

The ADMISSIONIST

by LIAISON 

Summer 2020

A NEW
GUIDE TO
STRATEGIC
ENROLLMENT
MANAGEMENT

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The Transformative Power of Standing Together for Justice and Equality



Since Liaison began publishing *The Admissionist*, I have traditionally used this space to discuss important trends in the world of higher education and to highlight the plans and accomplishments of our team, clients and partners.

However, tragic events that have occurred during the first half of 2020 — beginning with the COVID-19 outbreak — have compelled me to focus instead on what each of us can do to foster meaningful change in the world at large. Today, in light of the recent murder of Mr. George Floyd, I want to emphasize Liaison's unwavering and universal commitment to the safety, equality and dignity of every human being on the planet. Racism is a more dangerous, pervasive illness than the

Coronavirus. The good thing is that we do not have to wait for scientists or researchers to develop a vaccine or to tell us how to eradicate racism or solve the problems it has wrought.

What can we do? At Liaison, we affirm that Black lives matter. We will continue to speak out against injustice and celebrate positive role models and ideals. We, as a company, will continue to donate to organizations that serve the higher calling of diversity, inclusion and equity. We are also urging our employees to take advantage of Liaison's match program to support organizations that align with these values. In our thoughts and actions, we will stand for the practices and attitudes that contribute to a thriving society based on equal opportunity, dignity and justice for all.

I frequently hear from clients that Liaison's unparalleled technology, consultative approach to problem-solving and unwavering ability to help programs maintain business continuity have made it possible for them to thrive during the Coronavirus pandemic. It is my fervent hope and belief that our actions and shared values can also make a difference in the fight against racism and injustice. Nobody is truly free until we are all free. Together, we can make a difference.

Of course, this issue of *The Admissionist* features timely articles about how higher ed leaders can achieve other goals their institutions deem important. Please share them with your colleagues to inspire conversations in your office about the best way to ensure a successful future for everybody, no matter what.

As in past issues of *The Admissionist*, you will also find additional articles highlighting Liaison's other highly regarded tools designed to improve your class-building efforts, including CAS™, WebAdMIT™, EMP™, Time2Track™ and SlideRoom™. In our next issue, we look forward to sharing more about Admissions by Liaison™, a powerful new way to find, recruit and enroll best-fit students.

Finally, please keep in mind that the 2020 Liaison User Conference originally planned for

July 23-24th will now be hosted as a series of virtual sessions, which are being offered at no cost to you. If you have not already registered, please do so at events.liaisonedu.com.

Best,

George Haddad

Founder and CEO

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HIGHER ED BY THE NUMB3RS

The COVID-19 pandemic completely transformed higher education — and the plans of potential students and applicants — in a matter of weeks. Old assumptions about recruiting, admissions, budgeting and class-building became irrelevant almost overnight. In this edition of *Higher Ed by the Numbers*, we're highlighting recent developments that have the potential to influence colleges and universities for years to come.



MANY MBA STUDENTS SAY THEY'LL REQUEST REFUNDS AND DEFERRALS IF THEY CAN'T RETURN TO CAMPUS IN THE FALL

Nearly **one in three** potential MBA students who have already been admitted to “top” programs would consider deferring their admission if on-campus classes have not begun again by the start of the fall semester. A large minority (**43%**) also believe “tuition fees should be cut back by an average of **37.5%** if the first part of their MBA program is shifted online due to the pandemic.” Although **17%** said they would be content to attend online courses, **96%** said “missing out on the full on-campus experience such as face-to-face classes, participating in co-curricular activities, building a network with peers and relationships with faculty is a major concern.” Among international admits, nearly **40%** said the continuation of online learning in the fall semester would inspire them to seek a deferment. Twenty-four percent of domestic students said they would take a deferment if they could.

Source: *Poets & Quants*



MOST COLLEGE LEADERS EXPECT TO EXPAND THEIR ONLINE OFFERINGS WITHIN THREE YEARS

A poll of nearly 400 college administrators at institutions that already offer online courses revealed that most expect to add more within the next three years to “solidify their lead” in the higher education marketplace. Pollsters determined that **70%** of colleges plan to launch fully online undergraduate programs within that time frame and that **85%** plan to add new online graduate programs. “About **one-fifth** of the survey’s respondents said their top goal for the next five years is to expand their online program offerings, while

one-fourth said it was to boost online enrollment.” However, questions remain about the financial value colleges gain by offering online courses. “**Just under half** of the polled officials said their online programs generate net revenue. About **one-fourth** said they are necessary to offer but don’t supply excess income.”

Source: *Education Dive*



ALMOST ALL BUSINESS SCHOOL DEANS EXPECT CRISIS TO ACCELERATE SCHOOL CLOSURES

The number of recently surveyed business school deans (**7%**) who think the COVID-19 crisis will have no effect on the rate of business school closures is the same as the number who think it will accelerate the rate of closures by at least **20%**. The most common opinion, expressed by **28%** of respondents, is that closures will accelerate by **3% – 5%**. **Twenty-one percent** expect the rate to tick up by **5% – 10%**. Another **21%** anticipate a **10% – 20%** increase. Regarding their “current best guess” about when campus life might return to normal, the most common response was September 1 (**31%**), followed by July 1 (**28%**). More than **25%** doubt operations will return to normal at all in 2020.

Source: *Poets & Quants*



PARENTS ARE WORRIED THE PANDEMIC MIGHT DELAY THEIR CHILDREN'S COLLEGE PLANS, WANT ANSWERS FROM SCHOOLS

Forty percent of recently surveyed parents of high school seniors said they believe the COVID-19 pandemic "might delay their child going to college." **Sixty percent** said they haven't received any information yet from schools about their plans to ensure student safety during the next academic year, and the vast majority (**85%**) said they want to hear more from colleges about how they're preparing. In addition, **40%** now want their child to go to a college or university closer to home, and **65%** are more worried about the financial impacts of tuition due to COVID-19. The survey "indicates that parents of graduating seniors have deep concerns connected to this outbreak that could threaten the long-term viability of institutions if they don't respond in the near term."

