

The Enrollment Management Association

The Yield

Spring/Summer 2017 Edition

What's Possible

Tracking the Stealth Applicant

Sourcing and Recruiting Students in the Internet Age



Inside

Acting on Character: **The Character Skills Snapshot**



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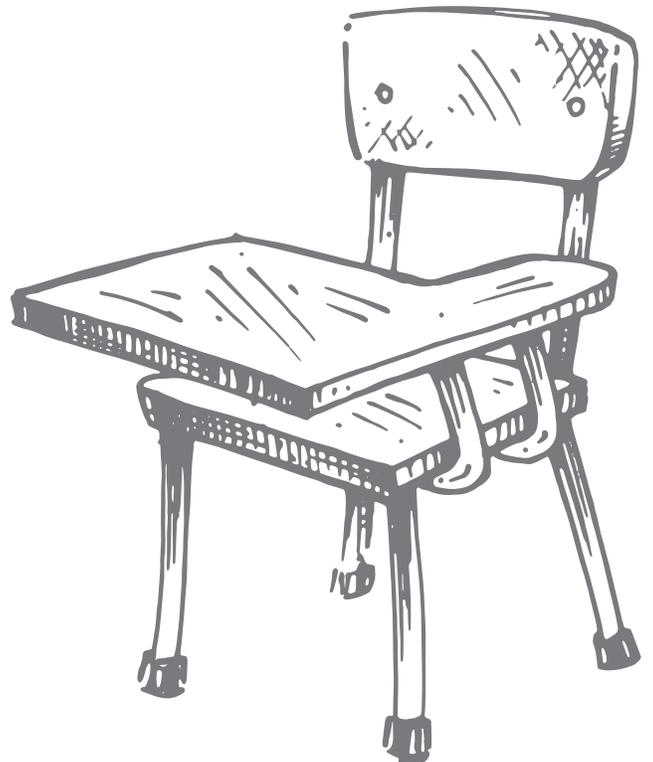
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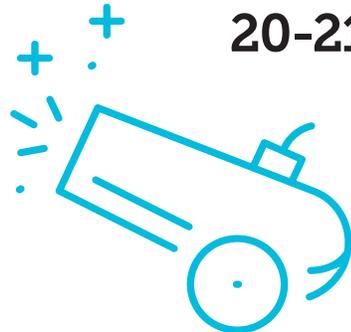
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+ On the **Plus** Side

Our team brings our research, offerings, and training to life at school, consortia, and association events. The Enrollment Management Association is here for you, where you are. We're thrilled to connect with our community across the country every day.



◀ **Christina Coffey** (r) visits Turning Point School (CA) staff: (l-r) **Jackie Pinedo**, **Christian Davis**, **Diamond Fears**.



Kate Auger-Campbell (far right) poses with colleagues at the 2017 SBSA conference. (l to r) **Heather Eckert** (Indian Mountain School, CT), **David Tuttle** (Oxford Academy, CT), **Brian Hetzel** (Holt & Hetzel, CT), **Matt Woodhall** (The Woodhall School, CT), and **Krissy Naspo** (The Bertram Group, CT). ▼



◀ **Dave Taibl** (right) serves on a presentation panel at the AMSCSUS Annual Conference.



Our outreach team (seated left) joins colleagues for dinner at the TABS Annual Conference. ▶



Dr. Jinghua Liu, Kate Auger-Campbell (from left) and **Dr. Nathan Kuncel** (far right) meet with Berkshire School's (MA) **Andrew Bogardus** and **Dana Anselmi**. ▼



Kate Auger-Campbell and **Aimee Gruber** (2nd from right) visit member school Hawaii Baptist Academy (HI) staffers (l-r) **Marsha Hiraе, Kathy Lee, Sue Yoshida,** and **Tim Kaneshiro**. ▶



▶ **Dr. Keith Wright** presents at the USC CERPP Conference.

Dr. Jinghua Liu and **Dr. Nathan Kuncel** visit with the Salisbury School's (CT) admission team (l-r): **Brian Phinney, Tom Spinella, Sarah Scoville, Peter Gilbert,** and **Matthew Corkery**. ▼

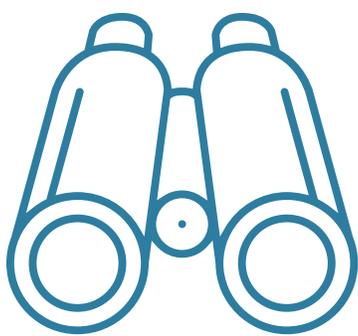


Tracking the Stealth Applicant

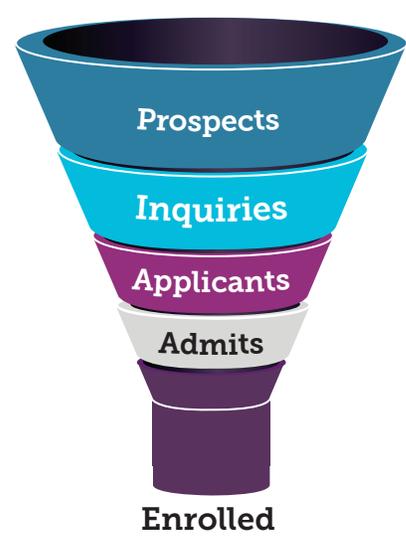
Sourcing and Recruiting Students in the Internet Age

In a changing independent school enrollment landscape, there is one constant—to stay viable, schools must continue to recruit and retain mission-appropriate students. Typically, this has meant an approach dominated by student flows through the traditional sales funnel, with the funnel narrowing as prospects are winnowed, ending with the prospects who ultimately enroll in the school.





The Traditional Admission Funnel



In the digital age, however, the funnel has evolved. With the advent of websites that provide visitors with a virtual tour experience, as well as a wealth of additional information that traditionally would require a visit (or at least an inquiry), families are researching (and sometimes applying to) schools without having to set foot on campus.

A lack of early information on these “stealth” families provides little opportunity for admission offices to gauge interest, provide personalized information, or affect a family’s decision to apply. Even when a family does take advantage of the opportunity to visit campus, they may already have heard things both true and false about a school from other parents and students in online forums, on social media, and from other outlets that can influence the decision-making process. For schools to regain control of the process at an earlier stage, they must combine traditional outreach with existing student data and statistics on those who are visiting virtually in order to engage prospective families in compelling ways.

The first step is to determine exactly whom you are trying to reach. In today’s oversaturated marketplace, communications that are not timely, focused, personalized, and relevant are easily ignored and often intrusive. The purchase of targeted lists (such as the Student Prospect List from The Enrollment Management Association) can be an excellent way to begin to target families with a demonstrated interest in independent schools. Yet, despite being able to target recruitment efforts within a zip code radius, a family’s interest level in a particular school or stage in the process cannot be gauged.

As Thom Golden, vice president of data science for Capture Higher Ed, an enrollment software company, illustrates, “I think there’s a wide recognition that the current recruitment methodology has been measured on a per-name basis. One of the very common practices stems from direct mailing techniques—buying a very large list from list providers and sending out a lot of mailings. What if you flipped that by sending out one direct mail piece—your most expensive piece—to only 20% of the most interested prospects in your database? Even using marketing automation software to filter those purchased lists and know who’s really interested in you, you’d still come out positively on your budget, because those mailings are so expensive.”

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The New Admission Funnel



Tracking the Stealth Applicant (continued)

"Schools need to understand first where they are and where they've been, before they can determine where they're going. Doing a deep dive into your own data is a vitally important place to begin."

Start with the Data

While none of those with whom we spoke advocated doing away with traditional recruiting methods, all stressed that those methods need to be driven by data. "Schools have a lot of data at their fingertips," remarked Ben Douglass, director of admission at Saint James School (MD). "They can find out a lot about themselves and their own marketplace that way. They need to understand first where they are and where they've been, before they can determine where they're going. Doing a deep dive into your own data is a vitally important place to begin. Schools can then further segment mailings, emails, and other methods, so that they are really targeting their communications."

Colleges and universities are no strangers to institutional data, but having a wealth of information on a particular student or family is not necessarily a guarantee that it will be used effectively. Similar to independent K-12 schools, many higher education institutions struggle with siloed data, a reliance on traditional methodology, and a lack of resources with which to pull together and analyze the data. As Bucknell University's Param Bedi, vice president for library and information technology, explained in an interview, "Most institutions have very siloed approach to data management. Each division just analyzes and leverages their own data...Ultimately, if you're looking at data individually, you can't truly understand why something is happening—you can just see that it is happening."¹

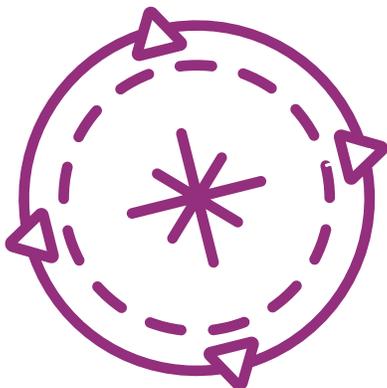
As Jesse Roberts, CEO of Admission Pro and a longtime veteran of independent school admission, notes, "For the most part, the data is there—but schools need to dive in, figure out exactly what they need, and create a prospect profile, so that they have a much clearer picture of whom they should be conversing with. For example, I'm working with school in the Northeast right now. We started by looking at their existing students and breaking them into profile types. Then I cross-referenced that list and broke those students and families into groups. We then can purchase hyper-focused lists that match the exact characteristics of their existing student body. They have a very clear picture of the exact people they need to market to, so the conversations they're having, even just the sending of the postcard and the email, are to people that are in their sweet spot."

Looking at existing data helps schools understand where they need to expand their footprint, increase marketing efforts, and change messaging. As Roberts asserts, "Every school knows who their slam dunk kids are. They know who their feeders are. But if they really want to grow, they have to start looking within and finding out where their weaknesses are. Everyone has a student information system, so those data are already in your school. It's just a matter of putting the right set of filters on them to come up with valuable information."

Stealth Tracking and Personas

The most effective way to glean interest from prospective students is to capture them where they are visiting. In many cases, at least initially, that visit is virtual. Students and families are learning so much about a school online through websites, they sometimes see no reason to visit in person. With increasingly sophisticated behavioral tracking technology, it is possible to follow a student's exact journey through your website, provide them with a personalized visit every time they return online, and utilize quick information gathering to segue them into additional forms of marketing, such as spot-targeted and pre-scheduled "drip" email campaigns and personalized direct mail.

"A student who visits a college website once, just once, is showing significant interest," explains Golden. "By our estimation, it makes them about 12 times more likely to apply to that college. The terminology we use is that your website should be recruiting for you while you sleep, because that's what computers are





very good at. What if you were really, really good as an organization at recognizing even the most subtle forms of inbound interest? It's like throwing the ball at somebody. If they're not facing you, you're just going to pelt them in the back of the head. If they're turning towards you and you toss the ball, they catch it. The great myth is, I don't have enough people looking at me. My question is, how do you know that?"

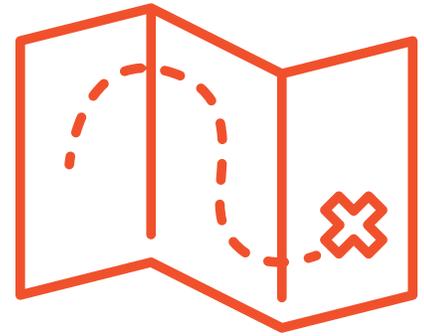
A website journey can easily be translated into a targeted marketing path. Crucial to this type of planning, however, is self-identification and a gathering of at least some preliminary data. "For example, let's say that I know that you've been on my website by your IP address and you fill out a web form that says, 'Hey, I want to hear from the soccer coach,'" illustrates Roberts. "You have now officially self-identified. We can examine the browsing history, take that information and score the engagement to see how in love you are with my school. I can see how strongly you are paying attention to my website, and if you're answering my emails (or at least opening them and clicking through them), or sharing things to social media. Now I can start to score that engagement, and those engagement scores are directly correlated to enrollment."

