what the real concern is. Remember developmental probes? You learned to ask questions to get a deeper understanding of your student's motivation, and you will do the same thing to get a handle on his/her concerns. When a student explains that he/she is too busy to attend, don't contradict him/her! Don't attempt to solve him/her problem until you understand it completely. To generate trust and rapport, you will always clarify a concern before you attempt to address it. You will be using the developmental (open) probes along with your listening skills (reflecting/summarizing). See below for an example.

Student: I don't have time to go to school.

EC: What about time is holding you back? *Open ended clarifying question.*

Student: I don't think it would work with my schedule.

EC: I'm glad you brought that up Jane. I can see you wouldn't want to do this unless you could devote the time necessary to do it right. That's commendable. Tell me more about your schedule-- tell me about work and anything else you have going on. *Responsive, got a cookie in, and clarified using an open, developmental probe.*

Student: I work 8-5 Monday through Friday, the kids have baseball and gymnastics Monday and Wednesday, I cook dinner every night, plus general house cleaning, shopping, and all that stuff.

EC: Good, that gives me a better idea. Tell me more about your schedule after the kids are in bed. *Showed accurate listening, reflecting, and asked a developmental probe.*

Student: Usually I get home make dinner for my husband and kids, and then we relax, maybe pay bills or something until bedtime.

EC: Is there anything else on your schedule that might prevent you from being in class? *In this case, a closed probe works well. The student will likely indicate "no" meaning everything is already out in the open, or provide more details.*

Student: No, that's it.

EC: When do you see yourself getting online?

The Enrollment Counselor is now in a good place to make a recommendation. This will only work after the student has a chance to explain his/her schedule. If the EC tried to implement a solution without clarifying, the student would likely resist the solution. Would you allow a doctor to do surgery if he/she hadn't first asked some questions about where it hurt?

Leaving Effective Messages

It is important that all communication with our students meet professional standards. Whether writing an email or speaking on the telephone, be sure to use correct grammar, spelling, and avoid slang. Remember that you are communicating with teachers and/or business professionals. Be courteous and friendly, and keep in mind that you are their guide to our courses. Sound like the expert you are, but don't be afraid to ask questions if you are unsure of something. Prevent mistakes by rehearsing your messages and setting up spell-check on Outlook.

Messages should include:

- A warm and welcoming _____
- Student's _____
- Your phone number - _____ is even better!
- A call to action – _____ they can reach you

Messages should not include:

- Promotions or discounts
- Personal financial information

For uncontacted leads use these guidelines when leaving a message:

- 30-second window
- Identify yourself and that you represent University of Phoenix
- Explain why you are calling
- Leave enough info to intrigue them to call back without dumping information

- Project positive energy and enthusiasm
- Always follow up call with email contact
- Qualify leads by clues and when leaving messages with someone (Did the answering machine provide any clues to the person's career or job?)

Examples of First Attempt at Contact:

“Hi Bill, this is _____, your Enrollment Counselor with University of Phoenix. I've received your request for information regarding the course you are looking for and I'm sure you may have some questions about what an online class will entail. When you return my call Bill, we can discuss your specific situation. Call me today – I am in the office until 5pm MST, and again tomorrow between 8 and 5. My direct number is _____. I'll look forward to your call Bill.”

“Hello Mark, this is _____, your Enrollment Counselor with the University of Phoenix. I have received your request for information regarding the course you are looking for but I need to ask you a couple of questions to ensure I am getting the appropriate information out to you. Mark, give me a call today before 5pm or first thing tomorrow morning so I can get this to you right away. You can reach me on my direct line at _____. I look forward to speaking with you Mark.”

“Hi Rod, this is _____, your personal Enrollment Counselor at University of Phoenix. I am excited to talk to you about your educational background and the course you are looking to complete. When you call me back today, we will discuss your needs so you will be able to make an informed decision about taking an online course. My direct line is _____ and the best time to reach me at my desk today is from 3 –

6pm. Again, Rod, this is _____ and you can reach me at _____. I look forward to speaking with you soon.”

Examples of Second Attempt at Contact:

“Hi Mary, this is _____ from the University of Phoenix. I see you are interested in taking an online class. Give me a call back at _____ as I will have a couple of questions for you to determine exactly what kind of information you are looking for, so I can be sure to get the proper materials out to you. Again, you can reach me at _____. Look forward to hearing from you Mary!”

“Hi Bill, this is _____, your Enrollment Counselor at University of Phoenix. I left you a message a couple of days ago with my number and was hoping to have heard back from you today. As I mentioned, as your Enrollment Counselor, I am here to answer all of your questions. I will continue to try to reach you and look forward to speaking with you. My number is _____.

“Hello Mark, this is _____, your Enrollment Counselor at University of Phoenix. I have some updates for you! I am in the office today until 5pm MST, and again tomorrow between 8 and 5. My direct number is _____, and I do have 24 hour voicemail access. If you have another number where you can be reached more easily, please provide that on my voicemail and I'll be sure to return your call. I know that taking this course is important to you Mark, so I will continue to try to contact you until we connect.”

Examples of Subsequent Contacts:

“Hi Michelle, this is _____ from the University of Phoenix still trying to connect with you. Seeing as I have not heard back from you, I’m sure you have a busy schedule. When you call back, we’ll certainly be able to discuss the different ways that you have to attend class based on your needs and schedule. My number is _____
Look forward to chatting with you today Michelle!”

“Hi Fred, this is _____, your Enrollment Counselor at University of Phoenix. At one time, taking an online class was a goal for you. If you are not interested in taking a class at this time, please contact me so I can make the appropriate notes in your record. Call me today at _____.

“Hi Tom, this is _____ calling again from University of Phoenix. I know you are interested in learning more about taking an online course, but I am having trouble connecting with you. I certainly don’t want to bother you, but I definitely don’t want to forget about you either... Give me a call as soon as you get this message at _____.”

“Hello Josh, this is _____, your Enrollment Counselor for University of Phoenix. I have tried to contact you several times and have not received a return call. I am not sure whether you would like me to continue to try and reach you about taking an online course. I would appreciate a quick courtesy call to let me know how I can assist you in your pursuit. Please be assured Josh, that I am committed to helping you reach your educational goals. I am in the office today until 5pm MST, and again tomorrow between 8 and 5. My direct number is _____. I look forward to helping you today or first thing in the morning.”

CAMPUS EMPLOYEE DEVELOPMENT
APOLLO CORPORATE UNIVERSITY

12/21/2007

Confidential AGI0015349

For previously contacted leads use these guidelines when leaving a message:

- 30-second window
- Identify yourself and that you represent University of Phoenix
- Personalize message based on notes (any courses or start dates previously mentioned)
- Room still available
- Enrolling for classes starting in _____ (next few months)
- I need to update my records... still interested, yes/no?

For contacting a referral:

“Hi John, this is _____, Bill Smith’s Enrollment Counselor at University of Phoenix. Bill mentioned that you were excited about taking an online class. I would like to set up a telephone interview to get to know you a little better and help you with your educational goals; I am in the office today until 5pm and again tomorrow between 8 and 5. My direct number is _____ and I do have 24 hour voicemail access if there is a better number to reach you. I look forward to helping you today, or first thing in the morning.

For contacting a lead in APPH status:

“Hi Bill, this is _____, your Enrollment Counselor for University of Phoenix. When we talked on July 3rd, you had spoken about how important it was for you to take an online class in order to _____. Please give me a call today so I can help you finish up your application or answer any other questions you may have. I am here the rest of the day, until 5pm, and again tomorrow 8 to 5. Please call me on my direct line _____. I look forward to speaking with you!”