Source: Inside Higher Ed



CORONAVIRUS IS CAUSING ONE IN FOUR INCOMING FRESHMEN TO RETHINK THEIR COLLEGE CHOICE

Researchers who surveyed 300 families about college plans have found that "**25.7%** of inbound freshmen are rethinking their college choice because of the Coronavirus pandemic." Almost half that number (**12.6%**) said they are considering deferring their acceptance for one year with the hope of attending their first-choice school. The top reasons cited by those rethinking their choice are a desire to be closer to home (**32.9%**), not wanting to lose tuition money (**28.8%**) and fear of getting the Coronavirus at a particular college (**21.9%**). Among those not rethinking their college decision, the top reasons were the belief that the chance of getting sick is the same regardless of location (**58.3%**), that the Coronavirus will be contained by the fall of 2020 (**56.4%**) and that "everyone is overreacting right now" (**29.4%**).

Source: Quatomoney.com



MORE YOUNGER AMERICANS ARE WORRIED EDUCATION COSTS MIGHT AFFECT THEIR RETIREMENT SAVINGS

In the wake of the COVID-19 outbreak, the number of Americans under the age of 30 who are worried about their financial ability to attend college has increased. According to the results of a recent survey, "**26%** said they have withdrawn from their retirement account to pay for education costs, an increase of seven percentage points since January. More than three-quarters of respondents with student debt (**76%**) said education costs were the top barrier to saving for retirement, up four percentage points since January. Health-care costs were second at **71%**, up six percentage points since January." Among those with student debt, **38%** said they're most concerned about financing day-to-day living expenses during the pandemic.

Source: Inside Higher Ed



MOST COLLEGES FAILED TO ACHIEVE FALL ENROLLMENT AND REVENUE GOALS

A recent survey of nearly 300 public and private colleges and universities revealed that most (**60%**) institutions fell short of reaching their enrollment goals for the fall of 2019. In general, private schools missed their enrollment goals by a larger margin than public schools. An even greater number (**67%**) "did not meet their net-revenue goals, with public institutions hurting slightly more." Just over half (**52%**) of private institutions missed both goals, as did almost the same number of public institutions (**49%**). Private colleges and universities were most likely to have raised the level of financial aid they provide — **46%** did so, versus **30%** of their public counterparts.

Source: The Chronicle of Higher Education



Less Paper, More Data, Better Work: How Postbac Programs Rise to the Admissions Marketing Challenge

Applicants to postbaccalaureate programs are looking for an opportunity to enhance their academic credentials in order to continue pursuing a career in health care or medicine.

To attract the best of those students — and to help transform departmental operations at their institutions — today's postbac admissions professionals need to improve their own outlook as well. How? By embracing pioneering new marketing strategies that lead to better results through less work.

Just ask those who are already doing it. Cassidy Chambers, assistant director of admissions at Rocky Vista University, and Courtney Klipp, health professions advisor at Loyola Marymount University, recently participated in a webinar to talk about the improvements they made to recruitment and marketing initiatives at their programs. They spoke about what needed to change, how they implemented change and the benefits that followed.

Identifying problems

"When I took over our Master of Science in Biomedical Sciences program, we were still managing paper files," Chambers said. "That was not going to work. Everything was done in house, and it just took a lot of staff time, whether it was tracking documents by hand or contacting applicants when things were missing. I was also working to standardize GPAs for all of our applicants before the faculty review. It was hours and hours of work, and

we knew that was not sustainable. That's why we started looking for some kind of application service to help us."

Chambers and her colleagues at Rocky Vista discovered that PostbacCAS™ — Liaison's Centralized Application Service (CAS) for postbac programs — was a natural fit.

Klipp and her peers arrived at a similar conclusion after looking for ways to improve the recruiting and application experience at Loyola Marymount.

"Our preprocess was not great," Klipp said. "We were using a survey program, not an admissions program. On more than one occasion, we decided to open up applications again for late applicants, and we actually lost applications. This was a complete deal-breaker for me. That's just not acceptable."

"In addition to that, we were also using a paper system," Klipp continued. "That's obviously very cumbersome. Our admin was spending hours putting all the details in an Excel document. We also had some issues with our mail system. Transcripts and letters of recommendation weren't always going to the right office because the people who were looking at applications were in different buildings. It always seemed to be the case that if I was looking for a file, it was in someone else's office, which is three buildings over. And we faced challenges calculating GPAs, too."

Convinced they needed something else, Loyola Marymount also implemented PostbacCAS.

A new (better) way to do things

"I'm happy to say all of those issues are resolved now," Klipp adds. "We estimate that implementing PostbacCAS saved our admin about 90 hours of work. In addition, one of my favorite features is that the system automatically provides multiple GPA calculations. There are BCPMs [biology, chemistry, physics and math grades], cumulative GPAs across multiple schools, GPAs for non-science courses, graduate work and postbac work. It's just amazing that I can see all of that in one place. PostbacCAS has made this application season so much better."

Chambers shares Klipp's enthusiasm for PostbacCAS. She also points out that it has helped attract a more diverse pool of applicants to Rocky Vista: "We've definitely seen a greater diversity in the kinds of applicants we're getting," she said. "We're starting to see more applicants from all over the place. Even if they're not looking for Rocky Vista specifically, when people see us on PostbacCAS, they can dig in for more information and decide we might be a good fit. That's been great to see. PostbacCAS has been very easy to use and has freed up a lot of time. It's just been a great transition for us overall."

