<u>Excerpts, selected by the HELP Committee, from a larger document produced by the company</u>

CCI DIRECTOR OF ADMISSIONS OPERATIONS MANUAL

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CCI DIRECTOR OF ADMISSIONS OPERATIONS MANUAL

INTRODUCTION

Welcome to Corinthian College, Inc.'s Director of Admissions Operations Manual. The information provided in this manual is designed to provide you with the fundamental knowledge and practices that are used by the most successful Directors of Admissions in our company. This manual is designed to supplement the ongoing training by your Regional and Divisional Vice Presidents of Admissions as well as the training you will receive from our CCI Campus Support Center Training Department and the Operation Ignite Training team.

Of course, no Operations Manual can cover every possible scenario in every college but it does provide guidance concerning concepts and methods that have proven to be effective in the organization and execution of a successful Admissions Department. As the Director of Admissions, it is your responsibility

Role playing is a very comprehensive way to train. Before a role play takes place, you need to be sure that you have provided a safe/comfortable environment for all participating. Revisiting the SPERO philosophy in the SIS Leader's Guide will help in facilitating this.

Many times the DOA must role play the part of the representative to show what a good job looks like. Role playing will aid in finding trouble spots the Admissions Representative is experiencing in the admissions process. The role plays will include the phone guide, interview guide/tour, communication material, DOA second and Admissions Student Finance hand off. Implementation of role playing can occur on an individual basis or in a group setting. In order to get more interaction in a group setting during a role playing session, assign one as a rep, one as the student and then another as the "coach". During the role play, the coach will write on a white board what areas were good and also areas that need improvement. Feedback should always be given in a constructive way and should be focused completely on the SIS process.

ADMISSIONS DEPARTMENT ACCOUNTABILITY

DOA Accountability

The DOA is held accountable for all facets of the Admissions Department which includes the following:

- Monitoring and managing the behaviors and performances of the *Director of First Impression (DOFI), Admissions manager/Associate Director of Admissions and Admissions Representatives.
- Hiring and Training of all direct reports
- Marketing as it relates to communication with your individual marketing executive
- Monitoring and distributing inquires for maximum return
- Attending campus held meetings
- Communicating issues to both your Campus President and RVPA/O in a timely fashion
- Completing and emailing Daily/weekly reports to Campus President and RVPA
- Reporting accurate numbers
- Accurately Forecasting the upcoming start

- Ensure that all representatives are adhering to Provincial, state and federal regulations as well as any regulations imposed by their respective accrediting bodies
- Participate in annual budgeting procedures

*Check your campuses organization chart as to who the DOFI reports to.

Ad Rep Daily Activity

The DOA should hold the Ad Reps accountable for their activity on a daily basis. This will include mid-day and end of the day checks on appointments being set, interviews conducted, applications taken and daily enrollment. The Admissions Representative must also abide by all CCi admissions standards and procedures

Inquiry Accountability Meeting

The DOA should have in place an inquiry accountability system. This may entail a daily/weekly meeting which there is a discussion that is focused on inquires that the representative has received and the outcome. A training plan should be implemented if you find that inquires are not being properly serviced. A prospective student deserves timely service and a DOA may re-assign an inquiry to ensure proper service.

Conversion Accountability

Each week the DOA should discuss the Campus flash report with each Admissions Representative. When discussing each metric with the representative, focus on the category (s) the representative may be experiencing difficulty with. The next step would be to train to those areas. It is also equally important to identify the areas that the Ad Rep may be excelling in and to reward that performance with encouragement and praise. Training is completed with an expectation that improvement will be made with timelines attached to the positive trends expected.

COMPETENCE AND COMMITMENT

When an Admissions Representative is not meeting the acceptable conversion ranges, the problem is either a lack of competence or a lack of commitment. Your role is to identify the issue and handle it accordingly. In order to do this, you must first diagnose the representative's development level in terms of competence and commitment to the assigned tasks or goals. Asking questions and listening is important to this process.

Competence is defined as the representative's ability to do the task. When a representative has completed training and has demonstrated that they can perform all tasks required of their position, then the representative is competent. However, a representative sometimes may stray from the "basics" and begin to under perform in certain areas. This may have an adverse effect on their overall production. This is why monitoring performance in different categories is essential. When you identify a negative trend, you must first make sure it is not a competence issue. If you determine it is a competence issue, then re-training is the appropriate remedy.

You should use directive behaviors when An Admissions Representative is experiencing a lack of competence. Directive behaviors are designed to tell and show representatives how, what, when, and where to do a task. Directive behavior requires frequent feedback on your part indicating whether or not the task is being done correctly or if adjustments are needed.

