

The **ADMISSIONIST**

Summer 2018

ExploreHealthCareers.org: Then & Now

Higher Ed by the Numbers

How Associations Help Students
Navigate Their Professional Paths

Is Change Management the Key to
Recruitment Technology Success?





When I founded Liaison over two decades ago, I quickly realized the value of collaboration with all admissions stakeholders, from enrollment professionals to students.

As a company, we've leveraged our valuable partnerships and lessons learned during our early years to grow and innovate. In fact, what began as a small company that served as an information technology consultant for Boston University School of Dental Medicine now manages over 40 Centralized Application Services for 35 disciplines, employs over 300 people and processes more than 2.2 million applications each year. Our knowledgeable staff's hands-on, dedicated work has facilitated access to education for students while optimizing our collaborative process, which starts with our valued partners.

You've graciously given us your time, provided expert insight that helped lay the foundation for our services and inspired us to grow our family of products, which now includes our Centralized Application Service (CAS™), our Enrollment Marketing Platform (EMP™), Time2Track™ and SlideRoom™.

Inside the pages of this magazine, you will not only learn more about our products and services, but you will also gain insight into what we have learned during our over two decades in the recruitment and admissions space. The articles you'll read cover a range of topics, from our partners' perspectives on how associations benefit students in the early stages of their career exploration to the ways academic portfolios can support a holistic approach to admissions.

Again, I want to thank you for the impact that you've had on Liaison's success, and for your dedication to shaping the future of higher education.

Best,

A handwritten signature in black ink that reads "G. Haddad". The signature is written in a cursive, slightly slanted style.

George Haddad
Founder and CEO

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HIGHER ED BY THE NUMBERS

At Liaison, we deal in data — after all, 7,000 programs on 800 campuses trust us to process more than 2,200,000 applications each year. That's why we make a point to stay up to date on the latest numbers around trends in higher ed. Read on for some of the stories that have caught our attention over the last few months.

1,000+

That's how many higher ed institutions have decided to no longer require standardized test scores. As grades and SAT scores become less indicative of "best fit," schools are turning to other factors, including "demonstrated interest" and ability to pay. *Source: The Atlantic*

23%

That's the percentage of international students who will be attending Franklin & Marshall College in Fall 2018, even though international enrollment dropped by 7% across the U.S. last year. This is a 15% increase from the college's Fall 2017 enrollment numbers. *Source: Inside Higher Ed*

76%

That's the percentage of American faculty members who are white, according to the National Center for Education Statistics. Many institutions are still struggling to recognize the importance of recruiting and better supporting faculty members of color. *Source: Education Dive*

\$20,780

That's the lowest tuition price offered at Fairmont Private School in Orange County, CA, an institution that now guarantees its graduates will be accepted to and receive scholarships for tuition at the Top 100 U.S. colleges or universities. The school's "Fairmont College Promise" also guarantees to convert up to 100% of tuition paid to attend its high school into a scholarship to a college of choice if the promise is not met. *Source: Inside Higher Ed*

359

That's how many of the nation's minority-serving colleges were examined in a new report by the American Council on Education. The report found that "lower-income students who attend minority-serving colleges are more likely to see a jump in their economic status than those who attend other colleges." *Source: Inside Higher Ed*

5

That's how many years Chinese student-visa holders are currently allowed to live in the United States. The U.S. State Department hopes to further limit the length of student visas due to China's alleged theft of American intellectual property. In response, the Association of Public and Land-Grant Universities and the American Council on Education have issued statements opposing the change. *Source: The Chronicle of Higher Education*

47%

That's the percentage of women with bachelor's degrees who are "underemployed" — that is, in a position that does not require a degree in their first job out of college. According to a study by Burning Glass Technologies, that's compared to only 37% of male graduates who find themselves in a similar position. Unfortunately, all graduates whose first jobs do not require a bachelor's degree are significantly more likely than those whose first jobs do require a degree to still be underemployed five years later. *Source: Inside Higher Ed*

24

That's how many Obama-era guidelines surrounding diversity in higher ed were reversed by Attorney General Jeff Sessions in early July 2018. The administration has deemed these guidelines "unnecessary, outdated, inconsistent with existing law or otherwise improper" and claims that they violate Supreme Court precedent on affirmative action. *Source: The Hill*

1.4 MILLION

That's how many Walmart employees will be eligible for subsidized associate's and bachelor's degrees through the corporation's partnership with Guild Education. For as little as \$1 a day, employees can earn degrees in business or supply-chain management. *Source: Inside Higher Ed*

84,000

That's how many students enrolled in the University of Illinois system in Fall 2017, a number which shattered the school's record. The enrollment boost and corresponding revenue growth was the catalyst for a plan to hire hundreds of new faculty members over the next five years after the system has suffered from "especially conservative" hiring and state budget issues. *Source: The Chronicle of Higher Education*

62%

That's how much freshman applications to Miami University of Ohio rose in five years when the school used various recruiting strategies to expand their base of out-of-state students, a tactic often used by private colleges and universities with regional and national reputations. *Source: The Huffington Post*

FEWER THAN 1 IN 20

That's the number of degrees that are in humanities disciplines traditionally associated with the liberal arts. In 1967, it was 1 in 5 degrees. The decline in humanities degrees is representative of the struggles many small liberal arts colleges are facing today as they are challenged to make a case for themselves while many institutions are cutting liberal arts majors. *Source: The Hechinger Report*

For links to full articles, check out our weekly Highlights in Higher Ed blog series at liaisonedu.com/blog



THEN & NOW

What's the difference between a nurse practitioner and a physician assistant? Which roles are research-based vs. service-based? What degrees are required for a given role? What is the right health career for me? For health care professionals, these questions may be easy to answer, but for prospective students, the massive array of opportunities can be overwhelming.

For these bright young students, having so many choices can make discerning their best-fit career path a daunting task. In 2002, the Josiah Macy Jr. Foundation convened a meeting of prominent health care leaders to talk about this issue. That led to the launch of ExploreHealthCareers.org, an online gateway to over 100 health professions with vetted, free career information about health care career options.

Four years later, ADEA, the American Dental Education Association, agreed to assume leadership and management of the site and brought its subject matter expertise

and interdisciplinary connections to expand and improve the site. Over the past decade, it has become a key source of reliable health professions information for nearly 15 million visitors.

In December 2016, ADEA asked Liaison to assume management of the site.

"ExploreHealthCareers.org is one of Google's most searched sites for people seeking the who, what and how of various health careers. We are committed to sustaining this high standing and using the latest technologies to open the doors to health professions to even more people," shared George Haddad, founder and CEO of Liaison. "We're honored that ADEA chose us to continue this important mission and help people on their path to making caring their career."

Liaison revamped the site and launched it in January 2017. The new site was responsive and mobile-friendly, but Liaison's work to support the health care professions and their associations didn't end there. Later in the same year, Liaison was asked to expand its role alongside 20+ health care professions in support of **Health Professions Week**, a free online event for high school students, counselors, undergrads and advisors. Health Professions Week represents an opportunity to help students explore options in health-related education programs and careers. Virtual fairs allow students to interact with members

of participating associations as well as practicing professionals in their discipline of interest.

The event was a great success with a 50% increase in registration over its first year in 2016 and new sponsors including Sallie Mae, the leading student loan company that awarded multiple scholarships to attendees.

This year's Health Professions Week will take place November 5-9. This year there are also two virtual fairs: one focused on information for college students and one with resources for high school students.