To learn more about how you can use PostbacCAS to make your program more relevant and successful, watch Liaison's on-demand webinar [Two Program Directors' Reflections on PostbacCAS](#). ■



More Free Resources for WebAdMIT Users

Over a year ago, Liaison Academy rolled out ten new free WebAdMIT training webinars, increasing the number of webinar offerings by almost 30%. These webinars rotate every 6-8 weeks and cover various topics from mastering the CAS Configuration Portal to analyzing applicant data.

In July, Liaison Academy kicked off a new initiative by adding more free training webinars! These new “Special Topic” and “Power (half) Hour” webinars are held every other month and supplement the standard training webinars.

The first Special Topic webinar, “Lists & Custom Fields Will Solve All Your Problems,” was indeed special. It was developed and presented by Kristin McAuliffe, director of graduate enrollment operations at Boston University, who is an actual WebAdMIT user. McAuliffe was able to translate her WebAdMIT experience into a session that impacted hundreds of users looking to build efficiencies using Lists and Custom Fields.

Here is what's lined up for the next few months:

September	Building Efficiency: Translate Your Review Process Into WebAdMIT
November	How to Make the Most Out of Reviewing Coursework Entry: A Look Into WebAdMIT GPAs
January	“Power (half) Hour”: Using Manual Designations
March	Report Manager Explained: Understanding Report Types in WebAdMIT

While Liaison Academy experts love training and teaching about Liaison’s product solutions, WebAdMIT users greatly benefit from learning from other WebAdMIT users. If you have an idea or would like to present a “Special Topic” or “Power (half) Hour” webinar, contact Liaison Academy at training@liaisonedu.com. To register for any webinar, visit academy.liaisonedu.com/admissionist. ■

If you have an idea or would like to present a “Special Topic” or “Power (half) Hour” webinar, contact Liaison Academy at training@liaisonedu.com.

To register for any webinar, visit academy.liaisonedu.com/admissionist.

How to Create a CAS Culture on Campus

In order to implement, optimize and develop a Centralized Application Service (CAS) as effectively as possible, you need to create a collaborative “CAS culture” at your institution that unites key stakeholders every step of the way.

That process involves five phases:

PHASE 1

Developmental decisions

Articulate your CAS implementation goals, the personnel on campus who need to be involved and the platforms that will be affected. Communicate the purpose of CAS implementation to establish buy-in.

PHASE 2

Collective workflow

Dole out specific responsibilities, such as assigning transcript reviews to admissions, interviews to faculty and final decisions to program management.



PHASE 3

System exploration

Check in with your Liaison representative about taking advantage of resources to enhance your team's CAS implementation experience, including intensive training and strategic consulting.

PHASE 4

Launch and learn

Use your first full cycle on CAS to master the basics (e.g., creating customizable statuses) and to realize the long-term possibilities (e.g., exporting data lists to gain greater class-building insights).

PHASE 5

Ongoing

Schedule weekly meetings with your primary team to review CAS data mining, GPA calculations, applicant correspondence, feedback, etc.

Ultimately, establishing a CAS culture on campus will put your institution in a position to reap the benefits of change — and growth — for years to come.



How Liaison Helped Pacific University Transform Its Admissions Process



Kerry Callahan Mandulak, Ph.D., CCC-SLP, is an associate professor at Pacific University's School of Communication Sciences and Disorders. She also chairs Liaison's Communication Sciences and Disorders Centralized Application Service (CSDCAS™) Advisory Board on behalf of the Council on Academic Programs in Communication Sciences and Disorders (CAPCSD). *The Admissionist* recently spoke with Dr. Mandulak about how working with Liaison has been.

Liaison: How long have you been with Pacific University? What did you do before this role?

Kerry Mandulak, Ph.D., Pacific University (KM): I've been in academia for 11 years. I've been at Pacific for the last eight. In addition to being an associate professor at the School of Communication Sciences and Disorders (CSD), I am also the chair of our graduate admissions committee. I work closely with our graduate admissions director. Previously, I was an assistant professor at Portland State University for three years.

Before that, I was on the graduate admissions committee as a doctoral student at the University of North Carolina at Chapel Hill. That was where my interest in admissions began. And then, at Pacific, I decided to apply for the CSDCAS committee through CAPCSD. I was appointed to the committee, and for the past two years, I have been the chair. That's what really got me

working with Liaison.

Liaison: How long have you worked with Liaison's products and services? What has your experience with Liaison been?

KM: I have used CSDCAS for graduate admissions at both Portland State and Pacific. I was appointed to the CSDCAS committee in 2015, and that's when I really got a behind-the-scenes look at Liaison. When I visited the Liaison office, I had the opportunity to see how everything worked and to appreciate what happens behind the scenes at Liaison – the way applications come into the office, and then the scanning and the verification. It really connected the dots for me about how to help students better manage and navigate their graduate management admissions experience. But the best part of my experience at Liaison was the opportunity to learn so much about admissions across the health professions, and about the entire industry in general. It inspired me.

Karen Jacobs at Liaison really transformed our process at Pacific and helped us use WebAdMIT to its fullest potential. I attribute so much of my professional development around admissions to being connected with the CSDCAS team at Liaison.

When I became chair of the CSDCAS committee, Julie Masterson, Ph.D., the outgoing chair, said, "Kerry, no one else is doing this work around admissions in speech pathology. There's legitimate science behind admissions." So I called Robert Ruiz, Liaison's

vice president of strategic enrollment, and we ended up talking for an hour and a half. It was supposed to be 30 minutes, but he spent that time helping me get my mind wrapped around what we could really be doing with admissions in our industry to increase diversity and to shake up the current paradigm. That really inspired me.