Commitment is defined as the amount of motivation and confidence a representative has for accomplishing a task/goal. In order to identify a commitment problem, you must ask, "Does the representative want to do the task and do they think they can do the task?" If a representative is not committed to the task, you must determine if it is a motivation or a confidence issue. Sometimes a representative just does not want to do what is required of them, i.e. he or she lacks motivation. However, it is usually a lack of confidence in their abilities to accomplish the task that is the real issue. Supportive behaviors, such as listening, praising, encouraging, and involving the representative in the decision making process are used when commitment is the issue. Representatives who exhibit a lack of motivation or confidence need you to reinforce with them that they can do the task; they need reassurance. They need to know that you care and think they are capable individuals who can accomplish their goals. Representatives also need to know "why" it is important to learn what you are teaching them. Providing rationale and perspective may rebuild their motivation. Employees have personal lives that can affect their performance as well and a good leader is sensitive to that. It is not the responsibility of the DOA to counsel employees but rather to assist them with any company benefits that could aid them with overcoming the problem so they can get back on track. The employee is solely responsible for their attitude and emotional state.

ADVERTISING ROLES AND RESPONSIBILITIES

Adequate inquiry flow is critical to the success of your campus. The DOA will share responsibilities for the advertising efforts with your vendors and the Campus Support Center Marketing Department. Each will play an important role in making sure that your campus has steady inquiry flow. Each member of the advertising team has a specific role. They are as follows:

Director of Admissions

Your primary role is to provide feedback concerning your paid media inquiry flow. You should feel comfortable in communicating with both the Marketing Department and vendors who are in place to provide customer service and ensure that each campus makes, or exceeds, their goals. Your input is important and welcomed at any time. When input is solicited on most TV, newspaper, and radio spots, as well as direct mail pieces, timely response is required to meet media deadlines. You should consult with the Marketing Department when any questions or concerns arise in regards to inquiry flow or advertising. Open lines of communication between the Admissions Director, your Account Executive in the Marketing Department, and vendors ensures that we are all working toward a common goal and are doing so in cooperation with one another.

Campus Support Center Marketing Department

The Marketing Department is designed to help facilitate advertising in all media for your campus. They work closely with each of your third-party vendors to ensure that all goals are being met. They critique and proof, with your assistance, all TV, newspaper, radio, and yellow page advertisements, as well as all direct mail pieces. They are constantly looking for new advertising opportunities and ideas that will help each campus meet their goals and objectives. If your market is struggling, or you are beginning to experience inquiry flow issues, your assigned Account Executive and the Marketing Department will review the situation and make recommendations for improving or correcting the situation. The Marketing Department is committed to helping your campus through brainstorming, talking through issues, and discussing concerns. Their objective is to provide the utmost customer service and make sure your campus has the inquiry flow necessary to meet, or exceed, your start budget.

3RD Party Vendors

Each third-party vendor is committed to helping deliver inquiry flow to your campus in order for your admissions team to meet, or exceed, goals. Your vendors develop and design creative for use in each respective market. While input and critique is necessary for all advertisements, your vendors are allowed creative freedom to try new ideas and develop new designs to determine what works best in each market. Vendors are ultimately accountable for the inquiry flow that is brought into each market. Vendors develop "buys" in each market based on market research, studying what works and what doesn't, to ensure the success of each campus.

INQUIRY DELIVERY PROCESSES AND PRACTICES / LIVE TRANSFERS

All inquires generated by the CCi Marketing Department are processed through the CCi Call Center in Santa Ana. The primary media sources utilized to generated inquires by the Marketing Department are Television, Internet, Newspaper, Yellow Pages and Direct Mail. Live customer phone calls are forwarded to your campus when they occur during your admissions department business hours. It is important that you understand the methods utilized to deliver live calls and inquires to your campus. Corinthian Colleges often contracts vendors to assist in answering customer calls, and in dialing customers who have requested information. The Corinthian University website contains updated, comprehensive information on these processes and the best practices you should follow to effectively receive and manage inquires delivered to your campus. You can find this information on the CCi intranet website at **Training/OD -> Admissions -> Inquiry Delivery.** The Corinthian Colleges Campus Support Center regularly updates the systems and processes for delivering inquires, so it is important to stay abreast of the current processes in place at your campus.

INQUIRY TRANSFERS / DO NOT CALL LIST / INQUIRY DELETIONS

Corinthian Colleges' Marketing Department strives to provide your campus an adequate number of inquires to achieve your production goals. Part of your role as a DOA is to oversee the management of all inquires that come to your campus. The Admissions portal on the Corinthian University website contains specific rules for managing the following inquiry management scenarios:

Inquiry Transfers – Inquiries representing customers outside of your defined geographic area should be transferred from your school number to the appropriate school code. See **Training/OD -> Admissions -> Inquiry Transfer Policy** for the inquiry transfer procedure.

Inquiry Deletions – Inquiries may be deleted from your campus database and production reports if they meet the criteria provided on the Inquiry Deletion list. See **Training/OD -> Admissions -> Inquiry Deletion Policy** for company approved inquiry deletion reasons and procedures for deleting inquiries from your customer database.