As a prospect is moved further along on this path, the investment becomes commensurate with that interest. "As they show more engagement within those emails, we automatically move them into another drip campaign when they're more engaged with our university," states Kevin Baxter, California Lutheran University's associate director of enrollment marketing. "Now we're willing to spend a little money on sending a magazine or a mailing."

Roberts concurs: "You can glean a lot about what's important to a family based on the path they take through your website. I want schools to be thinking, 'I want three more boys from zip code 21220. Well, how many of my current families are in zip code 21220? What are their characteristics? What do they care about?' We can shape a website journey for families who meet those characteristics or that demographic, so that when someone comes in from 21220, the website meets their needs and gives them a more tailored experience."

This type of modeling, or creating of personas, has long been a strategic marketing mainstay. With the advent of technology, personas that were once created through the use of focus groups or conjecture can be created by mining

existing customer (family) data. "You have certain people that fit personas that you've developed," states Douglass. "Stealth applicants—on your website, clicking around—who meet that profile are given the opportunity to download X if they give their email address. Once you have that, you start sending them a series of three or four emails based on that persona. It's almost like we're adding an extra layer of prospects to that traditional funnel. While it may be someone who's not even an inquiry yet, we're still paying a lot of attention and trying to drive them to actually inquire."



Today's most engaging websites use dynamic content—a method of customizing a website visit with each subsequent hit from a visitor's IP address. This function is automated, and uses data that are known about a visitor, even when they are not identified. Dynamic content suggests materials through pop-ups, image swaps, customized content, and personalized copy. Golden elaborates, "If it tracks that they are visiting your admission page repeatedly, the next time they come to your main website they might see an image about applying, rather than that generic campus shot. We've seen that when we display a dynamic content piece to a prospective student, they're twice as likely to enroll as compared to traditional inquiries. If an individual interacts with that dynamic content piece, they click on it, they watch the video we suggested that they watch, according to our data, that visitor is now five times more likely to enroll."

Kevin Baxter is taking a different approach—instead of waiting for prospects to come to him, Baxter is bringing Cal Lutheran to them. Using a method coined "geofencing," Baxter utilizes technology to build a virtual fence around an area he has determined is ripe for targeting. "Last year, for example, we drew a geofence around a nearby community college; anyone who walked within that geofence was served a Cal Lutheran ad on their mobile device. We got a lot of traction in terms of click-throughs to our website from that. Then we're able to stay on that device and continue to serve them ads even once they leave the area. It's so important to get our brand in front of these students, because they're not coming to us and letting us know that they're interested."

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Tracking the Stealth Applicant (continued)

Empowering the Personal Connection through Technology

While list purchase, website visitor tracking, and dynamic web content are useful additions to a recruitment strategy, traditional, high-touch methods remain an essential part of the process. According to the Ruffalo Noel Levitz report, *2016 Marketing Recruitment Practices Four Year Institutions*², the following practices were deemed the most effective student recruitment practices for 4-year private institutions: Open houses remain the most effective strategy for higher education institutions, followed closely by a deliberate flow of communication throughout the admission cycle. At the bottom of the list? Traditional advertising, such as print (37.3% rated this very or somewhat effective, though it is still utilized by 91.9% of respondents!); radio (42.3%); billboard, bus, and other outdoor advertising (46.8%); and online fairs (13%).

Usage and Effectiveness of 61 Strategies and Tactics for Marketing and Student Recruitment at Four-Year Private Institutions

Top Rankings of Strategies and Tactics

Survey items— Four-year private institutions	Institutions using practice	Very effective	Somewhat effective	Minimally effective	Very or somewhat effective
Campus open house events	97.3%	61.7%	32.7%	5.6%	94.4%
Overnight visits for high school students	64.9%	58.3%	27.8%	13.9%	86.1%
Campus visit days for high school students	91.9%	56.9%	35.3%	7.8%	92.2%
Encouraging prospective students to apply on the admissions website	98.2%	49.1%	42.6%	8.3%	91.7%
A planned, sequential flow of communication to prospective students from the beginning to the end of the recruiting cycle	95.5%	47.6%	45.7%	6.7%	93.3%
Encouraging prospective students to schedule campus visits on the admissions website	92.7%	46.5%	44.6%	8.9%	91.1%

Source: 2016 Marketing and Student Practices Benchmark Report for Four-Year Colleges and Universities. Ruffalo Noel-Levitz.

These data support the fact that getting students physically on campus is the ultimate sales tool. As revealed in The Enrollment Management Association's *The Ride to Independent Schools* report, 2,300 parents, who had just completed the independent school admission process, found school tours (90%), school interviews (84%), and speaking with students at the school (81%) to be the most effective marketing tools. Where strategy meets new online channels is in how schools use them to push or pull students toward the impactful milestones in the admission funnel: campus visits, open houses, weekend visits, and group meetings for prospective students.

As Jamila Everett, Ed.D., director of admission and financial aid at The Webb Schools (CA), illustrates, the personal touch is still a cornerstone of recruiting in the age of trackable IP addresses: "Students are inundated with marketing messages via technology; to capture their attention we need to go back to basics, to that personal connection. I read an article recently about the art of the campus visit—colleges now are putting more resources into individualized tours where students can select who they want to meet and when, to get a sense of the authentic experience. Schools are realizing that coming to campus and having a personal connection to the tour guide is still relevant. Technology is obviously important and you need to utilize that as part of the entire strategy, but I do believe that there is a renaissance now of going back to basics in terms of creating that personal connection. I'm looking at a hybrid strategy of using technology and social media, but also getting back to that very personal experience that students and families have on campus."

Although Cal Lutheran is utilizing aggressive strategies to capture prospects' attention (geofencing, tracked digital advertising, etc.), Baxter's approach is based first on building trust rather than building enrollment: "Our initial contact isn't necessarily, 'Are you interested in a Cal Lutheran education?' We're really trying to become a trusted source. Rather than, 'Hey, we're Cal Lutheran. We're awesome. Come



here,' it's more, 'Hey, we can help you out with the college search process.' We're offering them an opportunity to ask us to send that information to them. If they request it, then we begin to send out a little more general information about Cal Lutheran. The idea is that first you build trust with that prospect rather than shoving your school down their throat. The hope is to continue that relationship and build that brand affinity with them until they're ready to apply."

Certainly the tried-and-true methods of one-to-one recruiting still form the backbone of every independent school's efforts. Amin Abdul-Malik Gonzalez, director of admission at Choate Rosemary Hall (CT), says that his current students and alumni are his first line resources, helping to identify prospects in their hometowns: "The outreach happens informally, but it can be systematized and leveraged if you have older students and dedicated alums who have good experiences and perspectives to share. As enthusiastic ambassadors, they both encourage the interest of prospective students and help personalize the application process."

Getting to the Enrollment Finish Line

Ultimately, a school's place in the market, its mission, and its unique value proposition will sell those students who are the right fit for the institution. While generating leads is important, and it behooves admission offices to let automation take on the tasks of watching, tracking, and targeting communications to students who would not otherwise identify, it's the narrative that truly sells a school; it's the stories that compel action.

"It's about finding the right applicant for us," says Everett. "It's about really drilling down to our mission and finding those students whom we think will connect with it. There's no better way to do that than having our current parents and alumni as ambassadors. How do get them mobilized across the country, highlighting stories that are really impactful? You can't just sit back and wait for students to apply. You need to get out in the community and talk about the benefits of your program and tell a compelling story on your website and in your marketing. I think we have just scratched the surface of what we can do."

This type of recruitment effort comes full circle to enrollment management, because it is not simply about sourcing students, it is about engaging them through every stage of the funnel, through every part of their journey, to ultimately retaining (and graduating) them. It requires creativity, engagement, and awareness, as well as a certain comfort level with data and numbers. "You need to make sure that the families that you're working with are the right ones and will stay with you," asserts Roberts. "You spent all this money on the recruiting process. If you did this right, it's built-in retention management, because you will have hooked and engaged and connected with this family in such a way that they won't ever want to leave your school. You know who they are. You know how to talk to them."

How does this approach translate to the board and the greater school community? It comes down to an awareness of both the situation of the market and the mission of the school. "There are probably one or two things at your school that you do better than everybody else. Those are the things you should talk about," stresses Roberts. "That gives you a much clearer perspective on, first, your mission statement and making sure you are in fact positioned to achieve your mission. Second, it gives you the ability to argue for resources. It gives you the position to say 'If we want to be X in our market, we have to be focused on Y.' You can't make that argument unless you know where you sit in the marketplace."

Ben Douglass sees a harbinger of change in the admission office: "I would guess that 50 percent of us are doing some kind of digital marketing, if not more than that. If you roll forward two or three years, it's going to be 100 percent of us, so people are going to have to get with the program pretty quickly, finding those skills within their offices or outsourcing them. I do think it's going to change hiring practices within admission offices. We'll be looking for those people who can not only put on a blazer and a smile and go to a school fair, but who can also jump into data and analyze it, and use it in interesting ways to move the school forward."

1: https://evollution.com/managing-institution/higher_ed_business/overcoming-siloes-to-use-data-more-strategically/

2: Ruffalo Noel Levitz (2016). *2016 Marketing and Student Recruitment Practices Benchmark Report for Four-Year Colleges and Universities*. Cedar Rapids, Iowa: Ruffalo Noel Levitz. Retrieved from www.RuffaloNL.com/BenchmarkReports.



An Interview with **Rachel Skiffer**

Strategic planning in independent schools hinges on multiple facets of enrollment management, ranging from student selection and financial aid policies to program and facilities planning. An institution's ability to collect and analyze the data necessary to inform and direct a school's decision making is key to ensuring long-term enrollment health.

While many departments—e.g., admission, development, administration—collect data useful for their own operational and planning needs, some schools are beginning to recognize the need for systematic data collection, analysis, and planning across the entire institution. In 2013, Phillips Academy Andover (MA) did just this with the hire of Rachel Skiffer as dean of policy and strategic planning.

Tell us about yourself and your background.

I am trained as an attorney and spent almost a decade working in management consulting and commercial real estate law. Once I paid off my student loans, I took a breath and spent some time thinking deeply about my career goals. While I loved law school and gained incredible skills in the years I spent in the corporate world, I am grateful that I came to realize that my heart belonged to kids and education. And honestly, that decision should have been more obvious to me.

I attended an all-girls independent school from kindergarten through 8th grade, and that experience had a profound impact on me as a learner and an educator. I spent summers in middle school and high school working as a camp counselor. I took classes at Harvard Ed School when I was in college. Before I practiced law, I worked in the office of admission and financial aid at Harvard College and focused on issues of access and inclusion.

After my consulting and lawyer years, I was thrilled to take a job working in admission and financial aid, as well as affective education, which focuses on developing students' belief systems, emotions, and attitudes, at the Latin School of Chicago (IL). I then moved back home to be the director of admissions and financial aid at San Francisco University High School (CA), and four years ago I started in my role at Andover.



Rachel Skiffer is the dean of policy and strategic planning at Phillips Academy Andover (MA)



Your position is relatively new at Andover. Can you please explain the role, responsibilities, and reporting structures?

I report to the head of school, and my essential responsibility is to oversee the planning, research, and assessment processes that advance Andover’s mission, student learning and success, and operational effectiveness and intentionality. When I arrived on campus, I immediately launched the process for creating the strategic plan, working closely with the head of school, trustees, faculty, staff, students, and the extended Andover community.



Our trustees approved the strategic plan in the fall of 2014, which triggered a shift in my focus to overseeing plan implementation. Each year, a number of working groups made up of faculty and staff (and sometimes students) continue to refine the initiatives of the plan as we move from theory to practice.

The chairs of those groups are my direct reports, and their work normally lasts from one to two years. Complementing all of this work is the director of academy research, information, and library services, who reports to me and whose office partners with faculty and administrators on research projects throughout the academy.