Liaison: You presented a very interesting session at the 2019 Liaison User Conference about holistic review in the admissions process. What inspired that?

KM: Holistic review is not something that's been talked about a lot in the speech pathology and audiology profession. I think one of the main deterrents to people considering holistic reviews is the question of whether it is going to create more work. Is it going to take more time and effort? So I was inspired to talk about how you can use WebAdMIT to help with holistic reviews in a way that doesn't take up any additional time. In fact, you can probably save time and actually get better results and students for your program. I was really excited to explore that concept with other users of WebAdMIT.

It's important to think about how to maintain really high admissions standards, and also to think about widening the lens to see who else might be the best fit for your program. All of our programs have different strengths and weaknesses. I think that if we can do a better job of matching applicants and programs, then everyone will have a better experience. ■

LEADERSHIP IN ACTION: An Interview With Judith Stoddart, Ph.D.



Michigan State University has been advancing the common good with uncommon will for more than 160 years. One of the top research universities in the world, MSU, pushes the boundaries of discovery and forges enduring partnerships to solve the most pressing global challenges while providing life-changing opportunities to a diverse and inclusive academic community.

In December, the Board of Directors of the Council of Graduate Schools (CGS) announced that Judith Stoddart, Ph.D., senior associate dean, The Graduate School at Michigan State University (MSU), won the 2019 Assistant and Associate Deans Leadership Award. Liaison provided financial support for the award, and we recently spoke with Dr. Stoddart about her work, priorities and outlook for graduate education.

Liaison: How have your past experiences influenced the way you plan for the future in your role as senior associate dean at the Graduate School at MSU?

Judith Stoddart, Ph.D., MSU (JS): Based on a lot of my different experiences both in a faculty role and in administrative roles around the University, I've learned that it's hard to plan ahead in an ever-changing landscape. You always need to be thinking and to be flexible and to listen in the moment. Because the needs of students change so quickly, and because the needs of universities change so quickly, understanding the outcomes you want to have and being flexible in your approach to getting there is really important. It took me a while to figure that out.

Liaison: Did you anticipate your career arc back when you were starting out as an undergrad student? How did you end up where you are today?

JS: I certainly had no plans to end up in administration. I often tell students to be really open to opportunities that come up because I don't think you can anticipate where you're going to be in the future.

When I came up for tenure, I was asked if I would consider being the graduate program director. It wasn't really something I had considered, but because I was so interested in the way that graduate careers played out, it was something I decided to take on. And while I was in that role, the then-dean of the graduate school asked me to consider working there part-time. So I've been in the graduate school for quite a while now.

Liaison: Your dean, Thomas D. Jeitschko, Ph.D., has cited your "commitment to securing individuals' aspirations through higher education." What practical steps can higher ed leaders take to convince individuals that attending graduate school is key to achieving their

most important aspirations?

JS: There's a lot of economic evidence that education does have an impact on your future earnings and also on health outcomes. But graduate education is really fundamentally different from undergraduate education thanks to the kind of skills that you develop: knowing how to ask questions, knowing how to do research, knowing how to identify problems and how to solve them. Those are all key skills in any kind of advanced position. In a period when jobs change so quickly, graduate education really makes a difference. It makes you the kind of person who can be flexible and who has the skills to navigate and to lead in ways that you might not have had coming out of undergraduate education.

Liaison: What advice would you give to your peers about the best way to create more inclusive and more engaging spaces at their institutions?

JS: It's important to identify barriers that may limit opportunity. To do that, you need to bring in a lot of voices and do a lot of listening. I learned early on that sometimes — even when you think you're listening to various perspectives — you don't hear things because people who are not used to speaking up don't speak up. So we need to think about creating spaces where you make a broader range of people comfortable and where they feel welcome to express their opinions. You need to be able to foster a goal-oriented conversation that will lead to an outcome.

Liaison: What advice would you share with your peers about effectively advocating on behalf of graduate education?

JS: One way to effectively advocate for graduate education is to look at compelling individual impact stories, stories of individuals' successes. But at the same time, you have to narrate the larger global significance. What is the social benefit of graduate education? How does changing individual lives affect social good through the leadership that comes from people who have gone through graduate education? We need to be able to clearly articulate the answers to those questions. ■



Multiple Mini Interviews: Same Staff and Students, Different Techniques... Better Outcomes?

By the time Clyde “Rick” Edwards, DMSc, became director of admissions at East Carolina University’s Physician Assistant Program, he was convinced that students’ written statements and letters of recommendation offer little value for predicting qualities that are important in health professions.

As a result, he changed his admissions process to include the use of multiple mini interviews (MMIs). MMIs involve a series of short one-on-one interviews (approximately eight minutes each) with different people, rather than one long interview between a student and a group of reviewers.

Dr. Edwards, now retired, recently spoke to Liaison about his views on the best ways to assess candidates during the admissions process.

Liaison: You believe that students’ written statements and letters of recommendation have limited value in predicting qualities including resilience, integrity, critical thinking and ethical attitudes. Could you please elaborate?

Rick Edwards (RE): In general, I think letters of recommendation reflect how much someone likes you. If they were truly objective, they would have more value. But they’re not. They’re very subjective. And they’re written by people who maybe, or maybe don’t, really know you. As a result, those letters are not necessarily very valuable. Who really writes a frank, negative recommendation? If you can’t find three people to write a positive letter of recommendation, that’s pretty bad. You

probably don’t need to be in this profession.

In the past, we’ve had students submit personal statements that we later learned were written by someone else. We don’t ask applicants to write those statements in front of us while we watch. As a result, I don’t think they have much value either. Of course, if you can’t write a statement that makes you look good, then you’re probably not a great candidate in the first place.

Liaison: What inspired you to change your admissions process to include the use of MMIs? What are the benefits of short interviews with different people, rather than one long interview between a student and a group of reviewers?