Do Not Call List – In order to sustain good customer relations and adhere to laws regulating the Nationwide Do Not Call List, follow the procedures to add customer names to the "Do Not Call List" at **Training /OD -> Admissions -> Do Not Call List.**

INQUIRY DISTRIBUTION PRACTICES

One of the most important processes that a Director of Admissions is responsible for is the distribution of paid media inquires. Effective inquiry distribution is instrumental in maximizing a campuses lead to start conversion, and a primary function of meeting or exceeding the CCI minimum standards. Directors of Admissions across the system have put a variety of systems in place to monitor proper and adequate inquiry distribution to their teams. These systems often include a proven policy for inquiry distribution, inquiry protection, recirculation of the older inquires, etc. You should consult your Regional Vice President of Admissions for guidance in this area.

While there is flexibility in your selected control methods, it is extremely important that the DOA recognize that inquiry distribution is not a democratic process. All inquires are the sole property of Corinthian Colleges, Incorporated. It is the responsibility of the Director of Admissions to distribute and rotate inquires in a manner that will provide their school the best possible return, and afford each prospective student the opportunity to receive the best possible customer service.

There are a number of different tools and reports available to a DOA. Combined, they provide significant guidance for establishment of that days' inquiry rotation. While not intended to encompass all of the available tools, below is a sampling of reports that will allow the DOA to make intelligent decisions concerning inquiry distribution.

Weekly Admission Representatives Flash report. This is the most effective tool for the DOA to look at trends on a weekly, monthly, and start basis for each Ad Rep. The Director of Admissions should review the following:

Inquiry to interview conversion
Interview to application conversion
Application to enrollment conversion
Enrollment to start conversion
Inquiry to start conversions

The variety of data available on the Admission Representative Flash report allows a Director of Admissions to see not only what is happening currently in the immediate with an inquiry lead, but more important, what is happening in the long run – inquiry to start. It is recommended that a Director of admissions keep their flash report up to date and either update it at the end of each day or allocate that responsibility to their support staff (receptionist, administrative assistant). An updated flash report gives a DOA both the immediate and start-to-date trends of each Ad Rep.

ACD report. Most of our schools today are equipped with both the hardware and the software to provide the DOA with an ACD report on an as needed basis. This is an important tool for monitoring daily activity and shows the DOA at a glance, and in great detail, the number of calls, contacts, and to who these calls were made. At a minimum of once a day, the DOA needs to visit this report. Inquiry distribution decisions should be considered based on activity, and balanced by the Daily Activity Report and the Admission Representative Flash report.

Schools that are actually using the ACD to distribute live calls to their Admission Representatives will need to pay close attention to which representatives are logged into the system. Logging into the system for live calls becomes a privilege based on conversion percentages, and this needs to be monitored by the DOA. If an Admissions Representative is not performing well, then the DOA should limit the amount of calls going to that Rep until their performance improves. The DOA can supplement the inquiry flow to this Rep by distributing older inquires and other non-transferred inquires to them. Once the performance improves to an acceptable level, then the DOA can re-insert the Rep into normal rotation.

Allowing all representatives to be in rotation is the equivalent of manually giving each and every representative the exact same number of leads and potentially diminishes overall lead conversion.

Daily Activity Report. This report along with the ACD report provides a DOA with a very clear and accurate snapshot of exactly how an Admission Representative spent their previous day. A quick analysis of the daily activity report allows a DOA to see how many interviews the Ad Rep conducted as well as how many applications and enrollments they completed that day. This information is imperative and must be considered prior to the Director of Admissions setting the inquiry rotation each day. The Daily Activity Report combined with the ACD Report both magnify the immediate and speak directly to an Ad Reps effectiveness and efficiencies around the inquiries they have already been assigned.

As mentioned above, these are only a sampling of tools that are available to a DOA to effectively manage inquiry distribution. There are other tools that require a deeper dive. There are reports readily available that tell a DOA by inquiry source who their most effective Ad Reps are. The DOA should distribute inquires by source or by program to the Ad Reps that are the best converters of these inquires whenever possible. White boards in the Director of Admissions office can be structured to capture this data on a daily, weekly and monthly basis. This information can be considered in both the initial assignment of inquiries as well as when re-circulating inquiries.

A DOA also needs to make "common sense" decisions concerning inquiry distribution. An example of this would be to not distribute an equal amount of inquiries to a new Ad Rep nor an Ad Rep that in underperforming versus a top producing Ad Rep. If the DOA is properly monitoring production of the team members, it is not difficult to determine who should be receiving a larger percentage of inquiries. Proper inquiry distribution boils down to looking at available data and playing to the hot hand. Simply put, a DOA wants to get their inquiries into the hands of the Ad Reps that at the present time, have the greatest opportunity to convert those inquiries into starts, ultimately changing the lives of that many more students.

Upon arriving at the school each day, the DOA should make setting the inquiry rotation for the day an immediate priority. While the DOA assumes responsibility for proper inquiry distribution, it is not necessary that the DOA gets tangled in the minutia of the process. Once the rotation is set, the DOA can rely on their support (ADOA, Admissions Manager, Administrative Assistant or Receptionist) to carry out the actual assignment of those inquiries as directed.