While your title includes strategic planning and policy, one of your key responsibilities is institutional research. The concept of institutional research is relatively new to the independent school community. What is your elevator pitch on institutional research to the Andover community?

I would have to credit Jane Fried, who is currently the head of school at Brearley School (NY) and formerly Andover’s dean of admission and assistant head for enrollment, research and planning, with introducing the concept of institutional research to Andover. Those of us with enrollment management experience understand the central role of data in our work, and Jane was able to make a case beyond the admission office for how institutional effectiveness can be maximized by sound, data-based decision making.

We often see that data collection is the Achilles’ heel for many independent schools. Why do you think that is?

Admission and financial aid offices of schools were among the first to use data strategically, even in the face of administrations that believed all it took to fill a school was a warm personality and some lovely recruiting events. As we in enrollment management know, “at length, truth will out.” Relatedly, there was

Continued on page 16

+ Enrollment Perspectives

a common belief within some independent schools that the collection and analysis of data, especially data external to the school, was a cold and irrelevant endeavor—anathema to a learner-centered culture. And schools were very good at relying on institutional memory when trying to sort out thorny issues. As schools have become more complicated over the last 20 years, most recently during the 2008 financial crisis, many schools learned the hard way that the plural of anecdote is not data. Another rub is that a lot of important data for schools are qualitative, and it is challenging to present analysis of qualitative data in a way that makes them read as “hard” as quantitative data, particularly to boards. But it is possible to do, and it is important.

“...a lot of important data for schools are qualitative, and it is challenging to present analysis of qualitative data in a way that makes them read as 'hard' as quantitative data, particularly to boards. But it is possible to do, and it is important.”

What have been your greatest challenges in creating an institutional research mindset within the Andover community?

Andover has had an institutional research mindset for some time, but only recently have we broken data collection out of siloed structures. We've also worked with departments to help them think about projects they could launch themselves, and how those data could be useful to other areas of the school.

How are you using institutional research to inform admission and enrollment for the current year and for future planning purposes?

Dean of Admission Jim Ventre's office uses institutional research to track trends related to applications, interviews, financial aid requests, on-campus recruitment efforts, off-campus travel, SSAT score holds, community-based organizations, and school qualities related to admitted students' enrollment decisions. The team is incredible, and their work with data allows them to be proactive rather than reactive in their strategies from year to year.

What advice would you offer a school interested in establishing a formal institutional research structure/process?

Designate a generalist (i.e., someone not housed in admission or development) who reports to someone in a role like mine or to the head of school.

It is important for classification to be standardized within all administrative units tasked with collecting data, as the institutional research structure should be utilized as a shared resource across departments/divisions.

There needs to be a reason why you are collecting information beyond “just in case we want to look at this one day.” Institutional research should be used for planning purposes (strategic and otherwise), program development, and re-accreditation, which in turn will inform the specific reasons why information is being collected.

It is incredibly important for there to be formal policies in place about how data is shared inside and outside of the school.

Independent Schools, Immigration, and the Trump Administration

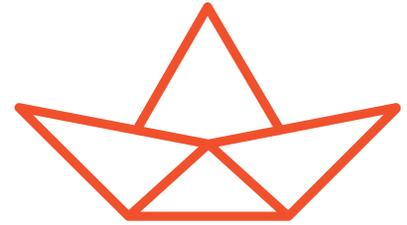
by Debra P. Wilson

International visa issues are complex on a good day. Recently, visas, international students, international employees, undocumented students and families, and the Trump administration have created a Magic 8 Ball moment for independent schools. As of the writing of this piece, the second immigration executive order barring entry from several primarily Muslim countries has been stayed by a judge in Hawaii. With orders coming and going, what should independent schools be doing to hold the ship steady?

Overall, if there is one thing that independent schools can do, it is to be proactively prepared for the next set of orders, regulations, or enforcement protocols. Schools need to have a better idea of who within their communities—parents, students, or staff—could be affected by the next wave, and have a plan to manage some of the potential risks.

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International Students

The last executive order barring international travel from certain countries expires mid-June, with the possibility that another version will be forthcoming. Visas may still be issued to citizens of these countries on a case-by-case basis if denying entry would cause “undue hardship,” if there is no security threat, and if the government determines it is in the national interest. However, this order was stayed (suspended) the day before its effective date.

For now, schools must watch for either the stay on this order to be lifted or for another executive order to be issued. If the latter occurs, there is the potential for the list to be expanded as one of the main challenges to the order is that the countries listed are primarily Muslim.

Schools must also keep an eye on the political tenor of the country when it comes to international students and staff. Recent news includes reports of American citizens angrily threatening or actually harming individuals from other countries. These activities go beyond the current political activity, but illustrate the potential concerns of parents sending their students to the United States.

Schools should be aware of the continuing changes to visa interviews and requirements, as well as general heightened security on flights from outside the United States. The Department of Homeland Security may soon announce that due to security concerns, laptops and other large electronic devices may need to be checked in luggage on direct flights from Europe.

There are pending changes to visa applicant questions as well, including a set of new and expanded questions for potential visa applicants. These questions and information requests include providing 15 years of travel, address, and employment history; five years of social media platforms and identifiers; five years of phone numbers and email addresses; and names and birth dates of siblings, children, spouses, or partners. The proposal does not identify which applicants or types of visas would be affected.

For now, here are some issues for schools to bear in mind:

- + For schools with students or staff from any of these countries, those individuals should not travel outside the country unless they have a current, valid, and documented visa, Green Card, or some other official status (dual citizenship with another country) that will allow them to travel back into the United States without delay.
- + Schools that are actively recruiting from the countries on the list or other countries that may be perceived as a threat should be aware that visas for these students may have a slightly different process, including longer wait times, in the months and years ahead.
- + Schools that have current international students, as well as those that are actively recruiting any international students, need to reiterate the school’s commitment to maintaining an open, welcoming, and diverse community. Further, parents need to know that the school will be actively looking out for their students while they are with the school and that students will not be unnecessarily exposed to potentially dangerous situations. In higher education, international student numbers are already trending downward, and started doing so immediately following the election. It is likely the same trend will appear for independent schools.
- + Be aware of the situations to which international students in the school’s care may be exposed and consider their safety before allowing off-campus trips and outings.

Undocumented Students and Families

Receiving slightly less attention are the executive orders and administration policies related to undocumented immigrants. Schools need to understand that although undocumented individuals are protected by due process and equal protection rights, those individuals who are not in the country legally can be deported. New guidance from the administration states that anyone who is in violation of immigration laws may be subject to proceedings and deportation.



In an effort to address the needs of younger adults, mostly students who came to the United States at a young age, in June 2012 the Secretary of Homeland Security provided a method by which individuals could request a deferral on any action related to their status for two years, and this term could be renewed. This process was called Deferred Action for Childhood Arrivals (DACA) and the students are often referred to as "Dreamers." There are very specific guidelines in place for using this deferral. Because DACA is not a legislative issue, but rather an issue of prosecutorial discretion (more like a program or a policy for not deporting individuals who are in the country due to no fault or action of their own and now consider the United States their home), the Trump administration could end the program at any time. There is pending legislation called the BRIDGE (Bar Removal of Individuals Who Dream of Growing Our Economy) Act that was introduced by Senators Lindsey Graham (R-SC) and Dick Durbin (D-IL). If this legislation passes, then individuals protected under DACA would likely continue to be covered under this law. Executive orders would not be able to touch the students and others protected under the law. The idea behind this legislation is that it would protect the current structure of DACA, and keep the administration from repealing it by making it a law rather than a policy established by executive order.

Unlike the students, their parents or guardians are not likely to be eligible for DACA and could potentially be picked up in an ICE (Immigrations and Customs Enforcement) detention effort. Schools that suspect they have undocumented parents or guardians of students need to take appropriate steps to ensure that they know what will happen with the students in the event that their parents are detained.

On this front there are three main questions schools tend to ask:

- 1. Is a school obligated to ensure that families are in the country legally?** Schools are not currently required to inquire into a student's legal status as an immigrant, and most schools do not ask or require such information.
- 2. Can schools offer these students financial aid?** There is nothing illegal about offering undocumented students financial aid, but your school's internal policies may impact the availability of aid for these families.
- 3. What do we do if the parents of a student are picked up by ICE?** Schools must have a plan for students whose parents are detained. Many parents who are undocumented are already taking steps as encouraged by local legal clinics for undocumented immigrants, but schools should proactively reach out to all families to discuss emergency plans that families may have if the parents are not available.

Schools can anticipate that more action will be seen from the administration, agencies, courts, and other Americans on this topic in the years to come. Visas will be under scrutiny. Worker visas, like the H-1B visa, are going to be revisited, as will the security measures for every type of visa and for individuals from every country. International parents are understandably concerned that the United States may not be as welcoming a place for their children as it has been historically, and there is a concern that should visa rules shift substantially, students may not be able to finish their education in the United States as originally planned. Undocumented parents and students pose a different set of issues, but this topic also continues to evolve and further enforcement efforts are likely to impact these families going forward. Independent schools must continue to track these issues and ensure they have the information they need in order to know how these issues may impact their communities as events unfold.



Debra P. Wilson is general counsel for the National Association of Independent Schools (NAIS)

Advancing a Revolution:

The Institute on Character and Admission

By David Holmes

American education is on the cusp of a revolution.

Recent years have brought serious concern about the pathologies of American education: resentment of “high-stakes” testing; young men and women pushed to win the competition for a small number of slots at the most selective colleges or independent schools; high levels of depression and suicide among students at every level; an admission system that is perceived to reward students through traditional cognitive measures at the expense of students with an array of character strengths.

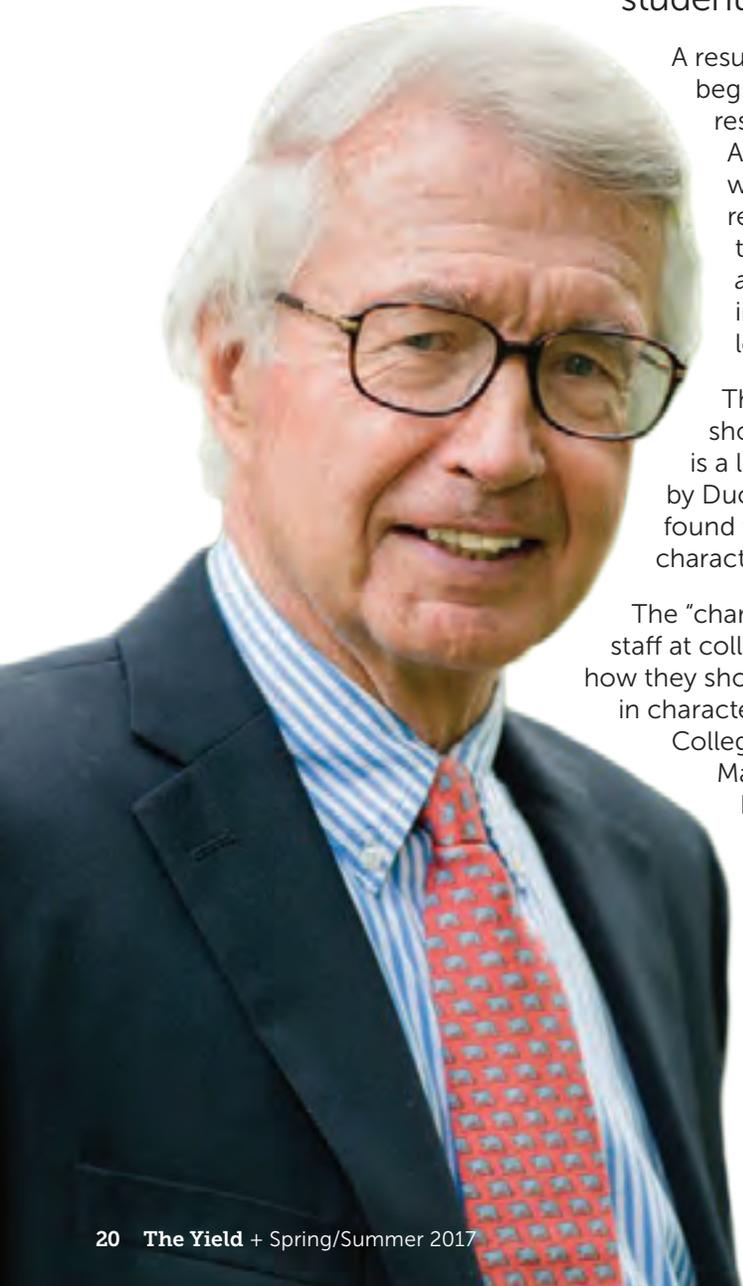
A result of this concern, many in the educational sector have begun paying attention to attributes of character—perseverance, resilience, grit, optimism, self-control, etc.—in educating American youth. Educational conferences and publications, which are good reflections of emerging ideas and priorities, are replete with sessions on character. Angela’s Duckworth’s TED talk and 2016 best-selling book, *Grit: The Power of Passion and Perseverance*, are well known among educators. Most importantly, many schools and their faculties are taking a fresh look at what and how they teach.