RE: The ability of multiple people to interview different candidates separately, even in a short period of time, provides much more insight into individuals than having six people around a table firing questions at them. It’s amazing how much insight one person can gain in eight minutes. I think we admitted some great people as a result of doing multiple mini interviews. We probably also dodged some people we didn’t want by doing it that way. Who would have thought it would work so well? But it really has.

Liaison: How do MMIs help you quantify the “soft skills” required of students and physician assistants?

RE: Probably everyone we interview is smart enough and talented enough to get in. Yet who’s going to be a really good practitioner? That calls for an entirely different set of skills than simply being smart enough to practice medicine. Do you care? Are you

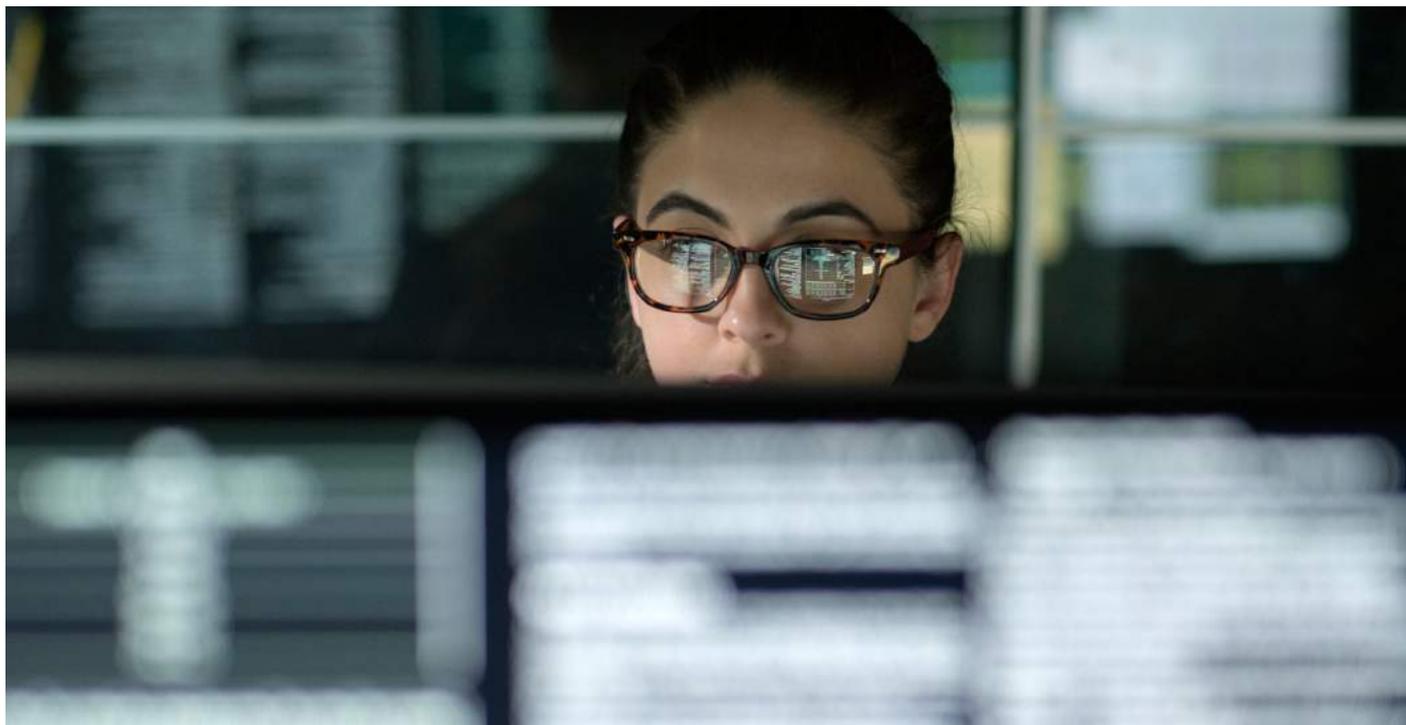
someone who puts the patient and their needs ahead of your own? This interview format gives us the ability to ask questions that require candidates to shed light on who they are as people. We ask them what they would do in various types of difficult situations. What if someone just received a horrible diagnosis and they’re crying, and they’re about to go out to their car? You realize they should not be driving. What would you do? How do you think about people? Do you really care? We get some very interesting answers to questions like that.

Liaison: Do MMIs have any inherent shortcomings? If so, how do you address them?

RE: If there is any shortcoming, it’s just the fact that each interview only lasts eight minutes. But we’ve discovered that first impressions mean a lot. We had one applicant who looked amazing on paper, but then he came in, and all eight interviewers panned him. And that saved us a slot in the class that could be given to someone else.

Liaison: Could you describe the scoring model you built using Liaison’s WebAdMIT to complement your MMI initiatives?

RE: We used WebAdMIT to create a score that takes into account both the interviewers’ input and the candidate’s GPA, work experience, etc. That allowed us to see, on a one-to-one basis, how candidates rank against each other. But sometimes we took candidates who didn’t rank as high because there was something very compelling about them that we learned about during the interview process. ■



Admissions Services Ensure Business Continuity for Your Admissions Office

Why do more than 31,000 programs at over 1,000 campuses use Liaison's admissions technology? The support services offered by a CAS are unparalleled in the admissions space. In the realm of application processing services, Liaison physically receives and scans transcripts, helping schools go paperless. This speeds packaging completion and decision times, allowing your institution to reclaim headcount and focus enrollment efforts on reaching the next level.