Initial inquiry distribution as well as the re-circulation of inquiries, the re-assignment of inquiries, the taking an Admission Representative out of rotation and providing them additional training, are important decisions that the DOA must make each day. Accurate and timely decision making will often mean the difference of missing, meeting or exceeding start budgets at that campus. More important, putting an inquiry in the hands of an ineffective Admission Representative is unfair to the prospective student that reached out for help and minimizes the level of customer service in the department. It is an additional responsibility of the DOA to see the Admission Representatives are providing prospective students with the highest level of customer service! When conversion rates fall below expectancy, the DOA is reminded that customer service is falling below CCI standards and that an adjustment needs to be made. Proper inquiry distribution allows everyone to win – CCI, the campus, and most importantly, through higher conversions, we change more lives each day!

REFERRALS

The Corinthian Colleges Marketing Department provides significant support for your school by spending money each month on media in order to generate inquiries for your school. CCi expectations are that you will manage your department to generate a minimum of 30% of your school's new student starts from referrals or personally developed inquiries.

In order to achieve this ratio in your own admissions department, you will need to determine your conversion percentage in these two categories (be sure to keep them separate). Set expectations, train, monitor, and coach each of your Admissions Representatives to achieve their portion of your department's goal.

Set Expectations

When you set expectations with your Ad Reps regarding their admissions activities, include your specific expectations for their generation of referrals and personally developed inquiries in order to generate a minimum of 30% of their starts from these two sources. You will need to determine and communicate to each Rep the number of referral and personally developed inquiries that they will need to generate in order to meet the expectation expectancy.

Personally developed inquiries convert at a much higher rate than media inquiries and referrals convert at an even higher rate than a personally developed inquiry. Using the same formulas you use when creating run rates, look at your reps' historical conversion ratios for these two inquiry sources when determining how many referral and personally developed inquiries are needed to generate each week.

Referrals

Generating an acceptable referral inquiry to start ratio depends on good relationship building by your representatives and their proper implementation of the Student Ignition System.

Success generating referrals comes from competence, confidence and consistency. Often, Admissions Representatives miss opportunities to request referrals by underutilizing tools they have available to them.

For example, following is a common scenario:

An Admissions Representative interviews a customer but decides not to request a referral the same day because they first want to make sure the customer passes their entrance assessment and is satisfied with their finance package. Their rational is that they are asking their customer to perform numerous tasks, so they do not wish to add one more request and possibly jeopardize the admissions process.

The Student Ignition System provides an admissions professional the expectation and the tools to create a positive experience for every customer, every time. Proper training will allow our Admissions Representatives and Student Finance Planners the confidence to deliver the Student Ignition System in its entirety to each and every customer inclusive of asking for referrals each and every time. This sales experience permits a thoughtful discussion which prompts application candidates to action and all customers, candidate or not, to volunteer the names of individuals who they believe can benefit from the same process that they experienced during their interview.

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Coach your staff to implement the following steps of the Student Ignition System Interview and increase their success generating student referrals:

(Customer name), I appreciate your participation and openness today. Do you believe the process we have shared today has been beneficial to you? Who do you know that might also benefit by going through the experience process we shared today?

When we walked by the referral case during the campus tour, you mentioned that you know someone who shares your desire to improve their career and financial status. (if applicable)

Will you provide add their name to my list of individuals so that we can provide them invite to receive information?

Train your Admissions Representatives to solicit referrals as part of their interview with each customer. Coach your team to deliver the Student Ignition System confidently and ask for referrals at the appropriate place in the interview. Be sure your Admissions Reps are utilizing all the tools that are made available to them in order to generate referrals using the Student Ignition System.

Monitor Activity

Once your representatives understand their role and the steps necessary to generate their target number of referrals, monitor their referral oriented activities regularly. Initially, this means daily.
Require your reps to demonstrate their ability to ask for referrals as part of the Student Ignition System.
Determine whether the Ad Rep shared a referral discussion with each customer during your DOA second close meeting with the customer. While your Ad Rep is developing their interview skills, it is advisable to deliver the referral discussion with their customer to model the activity for them.

"What is expected must be inspected." Follow this mantra and share a referral discussion with your representatives each day until you are confident that they have created the habit of asking for referrals at the conclusion of each interview. Monitor your campus's reports that show referral activity such as the Ad Rep Performance Flash Report; Book of Business; Leads Delivery Report (SAS).

Referral Case

As your department's manager, maximize your department's opportunities to create referrals by supporting their goals in the following ways: Make sure your referral case is attractive and inviting. Learn the regulatory limitations of referral incentives unique to your campus and then be creative and display fun and motivating thank you gifts in your display case. Make sure that you have plenty of items displayed and that a student who has referred someone who starts school with us receives their gift in a timely manner. The best place to present these gifts is in the classroom in front of the class. Keep in mind that your students offer the best input when trying to determine what gifts to offer for student referrals.