These events are reinforced by a growing body of research that shows that the non-cognitive domain, including character traits, is a legitimate avenue of inquiry and intervention. In fact, studies by Duckworth, James Heckman, Nathan Kuncel, and others have found that GPA and college persistence are correlated strongly with character traits such as self-control and perseverance.

The “character movement” has not gone unnoticed by the admission staff at colleges and schools. Admission professionals are asking how they should adapt their work to address this rising tide of interest in character education. In addition, organizations including The College Board and ACT at the collegiate level, and The Enrollment Management Association in the independent school world, are helping to bring innovative measurement science to bear in how admission decisions are made.

There is exciting potential in these developments. If (1) schools and colleges evolve toward deep attention to character development and (2) admission practices and decisions, in fact, adapt to this priority, we will be at a watershed moment in American education. It will mark a definitive step towards assessing character strengths in a

David Holmes is the executive director of strategic initiatives for Community School (ID) and co-director of the Institute on Character and Admission





standard, valid, and reliable way and will demonstrate broadly, to students and parents alike, the importance of character strengths to success in college and work. The move will be a departure from the intensely academic, success-driven world that we have known for more than 60 years.

The Institute on Character and Admission as a Catalyst

Recognizing the growing interest of educators across various levels and roles in elevating character attributes, the Institute on Character and Admission came into being at a gathering in September 2016 in Columbus, Ohio. Organized by leaders at both the collegiate and secondary levels, the goal of the initial meeting of the Institute on Character and Admission was to explore ways to change admission practice at the secondary and higher education levels to reflect the significance of character strengths in attaining success in school, college, and work.

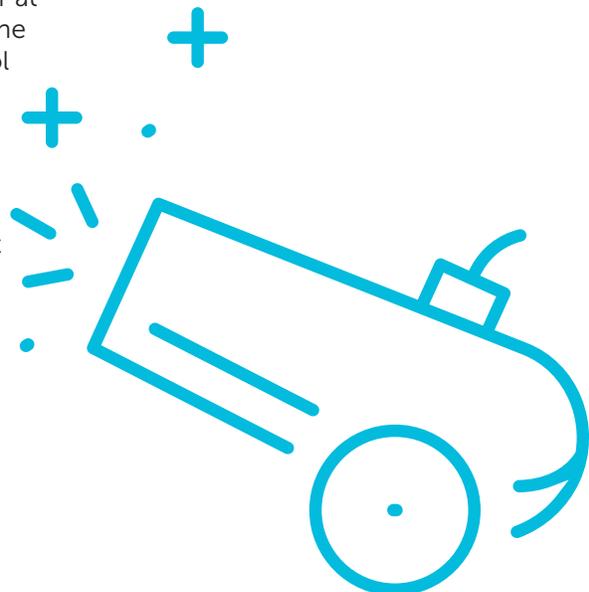
The Institute included important constituencies across the educational landscape, including college admission deans, testing experts, school placement directors, representatives of educational associations, secondary school heads, independent educational counselors, researchers, and educational reformers. Speakers included Angela Duckworth, Rick Weissbourd of the Turning the Tide project; Bill Hiss, former Vice President of Bates College and leader of the Bates "test optional" project; admission deans from several selective colleges; and researchers from the Educational Testing Service.

In addition, Jinghua Liu, chief testing and research officer at The Enrollment Management Association, spoke about the development of the Character Skills Snapshot, a new tool for use by admission offices in independent schools (see p. 34). It is noteworthy that the Character Skills Snapshot is at the forefront of thinking and practice in how to embed character attributes in the admission process.

The outcome of the meeting was unanimous agreement on 28 action-oriented initiatives and on continuing the work of the Institute into the future. For more information, please visit the website at www.character-admission.org. The Institute aims to expand the number of educators and institutions committed to its common purpose.

For more information on becoming involved, go to www.character-admission.org or contact David Holmes at dholmes@communityschool.org.

"The goal of the initial meeting of the Institute on Character and Admission was to explore ways to change admission practice at the secondary and higher education levels to reflect the significance of character strengths in attaining success in school, college, and work."

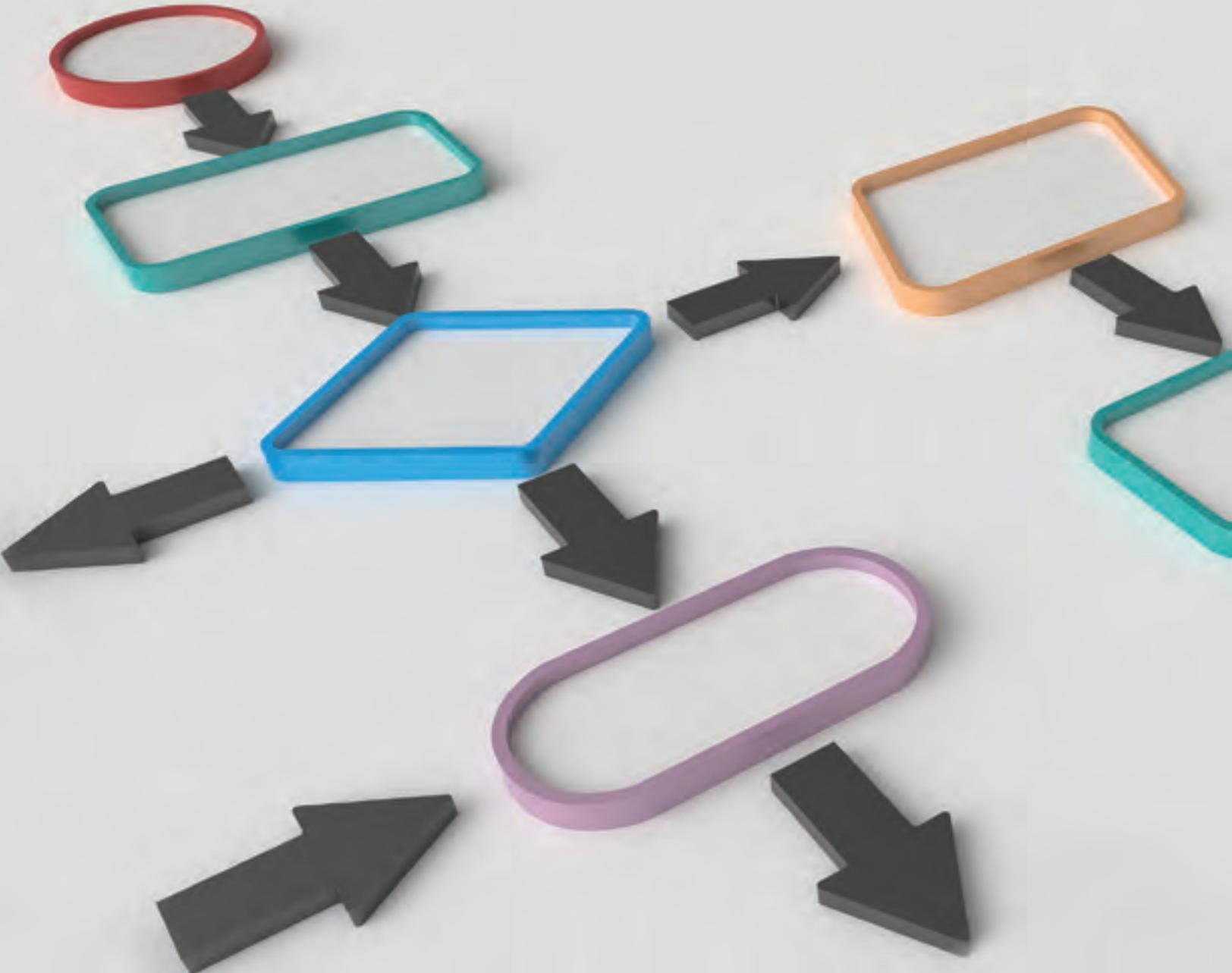




Leadership

Restructuring for Enrollment Management

As enrollment management becomes a more prevalent strategy on independent school campuses, it also raises staffing and logistical questions. Tom Sheppard recently transitioned from a role based primarily in admission work to lead the enrollment management of The Lawrenceville School (NJ), and has experienced and dealt with these questions firsthand.





As Lawrenceville's new dean of enrollment management, Sheppard has seen the structure of the office shift in order to give this large boarding and day school an opportunity to tackle some of the larger strategic goals they were not formerly addressing. "Basically what it has allowed us to do," he said, "is to handle things that were not necessarily all being handled at the level that one might hope they'd be, in terms of the logistics of the admission operation and also the strategic aspects of enrollment management. For example, one of the issues we're tackling for the first time is whether our enrollment aligns properly with the depth of our applicant pool. In our case, we have a very big surplus going into ninth grade. Do we want to increase the size of our enrollment in ninth grade? On one hand it sounds like a no-brainer if you can do it. But when you start looking into it and talking about residential life with the students, the house parents, you begin to realize that this is really a complicated strategic decision. We now have the ability to really focus on all the factors that would go into that kind of strategic decision."

While implementing this type of structure may be relatively easy on the employee side, Sheppard also admitted that the resources available at a larger school like Lawrenceville make an enrollment management model much easier to pitch at the board level. However, he also pointed out that there are ways to support this model within a smaller school: "I think there are ways to accomplish the same goals, ones schools may not have considered in the past," he states. "For example, it's very common for schools to employ part-time consultants for things like financial modeling or development campaigns, but I don't see many independent schools hiring consultants to help with enrollment strategy. You see it at the higher ed level. However, if a school has fewer resources, they don't necessarily have to hire a high-priced full time employee to accomplish this work."

Defining enrollment management for both school leadership and the community at large is a hurdle for schools to leap when attempting this type of restructuring. While enrollment management as a term is becoming ubiquitous in the independent school world, it is also often misunderstood and rarely defined. Many schools use the term "enrollment management" simply as an alternative term for admission, when it is actually a much larger strategic focus that includes admission. "There was absolutely a period, still ongoing, of educating others about exactly what enrollment management is," Sheppard says. "Once they understood it and saw how everybody benefits from it (because at the end of the day, it really is an idea that supports the health of the entire school), it began to make sense. We're only in year one, so it's still unfolding, but we've already had several examples of groups coming together to consider big, strategic matters that had never really even been thought of before."

His response to people who don't understand the difference between his longtime work in admission and his current work in enrollment management is that the more tactical items, such as communications timing, visit scheduling, interviewer oversight, and other personnel management aspects of the admission office, have been reallocated. "Many functions that had previously taken up a significant amount of my time on a daily basis have been shifted to someone else," he states. Sheppard also emphasizes the need to define enrollment management in terms of its larger responsibilities, such as marketing and institutional research: "From a marketing standpoint, it would be pretty hard to separate that from enrollment management," he explained. "In conjunction with our communications department, we just completed a big, multi-year publication project that absolutely ties into enrollment management—it touches on the very early stages of a family's interactions with the school. Some schools are hiring directors of institutional research. Whoever is holding the enrollment management title should be totally integrated with that person at the very least. The enrollment management person has to be skilled at integrating strategy with all these functions."