As Liaison processes supporting documents for over 2.5 million applications annually, we've met the market's substantial demand for this admissions benefit by expanding our staff and developing proprietary software solutions, enabling us to scale our services to meet the needs of a continuously growing number of academic institutions. Our expansion in staff support and software solutions has also enabled us to seamlessly add entire university systems to the CAS platform, such as public university networks in California, Hawaii, Montana and Indiana, and to partner with entities such as the Common App.

By processing applications for more hours per day as well as on weekends and holidays, Liaison helps you overcome your staff and time limitations. This means that each college that joins a CAS sees more applications completed sooner in the admissions cycle, allowing for you to make admissions decisions earlier and ultimately to finalize incoming classes in time for your enrollment deadlines.

By allowing Liaison to perform these back-office tasks,

your institution will protect itself from disruptive events and maintain "business as usual" admissions operations even if physical campuses must shut down their operations.

Liaison will even handle applicant support for process questions, leaving the recruiting to you. We respond to questions about progress on the application, whether materials have been received and other questions related to the online application via phone, email or chat. In this realm, Liaison:

- Processes over 2 million documents annually.
- Resolves over 1 million calls, chats and emails annually, serving as an extension of thousands of admissions offices.

A CAS can also serve as the postal point of contact for an admissions office, collecting and storing all official transcripts indefinitely electronically and in a secure physical facility for up to two admissions cycles.

The CAS platform's reporting capabilities enable you to conduct trend analyses for benchmarking and forecasting purposes — that's right, no more hunting and aggregating numbers.

Finally, unlike other admissions tools which would leave you to fend for yourself once you purchase the software, a CAS comes with the peace of mind of continuous access to Liaison's highly experienced and responsive support staff: a processing and services team for schools and programs, and for applicants, a support call center based in the U.S. ■

How to Get the Most Out of the WebAdMIT Help Center

The WebAdMIT Help Center is one of the most valuable resources that Liaison Academy offers WebAdMIT users — But are you taking advantage of all the information it contains? If you're like most WebAdMIT users, probably not. Follow this guide to get the most out of the WebAdMIT Help Center.

Getting Started – If you're new to WebAdMIT, this is the place to start. The WebAdMIT Quick Start Guides provide information on the WebAdMIT essentials such as creating a new account, understanding standard WebAdMIT terms, viewing applicant information and contacting support. CAS Program User Guides review important, CAS-specific information as you start a new cycle such as cycle timeframes, custom export field layouts and cycle enhancements.

WebAdMIT Manual – This isn't your typical 1,000-page user manual! All of the WebAdMIT functionality you'll use is categorized by topic and functionality on an interactive website. Click on a topic such as Creating Work Groups, and you'll find a how-to video, step-by-step instructions and a table of contents allowing you to jump directly to the topic you want to learn about. Find everything from Creating Users to building lists in the List Manager to calculating customized GPAs.

Configuration Portal – All of your configuration questions are answered here. How do you add a new program or copy your existing content?

It's in here! How do you add your school's logo? It's in here! How do you add conditional questions in the Program Materials section in the Fourth Quadrant? That info is in here, too! Even contact information for Configuration Portal Support is in here.

Documentation and Reference Guides – Looking for WebAdMIT best practices? Look no further as the various guides and documentation explain WebAdMIT processes and best practices. Find everything from step-by-step how-to guides to explanations on the difference between WebAdMIT sandbox, prelaunch and production environments.

WebAdMIT Training and Support – Liaison Academy is your one-stop-shop for WebAdMIT training. Participate in one of our six monthly webinars, complete an on-demand training course or watch our recorded webinars and videos.

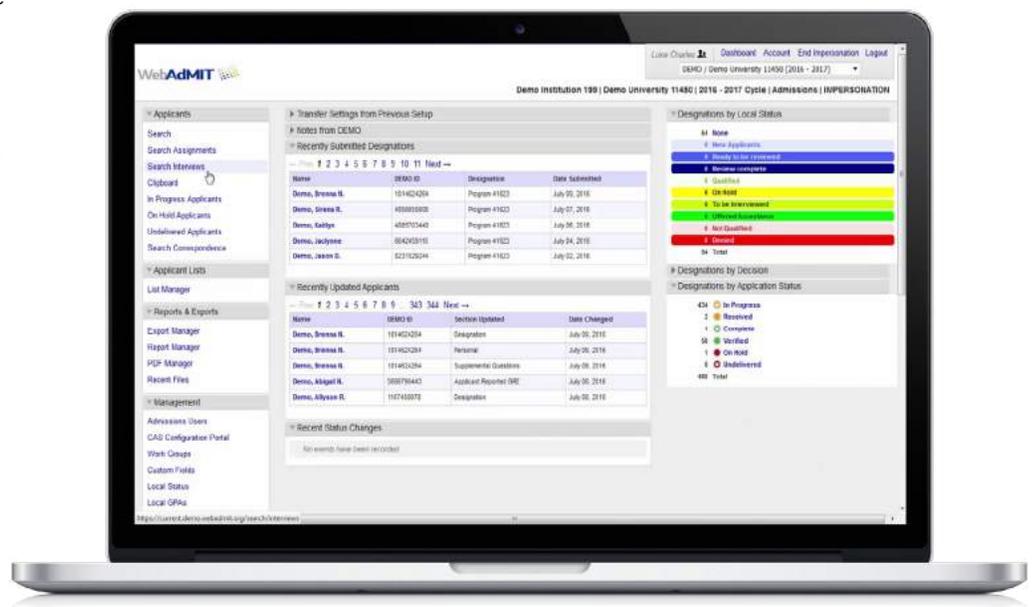


Release Notes – Our team works hard to make updates to our software every month. Descriptions and documentation for all of the new features are found in the Release Notes.