PERSONALLY DEVELOPED INQUIRES

Another method of supplementing the referral effort is to train your admission's team to become effective marketers/promoters. Personally developed inquiries should not be confused with referral inquiries. A personally developed inquiry is a prospective customer who became interested in possibly attending your school as a direct result of a marketing function/campaign driven by a particular person or event. Some examples might be: an Admission Representative goes to lunch and strikes up a conversation with the waitress about attending college, and then obtains the necessary information in order to contact that person. Another example might be an Admission Representative who sets up a presentation at their church, sets up a table at a non school sponsored event (inquiries from events paid for or sponsored by your school are coded as paid media) or delivers a lunch and learn presentation at a local business. The list goes on and on and there are countless opportunities for members of your team to significantly supplement their base of potential customers.

As the DOA, you will need to properly assign, manage and hold Ad Reps accountable for their individual run rates in these two categories'. The importance of keeping the two separate is that these two inquiry sources will convert at different rates. Personally developed inquiries historically convert at a lower rate than referral inquiries. However, it is imperative that you assign run rates in these arenas based on a representative's individual performance.

An effective DOA leads by example and will cast a positive leadership shadow by being active within the community themselves. The DOA should be tackling high level opportunities in the community that provide exposure, positive name recognition as well as inquiry generation.

The ability to effectively generate referrals as well as personally developed inquiry is more often what separates success from mediocrity. Representatives who are not sufficiently trained to adequately supplement their paid media inquiries with these two sources will always struggle. Attempting to accomplish the last 30% - 40% of their start budget is extremely difficult without these two sources and promotion to a higher level of recognition and salary is almost impossible.

Coaching Your Representatives

Effective coaching comes from making sure that your representatives are always clear on expectancies. It is vital that they receive consistent messaging surrounding your expectations, that they are provided sufficient and on-going training from you on how to properly and effectively acquire referrals, and that they receive timely accolades or coaching based on their performance your expectations.

Coaching opportunities include supporting the following steps:

- The Admission Representative asking for referrals at the appointed time in the SIS interview
- The Admission Representative's ability to effectively seek or follow up on an initial referral during the second visit
- The Admission Representative's ability to petition referrals from their continuing students
- The Admission Representative's effectiveness in generating personally developed inquiries.
- The Admission Representative's ability to achieve at least 30% of their starts from referrals or personally developed inquiries.

Soliciting and obtaining referrals and personally developed inquiries by your Reps are critical to the success of your college. Do not overlook this aspect of your business!

RUN RATES

Run Rate is the term used to describe the number of appointments to be set, the number of interviews to be conducted, the number of applications to be written, and the number of enrollments that must be completed in order to hit or exceed a given start budget. The purpose of establishing a run rate for each representative is to give each of them specific targets to hit in order to accomplish their specific start objective. The run rate should be based on the individual representative's past performance.

The run rate worksheet is a tool to help you calculate the activity needed to achieve the class start budget. It is based on a representative's actual conversions from the prior start or prior month. Refer to the Weekly Ad Rep Flash for this information. The conversion areas you will need to identify are:

Appointments set to interview %
Interview to application %
Application to enrollment %
Enrollment to start %

The run rate calculations support the process you will need to manage during a specific enrollment cycle. You will also need to make note of any variables that may occur during the cycle. Do any Company holidays occur during this start? Are any representatives scheduling vacation time during the start? Anything that may affect the ability to enroll must be built into the run rate.

Once you know the conversion percentages from your last class start, and have calculated the number of enrollment days or weeks until the next start date, you can begin to fill in the number of appointments needed. A good percentage to use in the category of appointment set to interview is approximately 50%. You will also begin to fill the number of interviews needed, applications needed, and enrollments needed to arrive at your start number

An example of how to calculate a run rate for an individual Admissions Representative who needs 20 starts in the start cycle to reach his or her goal is provided below and on the next page. (The example will utilize the Run Rate Worksheet.) By examining all their conversion percentages from the last start cycle, you will have determined what percentages in each category to use.

To properly use the worksheet, you first start by inserting your start budget in the category identified as Start Budget. As you can tell from example shown, you literally calculate the worksheet starting at the bottom and work your way up. Let's assume your budget is 20 and your show rate or enrollment to start is 85%. To determine the number of enrollments needed, you must divide your start budget (20) by your show rate (.85) = 23.5 enrollments needed.

Next, let's assume your application to enrollment percent is 76%. To determine the number of applications needed, you must divide your enrollments needed (23.5) by your application to enrollment percent: (.76) = 30.9 applications needed.

Next, let's assume your interview to application percent is 55%. To determine the number of interviews needed, you must divide your applications (30.9) by your interview to application percent: (.55) = 56.1 interviews needed.

Finally, let's assume your appointment set to interview percent is 50%. To determine the number of appointments you must set, you must divide the number of interviews needed (56.1) by the appointment set to interview percent: (.50) = 112 appointments set.