Continued on page 24

Tom Sheppard is the dean of enrollment management at The Lawrenceville School (NJ)



“Having worked at small schools, I know firsthand that you just can’t possibly do it all. The absolute number one priority is the achievement of an optimal enrollment; you need to figure out what to do to achieve that, sometimes at the expense of other things that only seem important.”

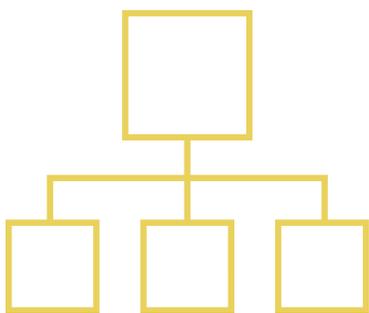
Lawrenceville has a very defined set of key metrics that are monitored to inform strategy year to year. Determining which tactics have been successful (and which have not) is essential to ensuring a strong incoming class, which will, in turn, be essential in terms of retention and post-graduation advocacy for the school. “We do a big data dive at the end of every year and look at everything imaginable to assess where the weak points are. Then we compare those results against the communications that we’re sending out and determine if it’s actually having the intended effect. It never ends, and it’s always changing. It’s certainly critical feedback.”

A change to title of dean of enrollment management also brings a change in the way an individual will report to the board of trustees. Coming from an admission position, Sheppard was well versed in the data and conclusions his board was seeking, and involved them in the process of handing over the baton: “We started at the fall board meeting. Will [William Richardson, dean of admission] came with me and gave the report that I’ve given for the past four years,” he explains. “At the end of it I said, ‘And now moving forward, Will’s going to write and present the admission-related aspects of our reports, and I’ll handle the larger strategic aspects of it.’ This gave Will the opportunity to feel ownership of his part of the process. Moving forward, I will report on things such as our enrollment versus our applicant pool, an analysis of our residential structure, and the four or five large institutional goals for enrollment, such as ensuring we are paying attention to our domestic boarding applications and lodging costs, looking at demographics and strategically reaching out to families from a variety of backgrounds who would be an appropriate fit for the school, strategically considering ways families can contribute to all aspects of school life, being especially sensitive to all of our work with our alumni and sibling applicants.”

For those in smaller schools who may not be in a position to restructure, but want to examine enrollment management as a piece of the strategic puzzle, Sheppard emphasized that prioritizing and seeking guidance are key: “Having worked at small schools, I know firsthand that you just can’t possibly do it all. The absolute number one priority is the achievement of an optimal enrollment; you need to figure out what to do to achieve that, sometimes at the expense of other things that only seem important. Avoid getting sidetracked by those lower priorities. I hope, especially considering the enrollment challenges many schools face, that starting with the board and the head, schools see and appreciate the value of investing in this area, and at least are willing to research it and listen to individuals who are deeply involved in it, so they can really understand what it’s all about. I hope those who are already in admission find the time to prioritize this and seek out help from others to look at what they’re doing, because many times that’s the hardest part, thinking, ‘I don’t have time to step back and look at the larger picture and develop those priorities.’ ”

How does Sheppard inform himself and support his efforts? “I draw from webinars and publications from The Enrollment Management Association. I draw from the *NAIS Trendbook*. I draw a lot from comparing data to things like NAIS Data and Analysis for School Leaders,” he says. “Additionally, I try to find two or three colleagues, even though we may be competitors, whom I can have completely transparent conversations with, and many times you can sense whether or not you’re experiencing what others are. Each in its own way, each of those things, gives me a little bit of what I need.”

In keeping with this sentiment, Sheppard concluded, “We are all in this together, which means that admission and enrollment management professionals need to support each other. Anyone who wants to continue this dialogue is welcome to call (609-895-2031) or email me (tsheppard@lawrenceville.org). We never know what me might learn from each other.”



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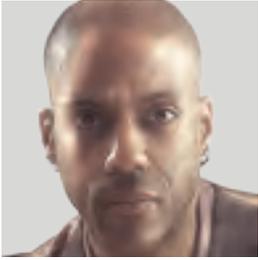
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Data/Finance

The Enrollment Manager as Lead Institutional Researcher

By Jason Giffen Institutional research or “big data” at the school and collegiate levels has seen tremendous growth over the past decade, with larger organizations even opting to devote specialized roles or departments to this task. This is in large part due to an increased awareness of and commitment to making data-driven decisions. Independent school leaders are regularly asked to use data and analytics for both strategic and operational decisions; however, most independent schools do not have the resources to commit an entire full-time employee to institutional research. In fact, I was only able to find a handful of secondary schools in the country that have made this investment. At North Shore Country Day School (a JK-12 school of 535 students located in Chicago’s northern suburbs) where I am the director of admissions, we were not in a position to create an additional position. This presented an opportunity for me to lean in to such work.

Personally, I have a keen interest in institutional research, but I would like to make the case that all enrollment managers are well positioned to spearhead institutional research work within their schools. What follows is a reflection on the institutional research work we have done at North Shore over the last four years and some steps that we have taken to ensure its success.

Collaboration is at the heart of institutional research work, so I partnered with the head of school, dean of academics, director of finance, and other administrators to develop a plan to collect and assess important aspects of the overall school program (student outcomes, admission/retention, finance, etc.). We considered many constructs, but ultimately implemented three significant steps to ensure continuity and effectiveness in our institutional research work:





- 1. Investment in metrics that matter**—GPA, SSAT, SAT, ACT, and AP Scores are the most widely used outcome data to measure a program. However, they are not the holistic foundation that most schools have as the bedrock of their missions. The Character Skills Toolkit (<https://nc.enrollment.org/> — requires member login) from The Enrollment Management Association is a great starting point for determining alternative assessments and constructs to measure an institution more holistically. At North Shore, we chose the Mission Skills Assessment (MSA) and the College Work and Readiness Assessment (CWRA) to get a more comprehensive set of data on student success.
- 2. Commitment to a single database**—Data collection and management is the single greatest challenge to institutional research work. Housing important information in “data silos” prevents the ability to easily report and analyze information. When anyone at a school asks an important strategic or operational question, the goal should be to have one repository to provide data to support such inquiry.
- 3. Belief in both quantitative and qualitative data**—As a member of both INDEX and NAIS, North Shore has access to wonderful benchmarking data on a whole host of metrics, providing institutional dashboards. This, in conjunction with school survey information and other practitioner research, creates a warehouse of data that informs and helps to monitor the progress of the school.

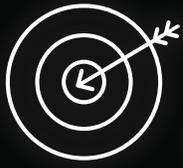
The implementation of those three steps was not insignificant. We worked as a committee and questioned the reasoning of “who” and “how” our database was managed, ultimately leading to significant software investment and personnel restructuring. The commitment to new assessments and surveys required educating the faculty, planning for the delivery of these assessments, and carving time out of the schedule to deliver them. It even got us to question the nature of time and space—not in an epistemological sense, but in terms of the academic schedule—ultimately leading to the development of a new upper school schedule.

Initially, my motivation for engaging in this work was more selfish, as prospective families consistently asked me about the value proposition of my school. My hope was that big data could help to better answer the data-driven parent who was using analytics and a cost/benefit analysis in making a school choice. The institutional data we have collected have provided invaluable information for communicating honestly, and with greater texture, the value of our school. Before having compiled solid institutional research, I told families about how our writing program prepared students for collegiate writing and shared traditional outcome data like a college list or average ACT/SAT scores. After its collection, I could show families how much students’ writing and critical thinking skills improved between 9th and 12th grades through the College Work and Readiness Assessment, offer survey data that showed 90% of North Shore graduates over the last five years reported being as or better prepared than their peers for college-level writing, and highlight a student quote from that survey on how North Shore contributed to this student’s intellectual development. Not only is the institutional research story more compelling, it helps me connect the value proposition with our school’s mission.

All of this effort, while taxing, has provided demonstrative improvements and placed me in important strategic conversations. The Enrollment Management Association has worked hard to champion the importance of the admission profession, seeking to ensure that we have a place at the table. Admission work is unique, as it requires a deep understanding of school culture and educational outcomes through the lens of the marketplace. Institutional research provides yet another avenue to ensure our place and input within our schools, while at the same time making us better at crafting our external messages. It is not a question of whether you can afford to invest your time in institutional research, but whether you can afford to be without it.



Jason Giffen is director of admissions for North Shore Country Day School (IL)



Marketing

Admission and the Importance of a **Multi-Talented Faculty**

By Dr. Greg Martin As the independent school market tightens due to increasing costs and decreasing applicant pools in some regions, both day and boarding schools must approach admission outreach and faculty staffing as parallel challenges or two sides of the same coin. On the one side, schools must work to market the specific expertise of their faculty as a reason for parents to commit to funding an independent school education. On the flip side, schools must attract, train, and retain faculty that are multi-talented and will support the numerous programs offered in independent schools. As an additional challenge, schools looking to retain this talented faculty must work to compensate them well and provide a healthy work culture.

Despite these mounting and changing pressures for educators, faculty staffing models have remained fairly static over the last 20 years. As part of a 2016 NAIS study I carried out regarding the sustainability of the "triple-threat" model in boarding schools (the expectation that staff will teach, coach/lead an activity, and perform residential duties), I found that all the schools I studied utilized faculty in multiple roles, which forms the basis for deep and meaningful relationships between the school and the student population. Given the importance of these relationships in attracting students and building dedicated alumni, one could argue that this model has even greater importance in today's more competitive market.

Based on data from that 2016 study, I found that 82% of participating boarding schools continue to use the triple-threat model, even though 80% identify this model as being under pressure. The pressures noted include parental expectations for experts in academics (71%) and athletics (62%), hyper-specialization in athletics (61%), and changes in the way faculty members view work/life balance (87%).

These data show that parents are expecting more academic expertise and specialization from teachers, yet teachers are increasingly unable to deliver in a model that expects them to contribute on multiple fronts, even in day schools. This duality is in many ways antithetical. On one hand, parents are demanding more from schools with regard to the quality and level of service students are receiving for a premium price. On the other, the willingness and ability of faculty members to deliver on these parental expectations has become untenable as a result of parental pressures for specialists in all areas of school life.





Parents expect that their children’s athletic programs will be coached by individuals with impressive athletic and coaching backgrounds. Likewise, teachers with undergraduate degrees are no longer teaching senior level or AP courses, as professionals with advanced degrees become more and more ubiquitous in independent schools. And as demands for and issues with student life and pastoral care become increasingly complex in day and boarding schools, schools are pressed to hire and/or train staff in this area in ways that were not present two decades ago. This adds additional responsibilities for faculty who are already feeling overburdened.

Shifts in the way employees view work-life balance put further stress on staffing models in general, but that stress is magnified in independent schools where so much is expected of faculty. Millennials especially are less inclined to give themselves over to a lifestyle that requires they relinquish their work-life balance, especially in boarding schools. Even older faculty members have voiced a desire for more family time and more freedom to engage in pursuits outside of their job. Further, millennials want immediate input and to have their opinions heard, yet the traditional hierarchy and faculty culture do not support this changing view. This disconnect can lead to quicker turnover among millennial faculty.

It is well understood that the educators who lead and support independent school classrooms, fields, labs, dorms, stages, and programs are the basis for the student experience. Further, it is this human component and the multiple points of contact between students and faculty members in independent schools that create the relationships and memories from which an active alumni base is cultivated. Simply put, alumni give due to the experiences and relationships formed at schools, not because of a specific building or program.

For admission officers, the strength of the relationships and experiences students have as a result of great faculty should be marketed aggressively as part of what differentiates independent schools from other types of schools. Framing faculty as more of a centerpiece in the admissions process simply makes good sense.