"I'm so excited to see the growth of Health Professions Week," said Emily Rhineberger, Health Professions Week executive committee member and senior director of application services for ADEA. "When we first conceived of a plan to collectively expose young people to the health professions, we knew there was a need for this type of event but didn't know the extent of the demand. Professional organizations and students are really connecting because of Health Professions Week. As we plan for the third event this November, Health Professions Week has expanded to two keynote speakers, its virtual fair platforms have been upgraded and more print and web resources are available to attendees." ■

Learn more about Health Professions Week 2018 at explorehealthcareers.org/hpw

Health Professions Week is a collaborative effort sponsored by the organizations that promote health profession education.

Anesthesiologist Assistant

Association of Anesthesiologist
Assistant Program Directors

Audiology and Speech-Language Pathology

American Speech-Language-Hearing
Association

Chiropractic

Association of Chiropractic Colleges

Dental Professions

American Dental Education Association

Health Administration

Association of University Programs in
Health Administration

Medicine

Association of American Medical Colleges

Naturopathic Medicine

Association of Accredited Naturopathic
Medical Colleges

Nurse Anesthetists

American Association of Nurse
Anesthetists

Nursing

American Association of Colleges
of Nursing

Occupational Therapy

American Occupational Therapy
Association

Optometry

Association of Schools and Colleges
of Optometry

Orthotics and Prosthetics

National Commission on Orthotic and
Prosthetic Education

Osteopathic Medicine

American Association of Colleges
of Osteopathic Medicine

Pharmacology

American Society for Pharmacology
and Experimental Therapeutics

Pharmacy

American Association of Colleges
of Pharmacy

Physical Therapy

American Physical Therapy Association

Physician Assistant

American Academy of Physician Assistants
Physician Assistant Education Association

Podiatric Medicine


American Association of Colleges
of Podiatric Medicine

Public Health

Association of Schools & Programs
of Public Health

Social Work

Council on Social Work Education



Associations guide students to their dream careers

Choosing a career: many students say it's the most difficult decision they've faced thus far on their academic journeys. The choice can be especially daunting for students considering options that demand advanced degrees and ongoing education, such as many careers in the health professions. Complicating matters further, students may not have access to someone practicing in the fields that they're exploring. Fortunately, associations dedicated to education in specific fields can often provide students the information they need to evaluate potential fit.

The Association of Schools and Programs of Public Health (ASPPH) and the Physician Assistant Education Association (PAEA) offer strong examples of the ways such associations may guide prospective students through the process of choosing a career. Both associations offer general information about the field to showcase the types of work professionals perform in their roles; the associations also provide resources that enable students who have opted to pursue a degree to research schools and programs.

Providing background on the profession

“To support prospective PA students, we developed PAFocus.org, a website with information about the profession, what a PA is, what they do in practice — anything you’d need to know about the profession,” said Danielle Di Silvestro, former PAEA director of applicant development. PAEA also hosts virtual career fairs several times each year. Attendees can learn about the profession, as well as explore academic programs — schools have virtual booths with admissions staff available to answer questions via chat.

ASPPH focuses on introducing the public health field to a broad audience through an awareness campaign branded “This is Public Health.” Tracie Seward, ASPPH’s manager of student services, explained the campaign originated as a way to help prospective students understand how public health tied into many different fields. “Public health faces some challenges you don’t have with other fields,” Seward said. “We wanted a way to show that public health is everywhere — you can be a dentist and still be involved in public health!”

The campaign includes an annual road show during National Public Health Week, engaging students of all ages in activities that teach them about public health. ASPPH also has a robust social media program supporting the campaign. “We hold Twitter chats, engage current public health students as ambassadors, present to K-12 students and do social take-overs,” said Seward.

Both associations participate in Health Professions Week, an annual event for high school and college students designed to provide details about various health career options and program choices.

“Applicants used to have to create new applications every cycle; since we’ve changed to a system that allows them to save their applications, we’ve seen the number of applications in progress skyrocket.”

Danielle Di Silvestro,
former PAEA Director of Applicant Development

Narrowing the field to identify best-fit programs

Di Silvestro said PAEA also provides more detailed information on various PA programs for students exploring schools. “We have an online directory, directory.paeonline.org, that makes it easy to research programs. Students can search by specific criteria or narrow down by program requirements,” she said.

ASPPH has similar resources to help applicants select schools, including an academic program finder and a digital viewbook. The association offers grad fairs as well, both online and in person. “We want to give students opportunities to search for things they’re interested in and meet admissions reps from all of our member programs,” said Seward.

The core of what professional associations like PAEA and ASPPH offer prospective students may stay the same, but how they provide this service to prospective students has evolved and will continue to do so, according to Di Silvestro. For instance, each association began offering a Liaison-powered Centralized Application Service (CAS™) when they realized that previous applications weren’t meeting students’ expectations. SOPHAS™, the CAS for schools and programs of public health, and CASPA™, the CAS for PA programs, both allow students to easily apply to multiple programs and check their application status via a centralized online portal.

“Higher education is changing in general — we needed to become more modern,” said Di Silvestro. “Applicants used to have to create new applications every cycle; since we’ve changed to a system that allows them to save their applications, we’ve seen the number of applications in progress skyrocket.”

The labor market continues to change: new fields emerge and others evolve. Colleges and universities constantly add and revise programs to keep pace, making keeping track of which schools offer which programs basically a full-time job! Students need reliable information to help them choose careers and find right-fit schools. In this environment, associations are more relevant and valuable than ever. ■

In the News and Behind the Scenes Innovation is the Key to Success at the University of Kansas School of Business

It's an exciting time to be an admissions professional at the University of Kansas School of Business.

Within weeks of the School's dramatic rise in the latest *U.S. News & World Report* ranking of top U.S. business schools, finishing touches were being put on the School's instance of BusinessCAS™, a Liaison-powered Centralized Application Service (CAS™) that will broaden horizons and increase efficiencies for applicants, the School and admissions staff alike.

While ostensibly unrelated, the developments share a common theme: each resulted from long-term, concerted efforts within the University to better serve its program and students. Dee Steinle, executive director of MBA and MSB programs at the KU School of Business, recently shed some light on those accomplishments.

A Measure of Excellence

"We are very excited about our progress in the *U.S. News & World Report* ranking of full-time MBA programs," Steinle said. "We ranked number 73 overall, and number 39 among public schools.

"A few years ago, we made big changes to our full-time program. We 'right sized' it to match our resources, and focused on building excellence. We paid particular attention to serving the students and businesses of Kansas and focused on being the very best MBA program in the state. This focus on excellence has paid off in terms of quality admissions and quality career outcomes.

"This year's jump in rankings was a surprise to us, but one that has been in the works for some time. Running a successful full-time program is a marathon and not a race. We have stayed true to our ideals, maintained a careful strategic



plan and carefully invested in those areas that are beneficial to our students and our long-term program health. When our students graduate from this program and believe they have made a good investment of their time and resources, I consider that a success.”

The Challenges of Changing Demographics

Steinle has also noticed broader trends in the world of business education that have the potential to influence programs across the country, such as a decline in international admissions and an increase in the number of younger students pursuing MBAs.

“We began to notice a decline in international applications in 2016,” she said. “At first it seemed like we were just having an off year, then it became clear that graduate education was the ‘canary in the coal mine’ of a geopolitical issue. In addition, some great international MBA options now exist in many other parts of the world. Whereas a decade ago an MBA from a U.S. institution was the gold standard, now we are just one of the good options available to students. The University of Kansas has a long history of educating successful international students and we realize how important their presence is in our full-time program. We are trying new ways to recruit international students to our program, but this is an issue that will not be resolved easily. As an industry, MBA programs will need to think about a long-term strategy to make our U.S. programs attractive to international students seeking graduate management education.”