Representative Run Rate Worksheet Example

# Appointments needed into the start		112
# Interviews needed into the start	(Appointment to interview percent = 50%)	56.1
# Applications needed into the start	(Interview to application % = 55%)	30.9
# Enrollments needed into the start	(Application to enrollment % = 76%)	23.5
Start Budget	(Enrollment to start % = 85%)	20

Once you have determined the amount of activity the representative needs to accomplish the start objective, you simply divide the totals by the number of days in the start cycle (to determine a daily run rate) or the number of weeks in the start cycle (to determine a weekly run rate.) This will then show you how much activity is needed on a daily or weekly basis by the representative in order to hit the start objective.

In closing, it is important to understand that by improving a representative's conversions, less activity is required to hit the start objective, i.e. the more proficient the representative is in the "process," the easier it becomes to meet the objective. Once a representative "sees" the entire picture, they will want to become even better at their conversions. The end result will be that they will become more proficient in their profession.

FORECASTING

Forecasting by definition is "to calculate or predict some future event as a result of study and analysis of all available pertinent data."

One of the primary responsibilities of the Director of Admissions in conjunction with their RVPA is to be prepared to forecast the expected number of new students that will be starting class in a particular month, mid-quarter or quarter start for their respective college.

The following are some helpful hints in forecasting start performance for your college:

In the case of a start forecast, pertinent data would include media inquiry lead flow, the number of applications and enrollments as well as cancellations already on the books for the start, expected student referral generation, show rates, seat availability, accurate run rate projection, Admissions staffing, Student Finance staffing, program availability, and new program additions as well as the length of time to recruit for the upcoming class start.

Note: The reason you should be discussing cancellations is to make sure you forecast from "clean numbers." ("Clean numbers" is a phrase used to describe the number of applications and enrollments remaining after removing any cancellations from your start forecast.)

Forecasting class start performance is the collaborative responsibility of the Admissions Team (to include the DOA, RVPA, DVPA, with input from the College President) but is primarily the responsibility of the DOA and RVPA because they are the people with access to the most pertinent data.

Generally speaking, a forecast for a class start should begin to take shape at the midpoint of the start cycle. Trends will be more easily identified at this point although recent past history e.g. conversion rates, show rates, projected inquiry flow, staffing, etc. should be studied carefully if a forecast is required prior to the beginning of the start cycle.

Note: The Admissions Team's expectation is that we will not miss our start budgets. Hitting and exceeding start budgets is each college's responsibility however forecasting as accurately as possible is also the college's responsibility with help from the Admission's support of your division. Forecasting is not what you "hope will happen" but what you "believe will occur" based on good intelligence. Forecasting a missed start budget is in no way to be construed as permission to start any fewer students than what the college is budgeted however a start forecast is what you believe will occur after careful thought, research and collaboration.

The primary advantage of accurate forecasting is that it allows the Admissions and Marketing teams of the Division to **be proactive** in the event that a missed start budget is probable in a particular college.

Although forecasting should be a collaborative effort that includes all relevant parties, it is viewed as primarily an Admissions function when forecasting class start performance. As a public company, it is very important that we understand that this is a critical part of our Admissions responsibility.

Each Director of Admissions, Regional Vice President of Admissions and College President should take this responsibility very seriously. No one in our company is in a better position to know how an individual college is performing in a start than the Admissions management personnel therefore when it is time to forecast, these positions should assume the lead and take the time to study and evaluate all the pertinent data necessary to make a sound and accurate forecast. The forecast should not be overly optimistic or overly pessimistic. Study the situation carefully and forecast what you believe that your college will start based on factual and pertinent data.

In closing it is important to understand that all personnel involved in arriving at the forecast are prepared to defend or explain the logic behind the forecast.

MEETINGS

The **Admissions Meeting** is an important part of training and communicating with staff. These meetings can entail communicating and training with just the admissions department or may include bringing in other departments that make an impact on the admissions process. The company meeting expectations include but are not limited to: daily/weekly training sessions with Representatives and SFP and individual training with representatives. Listed below are meeting sessions that may take place either daily or weekly at your campus.

The ***Accountability Meeting/Daily De-Briefs*** (holding representatives to performance standards) is a meeting held at the end of each day. The purpose is to ensure the DOA meets with each representative daily and discusses the day's activity as well as the following day. The list below covers in detail what the meetings should include:

► Utilization of the daily turnaround boards. This board tracks the number of appointments set off of new inquiries, old inquiries and set for the next day. It also tracks interviews conducted, applications / enrollments taken that day, as well as referrals.

► The DOA will meet with the representative on a weekly basis to discuss and review the campus flash. The DOA will highlight conversions that are both trending upward as well as well as downward. A training plan then should be put in place focusing on the downward conversion trends

► The accountability meeting takes place in the DOA office each night and the representative checks in before leaving to discuss daily activity (as discussed above)

► The CCi Admissions compensation plan should be utilized on a monthly basis. Using the sit report the DOA should meet with all representatives after each monthly start. The meeting should be motivational and should always end with a plan of enrollment and start run rates, to ensure the representative will have the opportunity to achieve the next promotional level.