Yet, the conundrum is the future ability of schools to market an experience that derives from a staffing model that is under pressure from both internal and external forces. Schools eventually will need to meet the demands from families for content experts across all school

The Triple-Threat Model



Parental pressure and expectations for experts in academic fields (hiring of those with advanced degrees) is a challenge to hiring triple-threat faculty members.



Changes in expectations regarding work/life balance by both prospective candidates and current faculty members is making the triple threat model more challenging to maintain.



domains—academics, sports, etc. This will be easier to accomplish for larger, more competitive, and more highly endowed schools that can lean on their reputation, location, facilities, and current faculty to attract educators and coaches. Therefore, schools will need to determine how best to market teachers and the impact they have on student experiences to families in a manner that is consistent with the needs and mission of the organization. Yet, in all cases, school success in both student recruitment and retention will depend on the quality of the faculty.



Dr. Greg Martin
is history department chair at The Perkiomen School (PA)

Source: "The Triple Threat Model Under Pressure." Independent School. Fall 2016. National Association of Independent Schools.



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- *Receptions*
- *Government Meetings*

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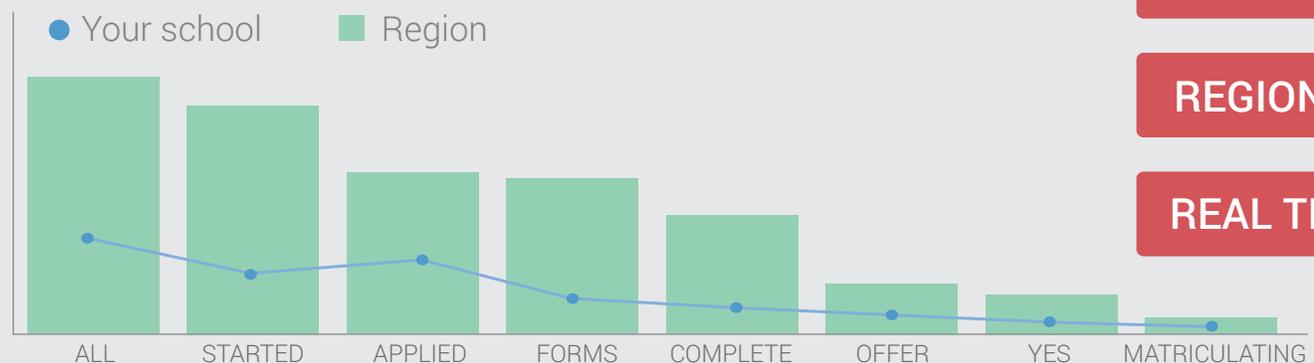


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Member Spotlight



Lydia Hawkins,
Director of Enrollment,
Strathcona-Tweedsmuir School, Alberta, Canada

Why do you belong to The Enrollment Management Association?

I belong, because I couldn't imagine not belonging. The Annual Conference, webinars, regional meetings, *The Yield*—have all been crucial elements of my professional growth. Membership gives us a reason to connect, resources to use, and brings a sense of professionalism to admission and enrollment management.

What has changed the most in the world of independent school admission and enrollment since you first started?

A professionalization of the industry. Gone are the days of falling into an admission role and families lining up to join our schools. As an industry, we've had to adapt to marketing trends, data analysis, and strategic planning in order to fill our schools. Organizations such as The Enrollment Management Association have helped drive this professionalization through the Annual Conference and other events, as well as through outreach to heads, boards, and business professionals.

What surprises you about your job?

How exhausted and excited one can feel at the same time about one's role. January through March is an intense time in admission. Yet, meeting and admitting amazing prospective families each year makes everything worth it.

If you could tell yourself one thing when you took your first job in admission office, what would it be?

That the "other duties as assigned" line in your contract is real. Admission and enrollment professionals have to be ready to take on whatever task comes their way in order to showcase and fill the school. Be ready and be flexible.

What do admission and enrollment professionals need to be successful?

Patience, an open mind, and a great mentor.

What is the one piece of knowledge/advice you'd like to pass along to your admission/enrollment colleagues?

Use your resources. This includes students, teachers, and parents in your school community and other admission and enrollment professionals in other schools. Our title-specific teams might be small, but we have a whole community behind us. Use them, appreciate them, be one of them.

✓ Assessment

Acting on Character: The Character Skills Snapshot

By Meghan Brenneman, Ph.D. The Enrollment Management Association's testing and research team is pleased to announce the initial release this fall of the Character Skills Snapshot (formerly the Character Skills Assessment). This release builds upon extensive research by our Think Tank on the Future of Assessment, collaboration with numerous independent school enrollment leaders (the "G32+ schools"), and statistical analysis performed by both The Enrollment Management Association (EMA) and the Educational Testing Service (ETS). The Character Skills Snapshot is a 30-minute online evaluation of character skills currently not measured by cognitive standardized testing.

Intellectual
Curiosity



Teamwork



Initiative



Responsibility



Resilience



Self-control



Open-
mindedness



Social
Awareness





+ The Character Skills Snapshot

The Enrollment Management Association brought together a committee of representatives from over 45 diverse schools (the G32+ schools, see sidebar) to discuss the scope of the assessment, the character skills it would measure, and the desired outcome, including the importance of this type of measure to the decision-making process in admission offices. This tool will provide enrollment professionals with an important additional piece of information to use during the admission process. The richer data provided by a combination of cognitive plus character skills will allow a fuller, more complete view of the whole child.

The Character Skills Snapshot was designed to measure eight essential character skills that the committee deemed were prevalent among independent school missions and those which schools sought to nurture in their students: resilience, open-mindedness, responsibility, teamwork, social awareness, self-control, intellectual curiosity, and initiative. The assessment will be made available to members of The Enrollment Management Association, with an initial release in September and a full-scale release in fall 2018. **Members of EMA can opt in to use the tool during the member renewal process this spring.**

Field trials of the assessment were conducted over the past two years, with more than 11,000 students (including students applying to independent schools as well as those enrolled in the G32+ schools) completing the assessment. Additionally, user testing was conducted with parents to gain feedback on the design and content elements of the results report, as well as the assessment itself.

Participating schools convened for a summit on May 16. Training and more information for members interested in using the Character Skills Snapshot will be offered this summer and fall.

The richer data provided by a combination of cognitive plus character skills will allow a fuller, more complete view of the whole child.

Dr. Meghan Brenneman recently joined The Enrollment Management Association as our director of character assessment programs. She brings utilizes her extensive background in research, K-12 education, and project management to develop items, design research studies, interact with schools, and work with thought leaders in the field. She joins us from a previous research and development position at the Educational Testing Service (ETS).



The G32+ Schools

- Aspen Country Day School (CO)
- Blue Ridge School (VA)
- Cannon School (NC)
- Castilleja School (CA)
- Cate School (CA)
- Chaminade College Preparatory School (MO)
- Choate Rosemary Hall (CT)
- Colorado Rocky Mountain School (CO)
- The Community School (ID)
- Concordia International School Shanghai (China)
- Crescent School (ON)
- The Ethel Walker School (CT)
- The Galloway School (GA)
- The Grauer School (CA)
- Greenhills School (MI)
- The Greenwich Country Day School (CT)
- Groton School (MA)
- The Hun School (NJ)
- Kamehameha Schools (HI)
- Lakeside School (WA)
- Lakeside School-LEEP (WA)
- The Lawrenceville School (NJ)
- Marist School (GA)
- Mid-Pacific Institute (HI)
- Middlesex School (MA)
- New Canaan Country School (CT)
- Newark Academy (NJ)
- NJ Seeds (NJ)
- Norfolk Academy (VA)
- The Oakridge School (TX)
- Phillips Academy (MA)
- Phillips Exeter Academy (NH)
- Renbrook School (CT)
- Riverdale Country School (NY)
- Salisbury School (CT)
- St. Mark's School (MA)
- The Taft School (CT)
- Takatuf Scholars Programme (Oman)
- The Thacher School (CA)
- Trinity Midland School (TX)
- University of Toronto Schools (ON)
- Viewpoint School (CA)
- Westminster School (CT)
- The Westminster Schools (GA)
- The Wheeler School (RI)
- The Wight Foundation, Inc. (NJ)
- The Winchendon School (MA)
- The Woodlands Christian Academy (TX)
- The Woods Academy (MD)
- Woodward Academy (GA)

International Student Recruitment

According to the Institute of International Education (IIE), in 2001, 2.1 million students studied outside of their home countries. At that time, the U.S. commanded an impressive 28% of market share, followed by the U.K. at 11%. Fast-forward to 2014, and the number of students studying outside of their home countries grew to 4.5 million. While the U.S. again boasted the top spot, its overall market share decreased to 22%. Canadian schools captured 6% of the international market—no small feat given the comparatively small number of schools in Canada.

The good news is that student mobility shows no sign of slowing: By 2025, 8 million students are projected to study outside their home countries. However, numerous factors can and will impact enrollments—including currency fluctuations, in-country competition, government policies, and local economies, for example. Therefore, it behooves schools not to take any market for granted and to anticipate changes in this potentially volatile market. **Debra Wilson**, general counsel at the National Association of Independent Schools (NAIS), **Pete Upham**, executive director at The Association of Boarding Schools (TABS), and **John Williamson**, founder and president of Linden Boarding School Tours, share their 30,000-foot perspective on international student recruitment in today's context.

How would you characterize global student mobility trends over the past few years? What has been most surprising?

DW: While the increase in international students attending independent schools has grown at a surprising rate, to me the most incredible part of this growth has been its presence in the day school market. In a very short period of time, we saw a number of day schools creating home stay or mini-boarding programs. This tells me two things: First, our schools can grow and innovate rapidly when there is a need or a growth area. Second, we need to create better resources or methods schools can use to learn from each other when they are taking on this kind of work. Such programs require risk and program structures that are difficult to develop when schools are launching and learning.

PU: International student enrollment in independent schools has grown dramatically. While much of the attention in our community has been on China, the growth has been broad-based. For boarding schools in the U.S. and Canada, every region of the world—with the exception of the Caribbean—sends more students here to study today than five years ago, despite a very strong U.S. dollar. Nevertheless, there are indications that the rate of growth is slowing, for a multitude of reasons.





JW: Student mobility remains predictably unpredictable. We analyze, forecast, wear talismans...and yet this trend's only ambition is to betray us. We've learned that families often take the path of least resistance, and currently we (the United States) are the ones creating the barriers. The most affluent (and as such the most mobile) are graciously courted and welcomed elsewhere. It seems lamentable that a country based on the principals of "Give us your tired, your poor, your huddled masses yearning to breathe free" now projects the polar opposite.

We somehow forget that we are unable to predict student mobility due to factors beyond our control, such as toppled governments, mutinous wealth distribution, and bewildering developments in improbable places. Domestic independent schools forever hinge our bets on the predictable (our lowest return-on-investment) and then question, yet again, why our assets are bank-entrenched and not securing mid- & long-range enrollment strategies. Student mobility is just that—mobile—and it transforms itself based on events. I do not find global student mobility trends much different than in years past, other than the fact that this time the toppled governments and bewildering events have been created by us and not by others.

How do you anticipate the proposed (rumored?) changes in U.S. immigration policies will affect global student flow?

DW: I do think we will see families who are hesitant to send students to the United States if they feel that international students are not welcomed by the federal government, if the students may not be able to go home or the family may not be able to visit due to immigration changes, if visas may change to the extent that students may not be able to finish their degrees in the U.S., and if substantial numbers of students from their home country decide that other countries are more hospitable and potentially cheaper.

PU: There are at least four significant risk factors for our schools. The legal risk: Will new immigration policies or enforcement priorities affect the issuance of student visas for appreciable numbers of foreign students seeking to study in the U.S.? The demand risk: Will a new approach to immigration lead to broad perceptual changes that impact demand for U.S. education relative to other popular destinations (e.g., the U.K. and Australia)? The political risk: Will tighter immigration controls, coupled with a tilt toward protectionism, lead to reciprocal or

Continued on page 38



Debra Wilson



Pete Upham



John Williamson



"Schools are working hard to distinguish themselves and their communities from the national politics that are getting so much play abroad."

retaliatory measures from other countries, potentially curbing the flow of students in one or both directions? The currency risk: Will the dollar (which is up roughly 20% in the last four years against the Euro and the British Pound, and more than 35% against the Australian and Canadian currencies) return to earth? Or will it continue to strengthen, driving up the relative price for U.S. education (and reducing the relative price for Canadian education)?