A younger population of MBA applicants is also changing the marketplace, Steinle noted.

“Our full-time program has a diverse age range. We have

some very bright students without experience mingled with our experienced students. In fact, we even have a cohort of mid-career U.S. Naval officers in our program. Somehow, we make this all work and I think it is a testimony to the quality of human beings we admit to our program. They value each other and understand that diversity in thought and experience is important.

“In order to be a program that welcomes younger students, we made curricular adjustments to add value. A major part of that initiative is a first-year project with Kansas small businesses. Teams of students work together to scope out and solve real-world business problems, often with great success. There have even been job offers on the back end. I think that’s a great example of how much there is to be gained from experiential learning in a full-time MBA program.”

Behind the Scenes with BusinessCAS

While largely happening out of the public eye, the KU School of Business decision to implement BusinessCAS into its application and admissions process also has far-reaching impact.

“I was fortunate to be on a GMAC committee that studied the concept of a centralized application several years ago,” Steinle said. “While all members of the committee, and many GMAC schools, found value in a centralized application for MBA students, it was a tough initiative to launch. We lacked the infrastructure to support an application and interface with the many admissions systems currently in place in MBA programs.

“Then I received an invitation to a CAS webinar last summer where my friend Bob Alig of Liaison International was listed

as a presenter. Bob had been instrumental in facilitating our GMAC committee, so I knew that CAS must be a legitimate resource. I signed up for that webinar and things began to quickly fall into place. By early fall, I was on the BusinessCAS Advisory Board and in November, I traveled to the Liaison headquarters in Watertown, Massachusetts to see the operation. I was blown away by what I saw. Liaison admissions specialists were managing thousands of transcripts and application documents with great efficiency and getting information to schools at a speed I couldn’t fathom.

“I also learned that CAS has been used by graduate programs in healthcare since the mid-90s. And I discovered that the University of Kansas has four existing CASs at our Medical Center. At that point, I knew it was possible to get BusinessCAS implemented at KU. From there, my team met with the KU Physical Therapy program to understand how CAS works for them. The final step was to convince

KU Graduate Studies that BusinessCAS could work with our ADMIT system currently in place. It took a while to get everyone on the same page, but I’m happy to say that as of March 31, 2018, the KU School of Business is part of BusinessCAS.”

Opening New Doors to All

According to Steinle, the immediate issue that BusinessCAS resolves is making the MBA application process seamless and efficient for students. In the long run, it will also help schools increase their visibility and build a stronger brand.

“With BusinessCAS, schools share a common ‘front door’ where prospective students can research our programs and ultimately send an application. When you think about the time and money a student will save on developing a single application instead of several applications, it is clear that BusinessCAS will be a good move for our industry. It is definitely a good move for the KU MBA.” ■

“I was blown away by what I saw. Liaison admissions specialists were managing thousands of transcripts and application documents with great efficiency and getting information to schools at a speed I couldn’t fathom.”

- Dee Steinle, Executive Director of MBA and MSB Programs
The University of Kansas School of Business

FIVE TIPS

FOR EFFECTIVE CHANGE MANAGEMENT

The Key to Higher Education
Recruiting Technology Success



Introduction

At the most basic level, technology exists to make our lives better. Yet all too often, investments in software and systems fail to deliver the anticipated results — and create a slew of new, unexpected challenges. To ensure new technologies actually solve problems and help academic institutions meet their goals, staff must commit to change management. Technology success depends on a process that ensures key stakeholders are invested in effective selection, implementation and adoption. Liaison has supported more than 800 campuses in implementing and adopting admissions and enrollment marketing solutions; though this article focuses on those tools, many of the tactics described here are applicable to other higher ed technology adoptions.

Why effective change management matters

A recent Gartner study found that more than half of chief information officers (CIOs) working in higher education expect a significant change to their business model as a result of digital transformation.¹ Enrollment, student success, growth/market share and retention topped the list of business priorities for higher ed CIOs. As campus leaders seek out tools and technologies that enable them to improve in these areas, they need to bring influential people — and those who changes will impact — on the journey.²

Most studies focus on the technical component of adoption; literature on the human interaction with the technology is limited.¹⁰ However, multiple studies over the last five years indicate support from top-level management is a key determining factor of success. If adoption of the new technology is not an institution-wide decision, staff may limit their use of the system, failing to drive the anticipated efficiencies and ROI. Staff may also be slow to adopt and learn the new technology if they are not involved in the selection and implementation process or if they sense top management is not supportive of the change.⁸

For academic institutions

Many schools have been slow to implement or upgrade technology — often to their detriment. As many smaller colleges merge, close or struggle financially, administrators must find ways to keep their institutions relevant in an increasingly competitive marketplace. It's no wonder that in a recent NACUBO study, 25% of chief business officers cited “ability to implement change” as the most important factor in job retention — the second most important factor after their institution’s integrity/ethical mission/culture.⁹

Recruiting key stakeholders to drive acceptance and adoption of new strategies, technologies and processes is crucial to ensure changes take root and institutions achieve their desired outcomes.² Without effective change management to drive technology adoption, schools risk the ability to attract and retain qualified students. Other potential consequences include loss of competitive position, damage to staff engagement and morale and inability to meet strategic goals.

For technology partners

Technology vendors want their clients to succeed — it's in their best interests to keep customers happy. After all, satisfied customers are more likely to renew or expand their business, and various studies have revealed that acquiring a new customer is anywhere from 5 to 25 times more expensive than retaining an existing one.⁵

Failed implementations are bad for business. Beyond the cost of attrition, unsuccessful clients can damage a technology provider’s reputation. A simple discussion between colleagues at an industry conference can derail a deal:

Bill: “Susan, great to see you! What are you doing here?”

Susan: “Hi, Bill... I come to this show every few years. We're looking at new admissions software, and I was hoping to connect with other schools who have gone with XYZ Vendor.”

“The average higher education institution has a large backlog of digital enablement before it can even think about digital transformation.”

Jan-Martin Löwendahl,
Research Vice President at Gartner

Bill: “Oh, we tried them a year or two ago and it didn’t work out.”

Susan: “Why, what happened?”

Bill: “We just couldn’t get people to use the system. I have to go, I’m presenting a session — hope to see you again later.”

And the seed of doubt is planted. Susan never gets the full story — that Bill’s school failed because the team selecting the software didn’t bother to get input or buy-in from the right people. She simply abandons her conversation with that particular vendor and starts reaching out to their competitors, unaware that Bill’s institution would have failed regardless of the solution they chose because they lacked a solid change management process.

Best practices for a successful change management program

1 Identify needs and desired outcomes

What problems are you trying to solve? How will you measure success? What are

the key milestones along the way?

Make sure you can quantify what you’re trying to accomplish. Get clear on what you’re looking for and why it’s important. The “why” plays an important role in building buy-in for your project and the changes that will go with it. Grant Thornton’s sixth annual report, “The State of Higher Education 2017” advises institutions to align their technology trajectories with institutional strategic goals and objectives.⁶

The better you can demonstrate that your changes support a strategic goal for the institution, the more likely you are to gain support. For example, if your school has a strategic plan that includes increasing enrollment, you may present your need as, “We need to attract a larger pool of qualified prospective students and increase the number of applications submitted by 15% over last year.”

Next, outline how you want to meet that need. Remember to keep your proposal concrete: “We want to provide students a user-friendly online application portal that consolidates all application materials in one place, allows applicants to check the status of their applications online and reduces the number of incomplete applications by 25%” is much more compelling — and quantifiable — than “We want to improve the applicant experience.”