Enrollment Team Meetings are held and conducted weekly. The purpose is to engage the entire management team in the Admissions process and the set goals. The required attendees include Campus President, DOA, DOF, DOE and DOCS. The President acts as the facilitator. The focus is Admissions based and should only last for 50 minutes. Each management team member will spend 10 minutes updating the team in regard to activities their department is doing to assist in enrollments and starts. Listed below are examples of topics that should be discussed during the meeting and the amount of time allotted. This is an excellent model to work from.

Agenda Items

Topic	Presenter	Time allotted
President begins with review previous meeting goals and progress		
Presentation of next two months start budgets v. financial goals	President	10 min
Presentation of Admissions booked futures and plans to meet goals	DOA	10 min
Presentation of seat capacities, staffing to meet start goals, topics to cover in admissions to aid retention of starts	DOE	10 min
Presentation of FA updates/strategies to meet start/financial goals	DOF	10 min
Presentation of Career Services updates to aid in starts/graduation	DOCS	10 min
Discussion of potential problems in current month w/solutions	All	
Discussion of plans necessary to prepare for next two starts	All	
Set dates and agendas for orientations	President	

Customer service issues/training plans	All
Issues requiring Regional Support	All
Set date for next meeting	
Other Information	

GAP/Stitch-In Meetings are conducted weekly. The required attendees include DOA, DOF and Admissions representatives. The DOA facilitates the meeting. The objective is to follow up on all enrolled students for current and future class start (s). The report that will need to be pulled and distributed to all attendees prior to the meeting is: the booked futures report (SAS schools) Start report (People soft schools). A discussion of each student's status should follow. The dialogue should consist of the following: 1) Student Finance standing (i.e. missing documents, signatures, verification, and ect.) 2) Last contact with the student (should be weekly contacts). 3) Issues: day care, transportation, support system in place, ect. If there are any area's of concern during the meeting an action plan should be put in place immediately to resolve the issues.

Daily Representative Meetings are referred to as "***5 minute huddles***" with the DOA facilitating the meeting. The purpose is to connect with the Admissions/SF department on a daily basis to discuss such topics as positive Moments of Truths, performance recognition and covering goals for the day (i.e. # appointments, referrals and enrollments). This is an upbeat meeting. The following staff should be in attendance DOA and Admissions Representatives with optional attendance of DOF, SFP and President (highly recommended they attend).

Weekly Training Meetings with Ad Reps and the Student Finance Department is required at all campuses. This meeting should be very substantive and should last about one hour to an hour and a half. All members of the admissions and student finance team should be present. The training topics should be centered on the Student Ignition System utilizing the following materials: SIS Leader Lead Guide and DVD (power point slide show), the Participant Guide and the top down Ignite training schedule. Utilization of the company required phone and interview guide as well as the communication material should be implemented during training. Meetings should be participatory. Listed below are other areas of training that can be covered:

Review of run rates, where you stand in relation to the start, and objectives that need to be accomplished that week

Training issues that may need to be addressed utilizing the SIS training guide

Any regulatory changes that may relate to admissions

Guest speakers from various departments in your campus, such as FA, Academics, Placement/Career Services, or instructors

Student referral ideas, phone-a-thons, contests, etc.

New career information for existing or new programs

Motivational information

Remember that admissions meetings should have a specific goal and be fun. The goal should always be "to make the team stronger" by increasing their knowledge and motivation while nurturing teamwork. Also, all weekly training meetings need to be documented and placed in a binder so as to have supporting documentation that the meetings are occurring on a regular basis.

PHONE-A-THONS

Phone-a-thons are a major contributor in raising the Inquiry to Interview conversion of the Admissions team. The front end of the business (inquiry to interview) is a key component in determining an Admissions team's success. *A minor improvement in the inquiry to interview conversion percentage has the ability to have major impact on your start production.* Efficient and effective representatives spend the vast majority of their day either in an interview or on the telephone! Telephone time is certainly not limited to Phone-a-thons! However, scheduled Phone-a-thons are a team event and should be scheduled in advance and as an event. Phone-a-thons should be fun, positive and generate excitement. They should be events that the representatives are looking forward to participating in. As the leader, you control the culture and spirit of these events. Keeping them fresh will require advance planning on your part. Phone-a-thons need to be well thought out, organized events and not knee jerk reactions simply because you are behind on your run rate.

Part of the planning process should be determining the target market that your team will be addressing during that particular Phone-a-thon. You may choose to target a particular inquiry source that your team is under performing on. You may have inventory issues with greater seat availability in a particular program that you need to focus on. You may just want to run inquiries 30/60 days old! You may target students who have started at one time but have dropped Bottom line, have a goal and get your team behind that goal in a kick-off meeting that should take place prior to launching each event.