Application Programming Interface (API) – If your IT team is interested in automating data integrations between WebAdMIT and your SIS/ERP, three different guides are made for admissions users, IT analysts and IT programmers to follow. If your CAS uses the Universal Advisor Portal or Applicant Gateway, you can access specific guides on these features. Contact your Account Manager if you have any questions.

So now that you know what each section is, use the list on the next page to find information and maximize the WebAdMIT Help Center resources. ■



TOPIC	SECTION	CATEGORY
Beginners Guide to WebAdMIT	Getting Started	Quick Start Guides/Program User Guides
Configuration Portal – Copying an Existing Program	Configuration Portal	Accessing Your Programs
Configuration Portal – Configure Question Rules	Configuration Portal	Customizing Your Programs
Coupon Codes	Documentation and Reference Guides	Application Coupons Reference Guide
Custom Export Layouts	Documentation and Reference Guides	Custom Export Layout Files
Fee Waivers and Assistance	Documentation and Reference Guides	Fee Structure
GPA's	WebAdMIT Manual	Configuring GPA's
Interviews	WebAdMIT Manual	Reviewing Applicants
List Manager	WebAdMIT Manual	Managing Your Applicant Pool
Release Notes	Release Notes	2020 Release Notes
Scoring Applicants	WebAdMIT Manual	Reviewing Applicants
Sending Emails	WebAdMIT Manual	Corresponding With Applicants
Training Videos	WebAdMIT Training and Support	WebAdMIT On-Demand Courses
Transfer Settings	Documentation and Reference Guides	Transfer Settings Guide
WebAdMIT Support	WebAdMIT Training and Support	Contact WebAdMIT Support
Work Groups	WebAdMIT Manual	Creating and Managing Users

5 KEY LESSONS

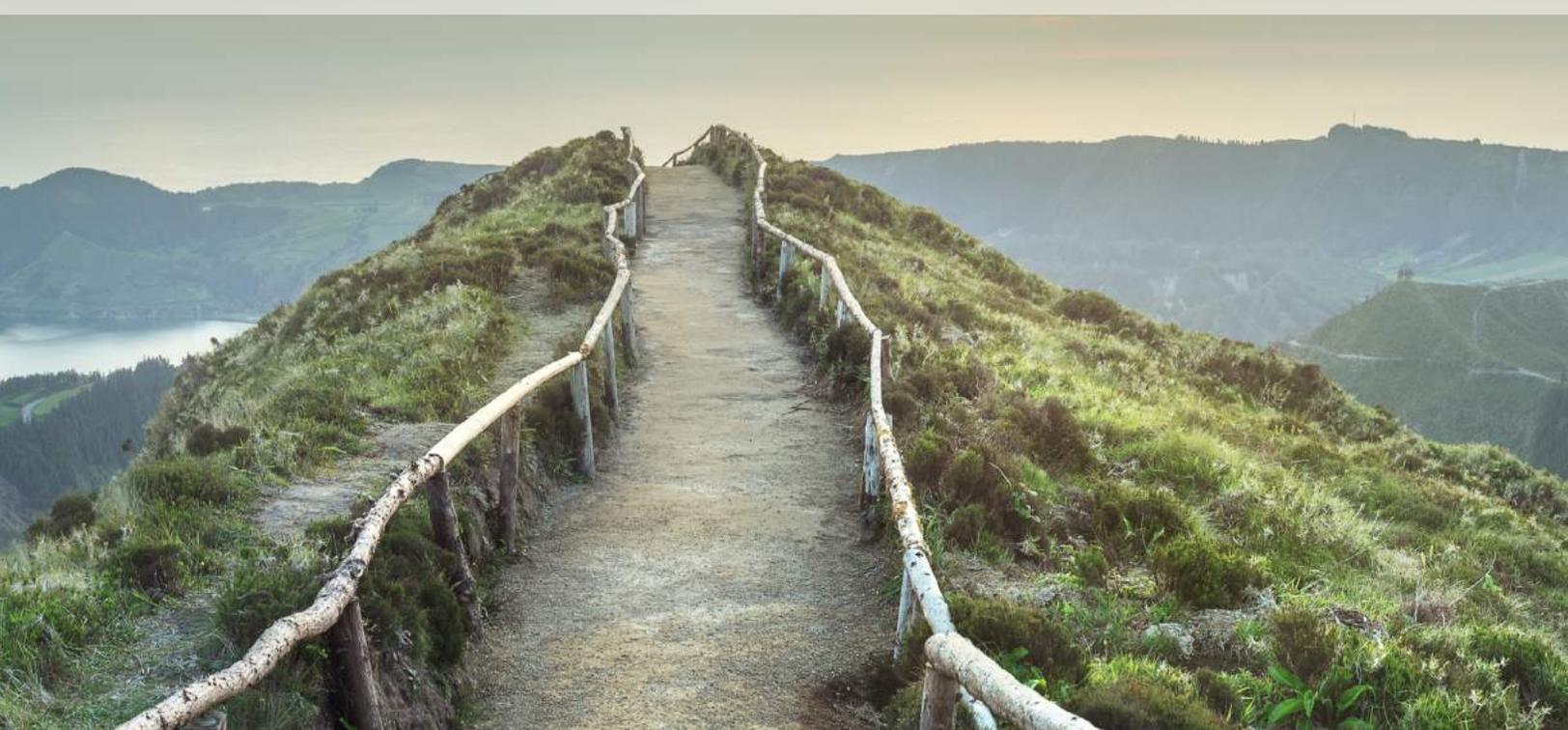
**From the 2020
Pandemic About
Overcoming Future
Global Crises**





Nobody knows when the COVID-19 pandemic will end, but it won't last forever. However, the lessons it has taught the higher education community about overcoming seemingly insurmountable obstacles will remain relevant for years to come.