2 Show colleagues the benefits of the proposed change

Make sure you’re showing how your desired outcomes from the previous step will aid people around campus. Demonstrate the specific impact change will have for the university, its departments and different individuals.

For example: participating in a Centralized Application Service (CAS™) will allow X, Y and Z programs to attract a more diverse pool of applicants, increase applications by 20% over last year, reduce time to decision by 50% and free up approximately 10 hours per week for admissions staff without requiring additional marketing spend.

Carsi Hughes, Ph.D., director of the post-baccalaureate premedical program at Dominican University, said when she wanted to implement a CAS, she met with resistance — until she was able to show that the new service meant less work for all stakeholders. Hughes also led her discussions with different groups on campus by asking what they needed from a tool rather than telling them what the service did. “I asked people what they needed and what would make their lives easier — I already knew what was in the service. When I told them how it could work, they were excited. They were happy about anything I could make easier for them — I was offering something,” she said.

In Dominican’s case, Hughes offered time savings. The operations team needed to track 30 different variables on students, which they typically keyed in when they received paper applications. Hughes told the team the new service would allow her to provide a file with the necessary information, so operations staff could import data rather than typing it in. Enabling students to check the status of their applications online meant fewer phone calls asking staff for updates — another welcome change. Overall, implementing this

Common Goals for Higher Education Technology Investments

- Supporting instructional and assessment strategies
- Improving operational efficiency and reducing costs
- Improving user experience by modernizing or upgrading existing systems
- Increasing capacity to serve students online³

new technology allowed Dominican to increase applications by tenfold with no additional investment in advertising; attract applications from national and international students; and reduce questions from applicants about the status of their applications.

3 Communicate effectively with your internal stakeholders

Recognize that different members of your audience prefer to consume information in different ways. For example, some staff may appreciate the ability to save an email and revisit the content later, while others may view email as impersonal and would prefer to hear from campus leaders in person. Students may be comfortable learning via intranet or online community, while faculty and staff may be less likely to participate in those channels.

Devise a communications plan that ensures everyone involved in (and affected by) your project has access to project updates. Think of it as an integrated marketing campaign to build buy-in for your project. Include opportunities for those who may oppose the changes to present their concerns (and show that you're listening). Make sure people on the front lines — those who will have to actually implement the change — are included early on. Learn how employees' daily work will shift, and what concerns they have about how their work and roles may change. Giving these employees the opportunity to help shape the solution increases the likelihood they'll not only adopt it, but that they'll serve as advocates as well.²

Don't underestimate the value of word-of-mouth: getting social influencers on board with your project to spread positive messages helps offset negative feedback from those who resist the necessary changes.⁴

Proactive positioning: Automation does not automatically eliminate jobs.

If your proposed technology will radically change the way people work, staff may fear that their jobs will be eliminated. In an admissions office where manual application entry has been the norm, employees may believe that an online application service will replace them. Keep these colleagues on board by showing them how the new service will free them up to do work that machines can't, such as analyzing data and recommending ways to improve recruiting efforts.

When you show people how their jobs can evolve, allowing employees to grow with the institution, you can build enthusiasm and buy-in.

4 Involve the right people in the decision to mitigate risk

Ensure you understand the potential impacts of change — as well as failure to change. While all of an organization's activities involve a certain degree of risk, according to the International Organization for Standardization (ISO), that risk can be managed or mitigated through assessment and an appropriate treatment plan.⁷ By speaking with the people involved in your technology project, you can learn all the potential barriers to success, their levels of severity and how best to overcome each obstacle.

For example, if your institution is considering a new enrollment management platform, you'll need to include all the groups on campus that rely on enrollment data, such as representatives from the offices of admissions, the registrar, student advising, individual programs and financial aid. You'll also want to include IT in the discussion. If students will have self-service access, you should include some of them in the discussion as well to understand how the changes will impact this audience.

Each person brings different insight

into the potential risks, as well as a unique understanding of the impact. Someone in the registrar's office may be more attuned than the CFO to the risks associated with inability to provide accurate reports on certain types of enrollment data.

5 Measure — and report on — incremental progress to showcase success

Creating time-bound, measurable goals throughout the process can make your project seem more manageable. And having success markers at various stages sets you up to score quick wins and demonstrate progress. Deloitte explained, "Starting with a bold goal in mind and taking small steps relentlessly can build organizational capital in the same way compounding annual investments can build wealth."²

In complex technology projects, which can often take a year or more to get fully up and running, enthusiasm can wane. Keep people engaged with updates, such as announcing when a solution has been chosen or key milestones, such as rolling out across various departments.

TYPES OF RISK IMPACT⁶

STRATEGIC: Causes a strategic objective to fail

FINANCIAL: Incurs unanticipated costs or reduces revenue

OPERATIONAL: Affects the quality or efficiency of how work gets done

ENVIRONMENTAL: Jeopardizes student, faculty or staff health or safety

TECHNOLOGICAL: Exposes applications, data, operating systems, network or infrastructure to inappropriate access or change

LEGAL: Triggers litigation or arbitration against your institution

Who is typically involved in selecting an enrollment marketing solution?

Interviews with staff at 12 schools who recently implemented Liaison's Enrollment Marketing Platform (EMP™) show that in addition to the admissions and enrollment team who lead the charge, the following people were included in the selection process:



INFORMATION TECHNOLOGY

100%

DOWN-LINE MANAGERS

100%

MARKETING

75%

(25% included this group early in the process, 50% included them later in the process)

PRESIDENT

92%

CHIEF FINANCIAL OFFICER

66%

Common pitfalls

Don't let these errors stand in the way of success.

Taking too long to decide on a solution.

While institutions should conduct research to ensure a potential solution meets their needs, public and non-profit institutions of higher education may prolong discussions to their detriment. "Decision-making for major EdTech acquisitions tends to be protracted, inclusive and 'consultative' with faculty having a strong voice in decisions in addition to professional staff and, in some cases, students. The length of deliberations can be an impediment to change in a fast-moving field," according to one study on the decision-making process in higher ed technology purchases.³

Avoid analysis paralysis or getting hung up on minor details. Having key stakeholders on board matters — input from the people who must use the service daily or have strict requirements should carry more weight than opinions from those who will have little interaction with the new tool. When the people who are truly critical to the project agree on a course of action, move forward.

Sacrificing thoughtful analysis for the sake of urgency.

Often, decision-makers feel pressure to quickly meet goals and solve problems in real-time. However, there's a happy medium between dragging out the technology selection process and jumping into a commitment without properly vetting solutions. To aggressively pursue opportunities aligned with institutional goals, it's imperative to gather the right information quickly — agility calls for rapid research and analysis. Taking the time to build a coalition,

understand the needs of key stakeholders and make an informed decision pays off. For example, one school signed a contract for an enrollment marketing platform without learning whether it was compatible with their student information systems. This hasty decision created many problems that could have been avoided.

Stopping short of a full-on risk mitigation plan.

According to Grant Thornton's research, one of the most common mistakes during risk mitigation is "ending the discussion after identifying a single mitigation strategy. This limits identification of additional mitigation strategies that can further reduce risk impact by addressing other potential outcomes."⁶

Choosing a solution before understanding the problem.

Some institutions become enamored with a particular tool, then try to find a problem to solve with it, rather than identifying a need first and searching for a purpose-built solution. While most of the respondents in one study acknowledged that seeking out technology to solve a particular problem was by far the better approach, they admitted that choosing a tool first then reverse-engineering a need is common.³

Failing to speak with people outside of higher ed.