JW: Whether changes are rumored or not, the effects are real. In the first three months of 2017, I flew over 110,000 miles traveling to four continents and 14 countries visiting students, parents, visa officers, government officials, and consultants. Students are indeed looking to study elsewhere. Applications to a large percentage of U.S. universities are down 40%, and visa rejections are at an all-time high in numerous markets. Boarding schools confirm staggering application and deposit declines with fewer prospects in the admission funnel. Families abroad have repeatedly maintained that they are looking elsewhere until they feel the U.S. is again safe and welcoming. Our Canadian and U.K. boarding school colleagues are reaping the benefits. Occasionally words speak louder than actions, and in our current student flow, reactions to those words are speaking even louder.

What are you hearing on the ground in terms of how U.S. and Canadian schools, specifically, are adjusting in terms of the recruitment and retention of international students?

DW: U.S. schools seem to be sending the right messaging to students and families in terms of the schools themselves being diverse and welcoming environments. Schools are working hard to distinguish themselves and their communities from the national politics that are getting so much play abroad. I have not heard as much about the Canadian schools, but they should be appearing as a welcoming alternatives to U.S. schools that are at the mercy of national politics.

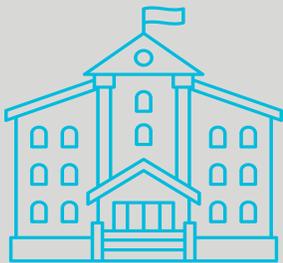
PU: I see several main approaches to date. Schools are seeking to reassure their international parents, alumni, and referral networks by drawing distinctions between the national political process in the U.S. and the values and commitments reflected in their school communities. They're also engaging their student populations in more deliberate conversations around the legal, ethical, and interpersonal dimensions of these issues. From an admission standpoint, they are (or should be) diversifying their outreach overseas, in order to be less reliant on any one country or region. And they are (or should be) reinvesting in the domestic market as a natural hedge against potential disruptions to the flow of international students.

JW: Six of America's Nobel Prize winners in 2016 were immigrants. This is a wonderful fact that helps me shape my conversations when building trust with overseas families, who are skeptical of U.S. government bluster. From our schools, I'm hearing the extremes. In one camp, it seems that two-thirds are cautiously waiting it out and performing armchair recruiting. In the other camp, one-third seems to be doubling down by traveling overseas in force, attending fairs, and meeting with parents, hosting receptions, and facilitating overseas strategies that should buttress their year-end enrollment goals. Whatever the choice, I hope we can all dig in, help each other, and carry the torch high.

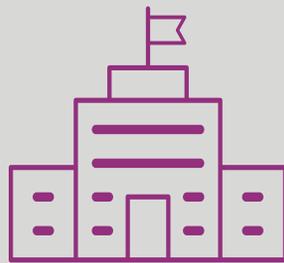
Trending Enrollment Data

A snapshot of some of the results we received recently from a member survey on recruiting and enrollment (with a spotlight on international students), comparing the 2016-17 and 2015-16 enrollment seasons.

Schools responding: 251



Day
118 (47%)



Day/Boarding
42 (17%)



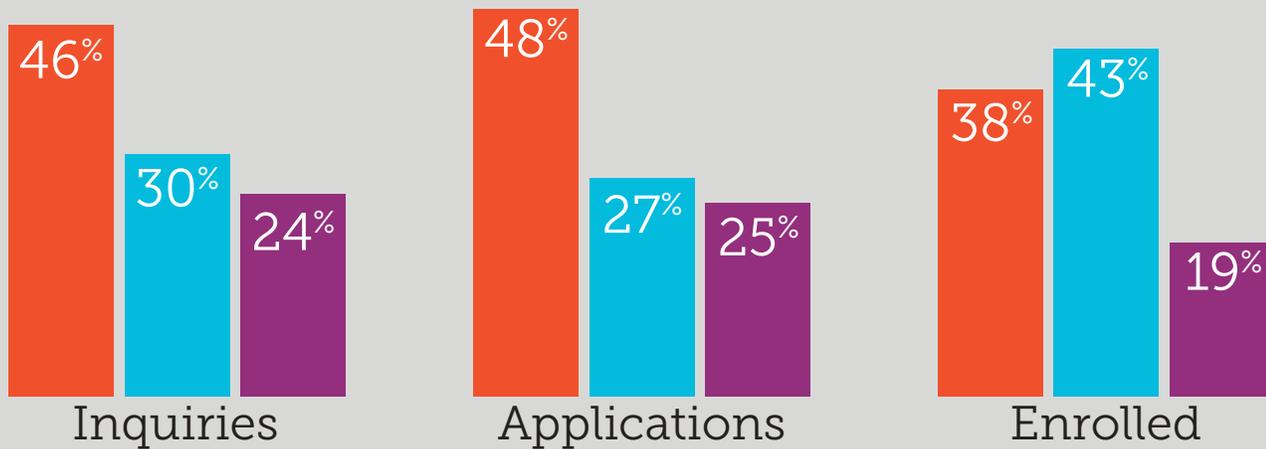
Boarding
16 (6%)



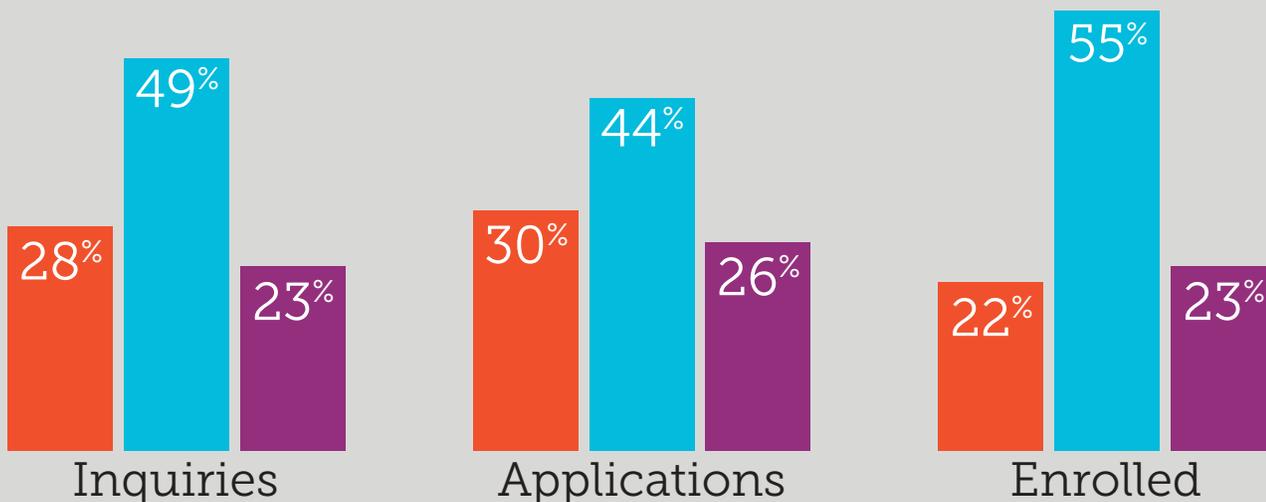
Boarding/Day
75 (30%)

Overall Numbers:

■ Up ■ Same ■ Down



Among schools that enroll F-1 Visa Holders (84%):



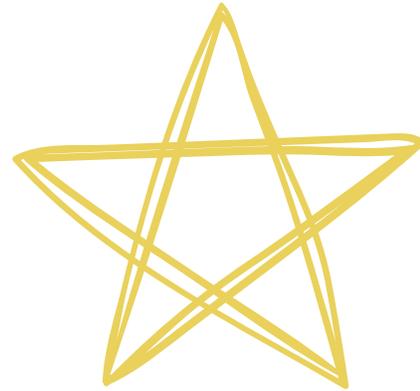
Measuring Admission Season Success: **Beyond the Numbers**

By Frankie Brown If your school is one of the lucky ones with a healthy wait pool of families still clamoring to be admitted (even though the contract binding date is looming) and you are even slightly over-enrolled due to a better-than-expected yield, you might have already determined your team's level of admission season success. You've done some important things well and dwell in a market that understands your school's value. Allow me to offer you a virtual high five as you float out of your office each day and retreat home to rest peacefully and plan a restorative stress-free summer. For those of us who are not quite in that position and are wondering where the next mission-appropriate applicant is going to come from, I hope you'll find some light in this piece and will be able to assign some level of success to your team even though the numbers aren't quite where you need them to be. Whether admission life is good right now or leaves a few things to be desired, the following list should be kept handy, because success takes many forms and these ideas may help you find ways to improve further.





As you look back over the year, how many unfamiliar schools are represented by the students in your inquiry and applicant pools? Do you see two or three or seven or 10 new schools? How did those applicants fare? Have you opened a new channel for applicants to enter your process in upcoming years? How will you nurture this new relationship? Who else in your school will appreciate this information? In my book, this is an important metric to measure. The introduction of new schools to mine is something to celebrate!



Did your head of school have fewer disappointed affiliated or preferential families make appointments to see him/her after they received a handwritten deny note or phone call or in-person meeting with you? If so, great! You have taken good care of your families, and you have protected your head from awkward conversations. They clearly understand your process and criteria and, while still sad about the result, know you have done your best to hear them and give a fair assessment of their child's application.

Related to the above, did you or members of your admission team receive notes of appreciation from applicant families, even if they were put on the wait list or were denied admission? Don't be cynical. These, too, are marks of success! These are families who have probably learned a great deal about your school and their child through your eyes and that says a lot.

Finally, run through this short list and see how well each item applies to your team. If you're answering with exuberant yeses, have a piece of chocolate and stop worrying. If not, have the chocolate anyway and sit with your team to figure out how you can get better together:

- + Does our team feel like a strong team?
- + Are we enjoying our work?
- + Do the faculty and staff we rely on respond positively to our requests?
- + Have we attended enough classes and school events to tell the school's story to prospective families accurately?
- + Have we offered one another good feedback about admission events or communications?
- + Have we communicated effectively with current families, school placement counselors, and other external organizations who may send students our way?
- + Are we keeping current with local, regional, and national admission trends?
- + Are we ready to face a new season and become stronger admission professionals?

Being responsible for our school's greatest revenue stream is a high-pressure position, and it's one we don't take lightly. For now, give yourself a break and find those moments where things have gone well. Success is not only about hitting *the* number. As Winston Churchill is credited with saying, "Success is not final, failure is not fatal: it is the courage to continue that counts." Measuring success in other ways will help you find the courage to continue and your school will love you for doing so.



Frankie Brown is the director of admissions and financial aid at Sidwell Friends School (DC)

Hargrave Military Academy

School Overview

Chatham, Virginia

Enrollment: 225

Type of school:
Single Sex; Male Boarding/Day
Grades 7-PG



Hargrave hired you this past year as the director of enrollment. Can you describe why the title change was necessary for the academy, and how it's different than a traditional director of admission position?

With the current challenges in independent schools and most notably in small boarding schools (especially ones with defined niches), it was important to capture the momentum and develop a strategic approach to enrollment. Like many schools, we have a need to integrate strategic marketing, financial aid, recruitment, and retention for sustainability. Operating in silos stymies visionary growth.

What are the most notable differences coming into a military school from your other independent school experiences?