Getting your team behind the goal is going to require these sessions to be **leader led**! Your being prepared, organized and enthusiastic is going to determine the effectiveness of the event. Have the inquiry sheets and all necessary tracking information prepared in advance. Have an individual goal and a team goal and find a way to recognize the achievement of them. Remember, your Admissions Reps are very competitive people. Get out the clappers, do something silly, provide refreshments and most importantly, do not forget to recognize them before, during, and after the event has concluded.

The number of times that a Phone-a-thon is scheduled in any particular week will depend on the culture of an admissions department, start week and any number of other initiatives. The DOA is going to have to determine the mix and frequency. However, Phone-a-thons on an ongoing and consistent basis are a best practice and expectancy at CCI. There are Directors of Admissions in our system that have made Phone-a-thons a daily event and some that actually conduct a Phone-a-thon to start the day and conduct an additional session in the late afternoon or early evening! Remember that the number one reason that a representative fails in our business is that they fail to establish a relationship with the telephone! Phone-a-thons are a forced discipline for all that are involved (including the DOA) that slows everyone down and focuses all attention on one of our most important conversion metric, inquiry to interview.

If your college uses an ACD (Automated Call Distribution), there are some excellent reports that you may run to identify certain metrics. Running the ACD call logs will allow the DOA to recognize the person or two that had the most dials during the period. Running the ACD reports will also give the DOA insight into the representatives who did not participate at an acceptable level, which should lead to one-on-one coaching at a later time. If you do not use an ACD, then you must rely on manual records kept by the Reps themselves. You should track the overall number of dials, contacts and appointments set by each representative so that you may recognize excellence when the Phone-a-thon has concluded.

PERFORMANCE MANAGEMENT

Employee Performance Management is a very important part of your role as a DOA. Employees respond best when their performance expectations are communicated clearly by their manager, periodically acknowledged formally, and recalibrated. In order to create formal records that will benefit your employees and support CCi's charter to develop its employees, you will follow the specific steps presented on the Corinthian University web portal relating to Performance Objectives and Individual Development Plans. (IDP)

The CCi Performance Objective From provides measurable expectations and a process to measure those expectations against performance. To access the form go to the Corinthian University portal then to **Training/OD->CCi Performance Management->CCi Performance Objectives results Form and IDP.xls->**select **Evaluation *tab*.**

Individual Development Plans (IDP) is a template enabling you and your employees to partner in the creation of a development plan that will maximize their opportunities within the organization. To access the IDP go to the Corinthian University Portal then to **Training/OD->CCi Performance Management->CCi Performance Objectives results Form and IDP.xls.->** select **Ind. Dev. Plan *tab*.**

These forms will become part of your employees' file.

INAPPROPRIATE BEHAVIOR AND UNACCEPTABLE PERFORMANCE

In the event that you have a representative that demonstrates inappropriate behavior or has experienced unacceptable performance over a reasonable period of time, the Campus Support Center Human Resources Department has developed specific guidelines to follow. These actions may include verbal counseling, corrective action, Performance Improvement Plan (PIP/Probation), or involuntary separation (termination). The following section will describe when you should use each of the various actions.

Use Verbal Warning/Counseling for...

- Behavior that needs to be addressed, but is not serious enough to use corrective action or probationary document.
- An initial discussion about meeting performance standards.
- In most situations, this is the initial step in the performance coaching process.

Note: *Document the discussion and keep your notes in a personal note file, not in the individual's personnel file.*

Use a Corrective Action for…

- Behavior which can be corrected immediately
- Behavior that is outrageous, unacceptable, and not normal in the workplace
- Behavior that requires no training or retraining to modify
- Insubordination (refusing to perform a reasonable task)

Use a Performance Improvement Plan (PIP) when…

- Performance outcomes are below defined expectations.
- Early warning performance indicators may result in outcomes that are below expectations.
- Performance declines rapidly.

Note: *Be reasonable; track performance over a defined period of time.*

A Corrective Action or a Performance Improvement Plan must be in writing and placed in the employee's personnel file. The document should contain the following:

- If performance outcomes have been below an acceptable level for a period of time, then summarize the past performance
- Be specific; identify the behaviors and outcomes that must change
- Define the time period that performance will be closely monitored
- Define the consequences if performance standards are not met
- Make sure the employee signs the document during your coaching session
- Employee may wish to write their comments on the Corrective Action or PIP
- If the employee's performance improves, note the improvement and define the consequences if the performance is not maintained

Involuntary Separation/Termination may occur when you have given a verbal warning/counseling and written a corrective action or written a Performance Improvement Plan (PIP) and behavior and/or performance have not improved. If this situation arises, then the appropriate action is to review the representative's performance and/or behavior with your Regional Vice President of Admissions and, if appropriate, to recommend termination to your Campus President and your Regional Vice President of Operations for their review and approval.

NO EMPLOYEE IS TO BE SEPARATED INVOLUNTARILY WITHOUT DIRECT INVOLVEMENT AND APPROVAL OF THE DIVISIONAL HUMAN RESOURCES DEPARTMENT.