Higher ed administrators involved in technology implementation should seek advice from peers in the business world who have gone through similar initiatives. The business community can offer valuable insight or suggestions on ways to manage the change. Board members, alumni and other constituents may have relevant expertise that can help you succeed. Take advantage of such connections.

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Conclusion

Change management is key for a successful technology implementation. Putting people at the center of the process makes all the difference. This includes listening to concerns, showing that you understand different perspectives, communicating clearly, articulating the

value of change and recognizing and addressing potential roadblocks. Learn from colleagues who have tapped into the power of change management to foster successful technology selection, implementation and adoption, deriving the most value from their investments.. ■

Pfeiffer University increases campus visits by 198% and achieves largest incoming class in 30 years

How Liaison's Enrollment Marketing Platform (EMP™) helped drive a university's record-setting year



Pfeiffer's Challenge

Communicating More Effectively with Prospects while Streamlining Admissions Processes

When Brian Lockett arrived at Pfeiffer University as Senior Director of Marketing and Communications, he was presented with a system in need of an update. "Previously everything was manual," explained Lockett. For example, he described how internal staff handled information about student visits: "They would write people's names down on a physical sheet of paper," he said. "It was very archaic."

Pfeiffer University had implemented Liaison's Enrollment Marketing Platform (EMP™) right before Lockett joined the team. As he became more familiar with the capabilities and potential offered by EMP, he began to see how it could be used more effectively as part of a larger, strategic overhaul of Pfeiffer's admissions process.

Liaison's Solution

A Customized Multi-Channel Marketing Platform+CRM to Support Pfeiffer's Revised Processes

With EMP already in place, the question for Pfeiffer became: How can we use the tool to our greatest advantage? For Lockett, the answer was obvious. "If you're a 17- or 18-year-old student looking to go to college, you want the process to be as easy as possible — that starts with an email that shares what you need to do and speaks to what interests you," he said. "I want to make it as streamlined as possible, not just for our students but for staff as well, because that's the way we're going to be able to get things done most effectively."

EMP's intuitive interface made it simple to create and manage automated email campaigns, which



About Pfeiffer

A private liberal arts university affiliated with the United Methodist Church, Pfeiffer's mission is to prepare servant leaders for lifelong learning. Its regional network of campuses includes a traditional undergraduate campus in Misenheimer, North Carolina, approximately 40 miles northeast of Charlotte, a Charlotte campus and a Raleigh-Durham campus.

included a short congratulatory acceptance email with a push to deposit, strategically placed "personal" emails from the director of admissions and the president and emails about affordable education. Luckett used EMP's field rules and triggers to drive campus visits and online deposits. He also elevated messaging about campus visits to primary or secondary focus in emails, and made it easier for students to register through EMP.

"[With EMP], you're able to set up all visit dates and events for the whole year so prospective students can sign up whenever is most convenient for their schedules," said Luckett. "I think that made a world of difference." EMP not only benefited the admissions office by streamlining coordination of visits and on-campus events, but it simplified the process for prospective students as well. "Students could register to visit through a pre-filled form on their personalized URL [PURL], which took out a lot of the hassle of figuring out who to contact and what availability the University had for visits."

Pfeiffer's Outcome

The results of the changes implemented by the admissions team in partnership with Liaison were beyond anyone's expectations. Pfeiffer not only saw an astounding increase in campus visits and onsite deposits, it also had a larger number of applicants, accepted students and online deposits. More than half of all 2017 applications were submitted via EMP, and those who applied through the platform were also 32% more likely to enroll than those who did not. Ultimately the University welcomed its largest incoming class in 30 years.

"When used efficiently, EMP is a revolutionary asset that can transform the enrollment process, admissions workflow and overall experience for prospective students," said Luckett. "By putting ourselves in the shoes of the prospective student and tapping into EMP's abilities, we created a new day for Pfeiffer University." ■

RESULTS

By integrating Liaison's EMP into a revamped, comprehensive communications and admissions strategy, Pfeiffer:


- Streamlined and automated its admissions process.
- Increased deposits by 28% over 2016.
- Achieved the highest number of incoming students in 30 years.

YEAR-OVER-YEAR INCREASES 2016 - 2017

- ▲ 26% Accepted Students
- ▲ 28% Deposits
- ▲ 30% Enrolled Students

Are portfolios the future of the college application?



by Chris Jagers, founder of  SlideRoom
A LIAISON COMPANY

Over the past decade, portfolios have become a standard part of the application process at many institutions of higher education. Schools of all sizes and selectivity rates use portfolios, but others have been holding back because of concerns about how to incorporate portfolio review into their application and evaluation process.

This article discusses some common fears and offers a few ways of thinking about portfolio supplements that may help an institution make a cost-benefit analysis in light of its particular needs. While portfolios are not panaceas, there are contexts in which portfolios enable an institution to find outstanding candidates they would have otherwise missed and better meet their admissions goals.

Do portfolios add any value beyond the traditional application?

The most fundamental hesitation many institutions have revolves around the need for portfolios in the first place. The belief may be that a portfolio doesn't say anything about an applicant that can't be communicated via a traditional application. It is certainly true that applications can cover a lot of ground without a portfolio, and STEM fields have a long history of successfully relying on test scores to qualify applicants. However, traditional applications are greatly enhanced by supplementary components that will help portray what the applicant can actually do in addition to writing essays and taking tests. While projects might include schoolwork, portfolios may also consist of projects done outside of the classroom. Such projects are

powerful because they uniquely capture a person's curiosity, commitment and skill level, and create a vivid portrait of how they learn.

Is reviewing these additional materials even logistically possible?

Most admissions officers are already overburdened. The thought of adding another component to an applicant's folder is daunting! It may be true that portfolio review does generally add an extra step to the evaluation process, but the goal in all admissions processes is to determine in the most efficient way possible if an individual should be part of an incoming class. Seeing a project often provides clear insight into this question in less than a few minutes. The challenge then becomes how to structure the application review process to maximize

Here are a few tips MIT has recently shared from their approach:

1

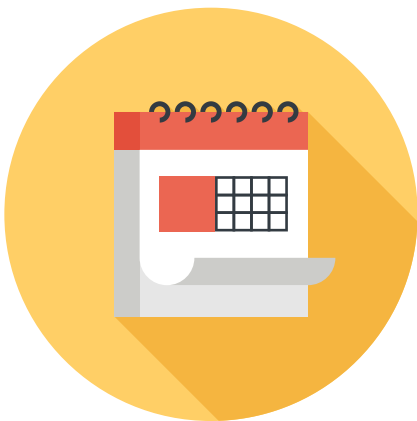
Make the portfolio optional and position it so that students first self-identify as having meaningful projects to share.

2

Scope the requirement to be one major project and no more than three minutes of content.

3

Use an online platform that integrates well into your larger admissions ecosystem.



the signal-to-noise ratio. If clearly presented, portfolios provide a remarkably efficient summary of a person's passions and what makes them unique.

Will our readers be qualified to review the specialized work that goes into portfolios?

The degree of specialization needed for portfolio review can be calibrated on the basis of that institution's evaluation process. Institutions of higher education generally have two main ways of structuring application evaluations: either at the department level or at the level of a central admissions office. In centralized review, what admissions officers and staff are looking for in applicants is general excellence. This can be evaluated without specialized knowledge of a discipline or project because it is a very high-level assessment — like an elevator pitch. Department-level review, on the other hand, is conducted by faculty who are looking for capabilities honed from intense specialization.