Interestingly, the most notable difference between my former independent school and Hargrave Military Academy is just the experience of working with high school students in a boarding environment. Coming from a PK-8 day school, it's fascinating to see conflict resolution and cultivation of social bonds and brotherhood develop among the students not just inside the classroom, but at "home" in their barracks. They're not just exposed to diversity in all forms; they learn to live with it and appreciate it in the most authentic sense. When you meet alumni from military boarding schools, you see that the strength of these bonds lasts a lifetime. The boarding environment lends itself to really getting to know the students and support their talents in all facets of their school experience. Here at Hargrave, I get to witness the boys' successes in academics, athletics, leadership, and residential life on a much richer level. I'm not sure I will ever get over the emotional rush of pride when they don the dress uniform and march on the parade field or pass me in hall and say, "How are you doing today, Ma'am?"

Have there been any noteworthy changes or observations you've made in your first year in this new role?

The first order of business was to observe the culture of Hargrave and gain a deeper appreciation of the traditions that have served the academy for over 108 years, and to get to know the boys. I've attributed much of my success in my career to building relationships. The sense of community drew me to Hargrave, so when I'm not on the road or planning strategic enrollment initiatives, I'm doing the fun stuff—getting to know the faculty and staff and all of our 225 cadets by first name! I inherited a young and energetic admission team, who are hungry for professional development and new ideas. One of my primary goals has been to identify the skills and talents of the team and then get us out of the office meeting families, establishing feeder school relations, and connecting with agents and educational consultants who understand Hargrave's mission.

Continued on page 44

Meet The Team

**Alice M. Hendrickson,
Director of Enrollment Management**

Prior to joining Hargrave in June 2016, Alice served as the director of admission, marketing and financial aid at St. Mark's Episcopal School (FL) for eight years. She has teaching and administrative experience in both independent and public schools. Enrolling her son in a military boarding school and witnessing a transformation in his attitude and involvement reaffirmed her belief that finding the right independent school for your child is not a one-size-fits-all process. For many families, exploring military boarding schools can be an emotional process; she believes her personal experience offers comfort and connection.

**Lawrence Robinson,
Admission Counselor**

Lawrence is completing his fourth year as an admission counselor at Hargrave and currently serves as an assistant athletic director and a varsity football assistant coach. He attended Christchurch School (VA) and completed his internship there. His experience attending and now working at private boarding schools has allowed him the opportunity to relate to current and prospective students.

**Jeremy Eubank,
International Admission Counselor**

Jeremy received his undergraduate degree in public relations from Ashford University and his masters degree in human services from Liberty University. Jeremy serves as the international admission counselor at Hargrave and is also the head varsity soccer coach and assistant track coach.



Hargrave Military Academy *(continued)*



What are the greatest challenges you feel the school faces in order to achieve its enrollment goals?

One of the greatest challenges for military schools is dispelling the myth that we are reform schools. One of the first lighthearted ice breakers we ask our visiting families is, "Did you have any trouble getting past the barbed wire fence and guard dogs?" At the end of the tour, we almost always hear, "Wow...it really feels like a prep school." While it's easier to convey that during a tour, the challenge is in developing a strong marketing campaign that captures who we are and provides an enticing snapshot of what families experience during a campus visit. The second (and perhaps equal) challenge is trying to convince parents that their kids do not need to be "fixed," but rather they need a different environment in which they will thrive and then stay the course. If we continue to push through those two hurdles with strategic marketing messages to the internal and external communities, Hargrave will keep experiencing growth.

How has the recent development of the strategic planning process at Hargrave informed your work in admission?

The strategic planning process presented the opportunity to see where Hargrave was, is, and can be. It's been a collaborative effort between the admission team, executive leadership, and a dedicated board of trustees who have not been afraid to roll up their sleeves in creating our vision for the future. The Enrollment Management Association has been a supportive partner to Hargrave by providing both essential data and working directly with us to help educate our board on the trends in independent school education.

As a result of your strategic plan, have you implemented new or different marketing strategies to recruit and/or retain cadets? How have you sought to track and measure specific initiatives?

We currently have a new website in development and are working closely with digital marketing firms to target our tried and true markets and identify new emerging market areas. In response to the content this generation demands, a large focus this year has been to create collections of video vignettes that capture what we do and why, and keeping our social media robust. We understand our clients are both parents and future cadets, so we need to be mindful that our content reaches both on an emotional level. We gauge the digital metrics and also monitor the standard data germane to the admission office.

Are there any products or services that The Enrollment Management Association provides which you feel offer benefits to your work enrolling new cadets?

We are looking forward to adopting the Standard Application Online (SAO). The SAO appears to be a great tool to streamline the process for our admission office and for our families. It will integrate with our current CRM and also open our doors to a new applicant pool both domestically and internationally. Expanding our partnership with The Enrollment Management Association will also give us access to prospect lists for recruitment.





Any school with “military” in its name has the benefit of being part of that brand. Families think they understand what it means. What myths/negative associations do you have to overcome? How do you leverage this in a positive way?

At worst, some believe military schools are reform schools, or can answer some of the therapeutic needs that reach beyond what we can provide (as a college preparatory school using the military model to provide structure and discipline in developing character and leadership). Some tend to think the military structure is just about giving and receiving direct orders. When you see it in action, it’s inspiring. It’s theory in practice. The cadets are not merely managing one another. They are leading each other—by example and inspiration. They have to problem solve and face challenges similar to any adult in the corporate world who must lead a team to increase profit margins. Military schools need to embrace their niche and identify and feel pride in what we do. There’s so much discussion on grit these days. One of the treasures of the military boarding life is that the boys learn to face challenges and muscle through them. When things are difficult or boring, they no longer shut down or avoid it, they tackle them because they’ve gained the focus and discipline to move forward. If there’s one intangible in which military boarding schools have dominated, it’s grit and perseverance. It’s a natural byproduct of the experience and I leverage that in every conversation I have with families, because I see it every day.

How have you worked to build or strengthen relationships with individuals, feeders, and consortium groups as you meet colleagues from other schools? Are there joint efforts for promotion of military academies through your affiliation with organizations such as the Association of Military Colleges and Schools (AMCSUS)?

Great mentors early in my career took me under their wings and showed me the value of collegial consortia, as well as being a part of a supportive informal network of fellow admission directors. I’ve been fortunate to find that same level of collegiality and opportunity in Virginia. The Virginia Military School Admission Directors touch base informally throughout the year on enrollment trends and position. More formally, there are opportunities with AMCSUS fairs and conferences and a host of additional independent school conferences and fairs that provide professional development and networking opportunities. Of the 10+ years I’ve attended The Enrollment Management Association’s Annual Conference, this year, for the first time, I attended a whole different track of break-out sessions—those that focused on boarding trends and data. Our team is also tasked with reaching out to consultants and feeder schools in assigned territories. Relationships are essential. Given all the data on the power of word-of-mouth marketing, it’s critical we rely on both satisfied customers and other professionals in our field who can provide testimony about who we are.



"Given all the data on the power of word-of-mouth marketing, it’s critical we rely on both satisfied customers and other professionals in our field who can provide testimony about who we are."

New for 2017

Your Data Goes Turbo!

We are committed to bringing you the data you need—when you need it. Beginning May 8, get **enhanced** real-time data on your applicants and your market with new and updated features available on your Data Dashboards on your school's Member Access Portal.



Your Custom Dashboard Benefits:

- + Free with membership
- + Data at your fingertips
- + Real-time reporting
- + Competitive advantage and comparison
- + Internal benchmarking
- + Drilldown data (historic, geographic)
- + Easy visualization
- + Easy export of data and charts for reporting

What's New?

Create Comparison Reports!

See trends for SSAT score reporters and SAO applicants over time.

Heatmaps!

Find out where your applicants are coming from.



EMA Welcomes Our Newest Board Members

The EMA board of directors is pleased to announce the appointment of four new trustees beginning their terms this July 1. Laurel Baker Tew, governance committee chair, expressed “We were thrilled to have such an able pool of applicants for the open board positions. Our newest members will bring a wealth of practical experience and fresh perspective to the board.” Please join us in welcoming the following four individuals:



Anne-Marie Kee will become the head of school for Lakefield College School (ON) on August 1. She is currently the executive director for Canadian Accredited Independent Schools (CAIS), where she has worked for the last 11 years. Kee began her career teaching English in the Kingston, Ontario area, then went on to become the dean of studies and chairwoman of the integrated technology implementation program at Lower Canada College in Montreal. She is a frequent speaker, having visited over 150 independent schools in eight countries, and writes a regular blog on trends in parenting, leadership, and education. Anne-Marie holds a B.A., B.Ed. and M.Ed. from Queen’s University, and a Chartered Director designation from The Directors College.



Nathan R. Kuncel, Ph.D., is the Marvin D. Dunnette Distinguished Professor of Industrial-Organizational Psychology and a McKnight Presidential Fellow at the University of Minnesota, where he also earned his doctorate. Prior to returning to the University of Minnesota, he was faculty at the University of Illinois. Nathan’s research on personality characteristics has appeared in *Science*, *Harvard Business Review*, *Psychological Bulletin*, *Review of Educational Research*, *Psychological Science*, and *Perspectives on Psychological Science*, among others. Nathan is a fellow of the Association for Psychological Science and the Society for Industrial and Organizational Psychology. He received the Anne Anastasi Award from the American Psychological Association—Division 5, the Cattell Research Award from the Society of Multivariate Experimental Psychology, and the Jeanneret Award from the Society for Industrial and Organizational Psychology.



Melissa Orth is currently the chief operating officer and chief financial officer at Greenhill School (TX), where she has worked since 2000. She earned her B.B.A. from Kansas State University in 1986 and is a certified public accountant. Prior to joining Greenhill, she was the vice president of finance for the National Office of the American Heart Association and was a senior manager in the audit and business advisory division of Arthur Andersen LLP (TX). Melissa has served as a member of the board of directors for the National Business Officers Association (NBOA) since 2009 and currently serves as chair. She is a member of the board of directors for Independent Schools Data Exchange (INDEX) and serves as a trustee of the ISAS Group Benefits Trust. Melissa also serves as a member of the finance committees for the Dallas Women’s Foundation and St. Phillip’s School and Community Center. She is a past board member and treasurer for Planned Parenthood of North Texas and past finance committee member of the Susan G. Komen Foundation. Melissa recently accepted a position as CEO of a Dallas-based senior residential community.



Rachel E. Skiffer graduated *magna cum laude* from Harvard-Radcliffe College and earned a J.D. from Harvard Law School, where she was the coordinating editor of the *Harvard Law Review*. She worked for management consulting firm McKinsey & Company in New York and Chicago, and later practiced commercial real estate law with firms in Chicago and San Francisco. She began her career in education in the admission and financial aid offices of Harvard and the Latin School of Chicago (IL), and later served as the director of admission and financial aid at San Francisco University High School (CA). Rachel is currently the dean of policy & strategic planning at Phillips Academy (MA).



Calendar

JUNE	
5	ALC Seminar – Toronto, ON, Canada
10	SSAT Standard Test Administration
11-14	The Erdmann Institute – Migis Lodge, ME
12	Standard Application Online (SAO) 2017-18 Setup Begins
18-21	The Erdmann Institute – Winston-Salem, NC
26-28	The Crow's Nest Institute – Kennebunkport, ME

JULY	
9-12	AISAP Annual Institute – San Juan Capistrano, CA
18-20	TABS Summer Session Admission Academy – Boston, MA

AUGUST	
1	SSAT Online Registration Opens for 2017-2018
3-6	Pre-Prep Showcase – Marlborough, MA

SEPTEMBER	
12-13	Admission Training Institute – EMA Annual Conference – New Orleans, LA
12-13	Admission Directors Institute – EMA Annual Conference – New Orleans, LA
13-16	EMA Annual Conference – New Orleans, LA

2016-17 SSAT Test Dates
Saturday, June 10, 2017

2017-18 SSAT Test Dates
Registration for these test dates opens August 1
Saturday, October 14, 2017
Saturday, November 11, 2017
Saturday, December 9, 2017
Saturday, January 6, 2018
Saturday, February 3, 2018
Saturday, March 3, 2018
Saturday, April 21, 2018
Saturday, June 9, 2018

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