Just as certain codes are used to positively affect special cases (e.g., AIME Winner, IMO Winner, Low SES, etc.), a portfolio may also create a tangible difference for an overall application. Just as certain codes are used to positively affect special cases (e.g., AIME Winner, IMO Winner, Low SES, etc.), so too a portfolio may create a tangible difference for an overall application.

Evaluating portfolios seems too subjective. How can that process be fair?

Some contend that evaluating portfolios is just too subjective and risky. Test scores

are more objective and easier to justify. It is certainly the case that test scores will remain a quantitative pillar of the admissions decision-making process, and they are typically combined with GPA to create an Academic Index, a single number to balance the list of subjective evaluations that already go into admissions decisions like financial aid, demographics, essay responses, life experience, culture fit and extracurricular activities, just to name a few. A portfolio gives reviewers additional, skill-based information to make their subjective evaluations more informed.

Some STEM fields have a history of relying exclusively on test scores, but many are expanding their focus because our society and economy demand creativity and continual, project-based reinvention. These fields have become so competitive that it can be hard to distinguish among otherwise qualified applicants with great test scores! A portfolio can help make additional determinations. If someone has a 780 Math SAT and a mind-blowing portfolio, that could be as good or even better than someone who is simply able to perfectly conform to a standard with an 800.

Will portfolios create an unfair advantage for wealthy kids?

The societal reality is that wealth gives students an advantage in every educational performance outcome. However, portfolios can sometimes mitigate this trend because production value can't substitute for skill or grit. The long history of collecting portfolios within the arts is one testimony to their effectiveness and fairness.

Of course, the advantage of affluence is not a problem that can be solved at the

level of college admissions as it requires long-term political and social solutions. However, admissions practices can help mitigate the unequal effects of wealth and poverty by using all of the tools at their disposal to understand their applicants. Many students from poor and middle class backgrounds may outperform their wealthier peers on quantifiable performance metrics, and portfolios are no different. Not only could a portfolio by a student from a poor background greatly impress reviewers, but that portfolio may be the only way that applicant's true potential shows up during the admissions process.

Rather than taking anything away from anyone, portfolios give applicants another powerful way to shine.

The costs and benefits to using portfolios in the admissions process outlined above provide a few different ways to think about common points of friction. Although portfolios cannot resolve all of the complexities and social inequalities that form the background against which college admissions proceeds, they are a valuable tool that helps institutions see their applicants in ways that go beyond abstract criteria and social preconceptions.

Portfolios, ultimately, enable institutions to get to know applicants on a far more personal level by seeing how they channel their energy and their deepest passions. They give institutions the tools to select students whose energy and drive will create a climate conducive to project-based learning and flourishing for all admitted students. ■

William James College tracks clinical work with underserved populations



“The more I used it, the more I was convinced that if we had to logistically and carefully track student hours and figure out who they were serving, Time2Track was the way to do it.”

- Dr. Sonia Suri, Director, Program Development, Monitoring and Evaluation at William James College



The Challenge

Understanding the Populations Students Serve

When Dr. Sonia Suri started five years ago as Senior Research and Evaluation Associate at William James College, the school was using several different methods to track student clinical hours. The counseling program was using Time2Track, some psychology programs were using a different tool and others were still tracking time via paper and pencil. Dr. Suri needed to provide reporting on the usage of grant funding. “About two months into the other psychology tracking tool, I realized it was not very efficient — people were losing data, and I couldn’t do data retrieval easily,” she shared.

Dr. Suri needed to review the services that students were offering to special populations, such as veterans, military service members and their families. “I had a state grant and we were trying to report the kinds of hours we were spending and the services we were providing,” she said. When Dr. Suri realized that Time2Track gave her access to the information she needed, she began urging her colleagues using other systems to switch.

The Solution

A Consolidated Platform for Tracking Complex Data

Time2Track offered William James College a way to track all student clinical experiences in a single system. “It allowed me to have a repository of all the clinical interaction for the whole school, for every program that sees clients, in one place,” Dr.



About William James College

William James College, located in Newton, Massachusetts, offers graduate degrees in psychology, counseling, applied behavioral analysis and leadership. The college partners with more than 350 locations to provide clinical training — students provide 185,000 hours of direct service to the community each year.

Suri said. “Tags have allowed me the flexibility of looking at special populations.” With Time2Track, staff can see individual student progress or filter by program or clinical site to examine broader trends. For example, field education staff can easily identify site-based problems, such as students getting too little face-to-face time or supervision, and then have the appropriate discussions with site directors and students.

The College’s Outcome

Streamlined Access and Deeper Insight

With Time2Track in place, Dr. Suri has been able to more easily access the data she needs for grant reporting. “There are lots of little things we need to know that we learn from tags — I need to

understand how our students are working with people in integrated care settings. I also have to look beyond race and ethnicity — I need to know if people are veterans, immigrants, refugees, if they need language support,” she explained.

The school has been successful in its efforts to encourage students to adopt the system. “By October last year, everyone was registered,” Dr. Suri said. Over time, students have increased compliance with tracking more than just hours, adding demographic data on clients and tags as well.

Dr. Suri praised the Time2Track team’s willingness to work with her to develop aggregate reports based on her needs. “It’s easy to use — it’s a great system,” she said. ■

RESULTS

With Time2Track, William James College:

Consolidated information

into a single repository housing all data on student clinical interactions, including the types of services provided and populations served.

Increased visibility into student progress

so field education staff can evaluate more quickly.

Provided insight

into the experiences different sites provide students, offering field education staff tools to work more effectively with sites.

Diversifying the engineering workforce: START WITH STUDENTS

According to William A. Wulf in his annual report to the National Academy of Engineering in the early 2000s, “Diversity is strength in creativity, broadness of new ideas and embracing new perspectives to arrive at the most truly innovative, resource-smart solutions possible.”² When the overwhelming majority of the discipline consists of those with a common perspective, it becomes difficult to find the new ideas and innovation critical for engineering success.

Science & Engineering (S&E) fields have long been dominated by males, whites and Asians. While the number of women and minorities in S&E fields has been increasing slightly over the last two decades, people in these groups still hold engineering degrees and jobs at much lower rates than their proportion of the U.S. population. To succeed, initiatives focused on increasing workforce diversity must also work to diversify the pathway to degrees and careers for all potential S&E students.

This article offers an overview of the current state of diversity across the engineering discipline, as well as tactics for increasing student and faculty diversity in higher education.

THE STATE OF THE WORKFORCE

The National Science Foundation reported that in 2015, women constituted 50% of the college-educated workforce, 40% of employed individuals whose highest degree was in an S&E field and 28% of those in S&E occupations. While Hispanics, African Americans and American Indians or Alaska Natives together make up 27% of the U.S. population age 21 and older, they comprise just 15% of S&E highest degree holders and 11% of workers in

S&E occupations. Asians and foreign-born individuals make up a much higher proportion of the S&E workforce than they do the population: Asians make up 6% of the U.S. population age 21 and older but account for 21% of S&E jobs.⁸

Noha El-Ghobashy, vice president for strategic initiatives at the Institute for Transformative Technologies (ITT) and former executive director of the Association of Mechanical Engineers (ASME), explained that both the

industry and the private sector are increasing pressure on academia to get a more diverse pipeline into the workforce.

"If we're going to design solutions that successfully address problems faced by the over seven billion people living on this earth, we can't have 84% of the engineering workforce represent only two demographic groups," El-Ghobashy said. Diverse perspectives are crucial not just in *solving* problems but in fully *understanding* problems.



Ways to improve workforce diversity

PROVIDE EQUAL PAY

The most recent National Science Board report on S&E Indicators found pay gaps for women and racial and ethnic minority groups — even when average salaries were adjusted to compensate for fields of education and occupation, employment sector and experience.⁸ "We are seeing a greater number of companies with a commitment to transparency and accountability across the organization," said El-Ghobashy.

GIVE DIVERSITY AND INCLUSION OFFICERS A SEAT AT THE EXECUTIVE TABLE

For diversity and inclusion officers to make an impact, they need to be part of larger business and strategy-related conversations — not just human resources discussions.

EXAMINE YOUR COMPANY POLICIES AND CULTURE

In February 2017, GE announced goals of having 20,000 women fill STEM roles at the company by 2020 and obtaining 50:50 representation for all entry-level technical programs. Part of that initiative centers around implementing employee programs and benefits that foster a fair and inclusive culture where all employees can thrive.⁵ El-Ghobashy pointed out that some underrepresented groups may require flexibility that has not traditionally been part of company culture.

ASSIGN SPONSORS WHO TAKE ACTIVE ROLES IN PAVING CAREER PATHS

These sponsors should be more than mentors: They should function as advocates and allies for minorities, helping to create opportunities for advancement.

IMPROVING FACULTY DIVERSITY

Increasing faculty diversity is a key component in attracting more diverse students. “Faculty of color provide students with diverse role models and help provide more effective mentoring to students of color. Exposure in college to a diverse faculty, along with diversified curricula and teaching methods, produces students who are more complex thinkers, more confident in traversing cultural differences and more likely to seek to remedy inequities after graduation,” explained Tabbye M. Chavous, a professor of education and psychology and director of the National Center for Institutional Diversity at the University of Michigan — Ann Arbor.¹⁰

Current state of faculty diversity

A 2015 study examined retention and promotion of women and underrepresented minority (URM) faculty in S&E at four large land-grant institutions. The conclusion: “URM faculty representation is so low that it limits our understanding of faculty retention and success.”⁶

Stephanie Adams is the first woman and first minority to serve as Dean of Batten College of Engineering and

Technology at Old Dominion University, and she is one of four African American women engineering deans nationwide. As a dean committed to hiring diverse faculty, Dr. Adams pointed out that the small pool of women and minorities earning doctorates in STEM fields presents a challenge. “If you look at the number of Ph.D.s produced each year, and then consider that at least half don’t go into higher education, you’re working with a small pool. Consider that there are about 350 ABET–accredited schools. Now say there are 234 Ph.D.s awarded to African Americans in engineering — that leaves 117 candidates available for higher ed, which works out to each school potentially being able to hire one African American faculty member every three years.”

Dr. Adams explained that since these candidates are in demand, they may have multiple job options available. Schools need to be more aggressive and move quickly to recruit faculty members from diverse backgrounds. “There’s a real void — we can’t use the same old practices to diversify faculty because the population isn’t there,” she said.



Ways to attract more diverse faculty

FIX THE LEAKY PH.D. PIPELINE

About half the people who start the PhD. process don’t finish — and that number is higher in the engineering field and for people of color, said Dr. Adams. “People often get stuck in the writing,” she explained. Programs like the Dissertation Institute at the University of Houston provide support for underrepresented engineering doctoral students currently writing their dissertations or dissertation proposals. At the Dissertation Institute, students learn to set writing goals, practice writing habits and learn new strategies. They also create a network of fellow doctoral students who can provide motivation and promote a sense of personal accountability.³

RETHINK SYSTEMS AND PROCESSES

A recent article in *The Chronicle of Higher Education* encouraged colleges and universities to focus on fixing systems, not people. Providing workshops and programs on mentoring, climate and service are admirable efforts, but they focus on only one aspect of the issue: “When underrepresented faculty and staff leave campuses, they rarely complain about a lack of training or workshops; instead, they point to unchecked discrimination, harassment and unfairness that are often part of the day-to-day campus culture.”¹



INCREASING STUDENT DIVERSITY

CREATE A WELCOMING CULTURE

Rebecca Bates, professor of computer science and integrated engineering at Minnesota State University, Mankato, encourages schools to think about creating spaces where people want to stay. “Consider the policies and rewards that are affecting faculty as well as the training you’re offering graduate students who are often teaching undergraduates — they all need to understand

inherent bias, micro-aggressions, etc. We have to think about how people are working together,” she said. In addition to developing more supportive environments for undergraduate students, Dr. Bates said, “We have to create faculty spaces where people want to be and then make those spaces visible to graduate students, not just in our research labs, but also as we navigate the university structures that affect tenure, promotion and overall career happiness.”

According to a report on the future of graduate STEM education from the National Academies of Science, Engineering and Medicine, “Scientific excellence depends on diversity and inclusion. Ideally, students from all backgrounds would fully participate and achieve their greatest potential during their educational experience through transparent institutional action to enhance diversity and promote inclusive and equitable learning environments.”⁴

Current state of student diversity

The National Science Foundation reports that Asians are more likely than whites and URMs to earn a college degree in an S&E field. Although whites’ share of S&E degrees has declined over the past two decades, they continue to earn the majority of degrees in all broad S&E fields.⁹

In the U.S., approximately 4,000 African American engineers graduate annually with bachelor’s degrees — 10,000 annual bachelor’s degrees would more accurately align with overall population density. Hispanics make up 16% of the U.S. population, but only earn 8% of all certifications and degrees awarded in STEM fields. Just 370 American Indians earn engineering degrees each year.⁷

To improve student diversity in STEM, the Society of Women Engineers (SWE), the National Society of Black Engineers (NSBE), the Society of Hispanic Professional Engineers (SHPE) and the American Indian Science and Engineering Society (AISES) have come together to form the 50K Coalition, an organization dedicated to producing 50,000 women and URM engineering graduates by 2025.⁷

“We have to create faculty spaces where people want to be and then make those spaces visible to graduate students, not just in our research labs, but also as we navigate the university structures that affect tenure, promotion and overall career happiness.”

Rebecca Bates, Professor of
Computer Science and Integrated
Engineering at Minnesota State
University, Mankato



Ways to increase student diversity

HELP STUDENTS BETTER UNDERSTAND WHAT ENGINEERS DO

Dr. Adams said the engineering profession needs to do better at telling young people who engineers are and what they do, and work in tandem with K-12 teachers to bridge the connections between math, science and engineering. "I make the argument that engineering is in everything we see, do and touch every day, yet we're somehow not articulating that to students," she said.

EXTEND YOUR REACH WITH A CENTRALIZED APPLICATION SERVICE (CAS™)

Dr. Jerry Kernes, program chair at the University of La Verne, was interested in a CAS because of its potential to recruit beyond the University's geographic area. Dr. Kernes explained: "As an accredited program, we have to show deliberate work towards diversifying our applicant pool. It's not good enough to say that we have a diverse student body. We have to show how we're working to attract applicants with unique perspectives." In its first year using a CAS, the University of La Verne saw a 21% increase in out-of-state applicants. With numbers like these, Dr. Kernes sees CAS as "changing admissions at University of La Verne for the better."

Temple University offers

another example of the benefits of a CAS: Before joining a CAS, the University's manual admissions pipeline process was getting in the way of being able to serve students' needs. "Having to do everything manually, including sending physical files out to faculty for review — and then hoping that faculty would return them — was a very tedious, long and cumbersome process," shared Erin Brosious, an academic coordinator. Implementing a CAS not only helped Temple see a 2% increase in diversity of applicants, but it also reduced application review time by 75% and manual tasks associated with application processing by 50%. A CAS gave Temple's admissions office time to focus on what really matters: building a better, more diverse class.

With the launch of EngineeringCAS™ in 2017, engineering programs now have access to a CAS specifically developed to offer their admissions offices — and prospective applicants — these benefits and more.

FOCUS ON RETENTION, NOT JUST RECRUITMENT

Dr. Bates said this involves recognizing differences and developing empathy for students. "We need to recognize that when students have had really different experiences from us, as faculty, we need to learn more to help them be successful."

Kevin L. Moore, dean and professor at the College of Engineering and Computational Sciences at the Colorado School of Mines, said in 2002 the School decided to focus on attracting women and recently directed those same efforts to URM. Now, the School has created dedicated admissions counselors for women and for URM. The School also has a full-time faculty director and a part-time faculty adviser who work with their campus branch of SWE — the country's largest.¹¹ Developing partnerships with organizations like SWE, NSBE and Girls Who Code can help with student persistence.



CONCLUSION

To effectively improve the diversity of the S&E workforce, we must first address a lack of diversity among students and faculty in STEM fields. Partnerships between industry, education, non-profits and government organizations are yielding results, though much work remains to be done. Rather than focusing solely on people, employers and higher education institutions must re-evaluate and re-engineer structures, processes and policies that serve as barriers to education and employment for women and URMs — particularly in S&E fields, where some of the greatest disparities exist. ■

START FOSTERING DIVERSITY IN STEM EDUCATION AT THE K-12 LEVEL

Karen Horting, CAE, SWE's executive director and CEO, said she'd like to see less educational disparity in neighborhoods, particularly in African American ones. After all, some children in grades K-12 have no access to AP calculus and physics courses! "That's the next piece — looking at the K-12 pipeline and asking, 'How do we get more equity there?'" Horting said. "Are we doing the right things to make sure kids are prepared? You can't be coming into college needing remedial training."⁷

In its first year using a CAS, the University of La Verne saw a 21% increase in out-of-state applicants.

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LIAISON in the

NEWS



Liaison Becomes First Admissions and Recruitment Marketing Solution Provider to Offer IACET-Accredited CEUs

Robust training programs help higher education institutions increase ROI on admissions solutions while promoting employee retention

The National Center for Education Statistics reports that a quarter of those who participate in adult education seek instruction related to on-the-job skills. Because employees who have access to these professional development opportunities are 10% more likely to remain with the employers who provide them, Liaison has acquired accreditation from the International Association for Continuing Education and Training (IACET). The leading admissions solution provider can now award Continuing Education Units (CEUs) for completion of its training programs, which focus on increasing competency with admissions technology and techniques.

GRADCAS™ The Common Application Endorses GradCAS™

Nonprofit dedicated to promoting access, equity and integrity in the college admission process to serve on advisory board and collaborate with Liaison on the first Centralized Application Service (CAS™) for graduate programs

The Common Application has agreed to serve on Liaison's product advisory board for GradCAS™, and provide referrals to Common App Member Institutions in need of a non-discipline specific graduate application solution in a global community of graduate programs.

The Common Application and Liaison have previously partnered to leverage their respective expertise in undergraduate and graduate admissions to deliver a solution that serves the unique needs of today's transfer students and adult learners. Common App for transfer, a new transfer application co-developed by the two organizations, presents features and functionality that offer a welcoming solution for applicants that is thoughtful to their life story.



Kira Talent

Liaison and Kira Talent Partner to Promote Holistic Admissions

Admissions management leader partners with holistic assessment platform to streamline admissions

"As we've expanded around the world, we've seen an increased demand for a comprehensive and robust solution to conduct holistic assessments," said Craig Morantz,

CEO of Kira. "Our partnership with Liaison will ensure their 7,000+ clients have integrated access to all of the Kira tools allowing these schools' admissions teams an incredible opportunity to make smarter admissions decisions without sacrificing efficiency."

NATIONAL STUDENT CLEARINGHOUSE®

National Student Clearinghouse® and Liaison Partner to Streamline the College Admissions Process

Leading educational reporting nonprofit collaborates with admissions product and service provider to simplify the transcript ordering process for applicants

In response to applicant demand for a simplified admissions process, the National Student Clearinghouse® has partnered with Liaison. Institutions that participate in the Clearinghouse are now able to exchange electronic transcripts with more than 40 Liaison-powered Centralized Application Services (CASs™).



Liaison Collaborates with Parchment to Increase College Application Completion Rates

New integration simplifies document submission to save time and reduce stress for students applying to college

Liaison's Centralized Application Services (CASs™) are now able to accept electronic transcripts from the most widely-adopted academic credential management system in the United States. A new partnership with Parchment facilitated adding this functionality to the 40+ services powered by Liaison while protecting the sensitive applicant information

contained within these integral application documents.

"Parchment is committed to helping students turn credentials into opportunities," said Matthew Pittinsky, Ph.D., CEO of Parchment. "Many of the over 8,000 organizations that work with us to send, receive and innovate credentials also work with Liaison to facilitate their strategic admissions decisions. A collaboration was a clear next step once we realized the benefits our work together would offer our mutual partners."

To read full news articles, visit liaisonedu.com/news

INTRODUCING



Liaison Academy is the new educational arm of Liaison dedicated to fostering excellence in admissions through the production and dissemination of information and knowledge.

Interested in Liaison Academy's training and professional development offerings?

**Visit academy.liaisonedu.com
for more information.**

WHAT'S NEXT?

LIAISON 

Catch up with the Liaison team and our partners at these events to see how we can help you build a better class.

SEPTEMBER 2018

NACAC National Conference

OCTOBER 2018

EDUCAUSE Annual Conference
CAATE Accreditation Conference
AOA OMED
ASAHP Annual Conference
SACES Conference
AOTA Education Summit
PAEA Education Forum
ADEA Fall Meetings

NOVEMBER 2018

AACSB Associate Deans Conference
AACRAO SEM Conference
ASEE GEDC
Learn Serve Lead
CSWE's Annual Program Meeting
ASHA Convention
COAMFTE Annual Meeting
Baccalaureate Education Conference

DECEMBER 2018

CGS Annual Meeting
ASHP Midyear Clinical Meeting and Exhibition

JANUARY 2019

APTA Combined Sections Meeting
NCSPP Mid-Winter Conference
AACN Doctoral Education Conference
CCCU International Forum

FEBRUARY 2019

AACSB Deans Conference
CSGS Annual Meeting
Master's Education Conference
AMBA Awards & Gala Dinner

MARCH 2019

WAGS Annual Meeting
ACE's 101st Annual Meeting
AACSB B-School Symposium
BPD Annual Conference
CSHA Annual Convention & Exhibition
ADEA Annual Session and Exhibition
MAGS Annual Meeting
ACA Conference & Expo
ACSA Annual Meeting
AACN Deans Annual Meeting
NCAF Member Meeting

APRIL 2019

GNAP Conference
AOTA Annual Conference
NAGAP Annual Conference
CAPCSD Conference
Educating Leaders 2019, The Joint AACOM & AODME Annual Conference
NAGS Annual Meeting
ASEE Engineering Deans Institute
AACSB International Conference & Annual Meeting
ASEE CoNECD
AAMC Continuum Connections

MAY 2019

The Common Application Member Summit
AMBA Global Conference

JUNE 2019

ASEE Annual Conference
NATA Convention
ACSA International
GMAC Annual Conference

JULY 2019

AACP Annual Meeting
AMBA Business Schools Professional Conference
NSCEC

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