Here's what admissions leaders across the country have already learned:



1

You need to get creative

Getting the attention of potential applicants was a challenge even before the pandemic. Today, with millions of Americans second-guessing their college plans and trying to manage dramatically upended lives, it's more difficult than ever.

Liaison's Enrollment Marketing Platform (EMP) makes it easier to engage best-fit students during every step of the application process by using personalized URL (PURL) pages, text messages, creative print marketing and targeted social media and email campaigns to yield better results. Liaison's marketing approach is to make messaging:

- Relevant and personal – It must speak to the student and what the student is seeking information about. No one wants to sort through a ton of content to find what is meaningful for them. Relevancy goes way beyond just using a student's name; it's about designing communications that are specific to the student, including print pieces that are mailed to the student.
- Immediate – Students, like all of us who seek information, should not have to wait a week, a day or even minutes to receive responses when they inquire. In today's world, it is all about immediacy and access to information. Colleges have historically been slow to respond to students.
- Automated – No office has the luxury of having staff who can juggle all the communications that need to go out, and invariably something gets missed. Having all communications automated ensures that students and families receive what they want, when they

want it and when they need it, freeing staff to focus on more important tasks.

For example, Kansas State University Polytechnic used EMP to increase the number of new students by 53% and enrolled more students in 12 of its 16 programs.

"We went through a period of time when millennials didn't necessarily respond to print material," said Christopher A. Smith, Ph.D., executive director of enrollment management, marketing and financial aid at the University. "But that's changing, especially with younger millennials. So, I wanted to find one strategic partner I could work with throughout the entire 15-month lifecycle of my admissions process. Liaison was the right fit. Using their variable print services really separated us from the rest of the pack."

2

Moving online increases efficiencies

Rick del Rosario, former director of admissions and recruitment, believes the COVID-19 outbreak could result in an "effective new approach that could entail not only a greater emphasis on online courses but also a move toward cloud-based processes in admissions. Admissions and enrollment efforts that prioritize efficiency, as well as more sophisticated interaction with applicants, can help institutions weather a crisis."

For close to three decades, colleges and universities have used Liaison's Centralized Application Service (CAS) to save time and money while growing enrollment and simplifying admissions. With a CAS, which is available to institutions at no

cost, Liaison's clients have experienced up to a 70% reduction in time to decision and roughly a 90% reduction in manual administrative application processing tasks while avoiding the need to add headcount to manage growing application volumes.

3

Strategic partnerships can ensure business continuity

By processing applications for more hours per day as well as on weekends and holidays (virtually 24/7 during peak volume periods), Liaison helps you overcome staff and time limitations imposed by unforeseen events. This means that when your college joins a CAS, you will see more applications completed sooner in the admissions cycle, allowing for you to make admissions decisions earlier and ultimately to finalize incoming classes in time for your enrollment deadlines.

By allowing Liaison to perform these back-office tasks, your institution will protect itself from disruptive events and maintain "business as usual" admissions operations even if physical campuses must shut down their operations.

"What happens when no staffers are present in the office to review an application file that was in progress?" del Rosario asked. "Does that prospective student's application end right there? What does that mean for enrollment numbers and institutional revenue? Institutions can no longer afford delays in an increasingly

competitive marketplace where students expect immediate and personalized responses.”

4 You're stronger as a member of a community

From its earliest days, the pandemic inspired higher-ed leaders to stop thinking of each other as competitors and instead seek out opportunities to share best practices and learn from those facing similar obstacles. Joining a CAS means you'll be participating in a community of like-minded admissions professionals who are working toward goals that are similar to yours and facing challenges similar to those you face. CAS members regularly convene to share their best practices at in-person and digital networking events, such as Liaison's popular live and on-demand webinars.

Being part of a CAS community also increases your program's visibility to potential applicants.

“Because CAS put us on a platform with other universities, we were initially concerned that we might lose students who could see a list of other universities. But it actually works to our advantage,” said Robbie Melton, Ph.D., dean of the graduate school at Tennessee State University. “We found that students we had not tapped into were logging on, seeing our programs at Tennessee State University and then clicking on us. And we picked up new students.”

5 Constant change requires meaningful communication

There are still far more questions than answers about what a post-pandemic “new normal” might look like for admissions offices. Yet students and their families still want you to address their most important concerns about going to college, even if you don't have a clear picture of the future yet. You simply can't afford to keep them in the dark.

“Communicating to the students, faculty and staff is key,” said Toby McChesney, Ph.D., senior assistant dean of graduate business programs at Santa Clara University's Leavey School of Business and chair of Liaison's BusinessCAS Advisory Board. “Our students are feeling anxiety, just as much as we are.”

“All of our predictive capability has been based on historical performance,” said Erin K. O'Brien, assistant dean and chief enrollment marketing officer at University at Buffalo's School of Management. “But we don't have any precedent for what's happening right now. Since we're blind to what our yield percentages might be, I think the only thing we can do is to engage in one-on-one relationships with as many students as possible.”

Liaison's CAS and EMP allow you to do that easily, regardless of the challenges your institution is facing.

“There is nobody else doing what Liaison is doing right now in terms of their partnerships and marketing pieces,” said Dr. Smith. “Working with Liaison is like having a combined enrollment and marketing department.” ■

Pacific University Puts Experience Management Reins in Students' Hands



Pacific University was already using Time2Track when Rose Dahl became the Professional Practicum Coordinator for the school's undergraduate Criminal Justice, Law & Society and Public Health Programs. It didn't take long for her to appreciate the benefits.

"I've been using Time2Track since starting in the position," Dahl said. "My predecessor was the one who got us involved with it, and I've stuck with it. I'd been using a different time tracking tool in a previous position, so I can definitely draw comparisons."

A lack of user-friendly features was one of the main challenges she faced with her old system. Making sure that students and staff understood how to use it properly took up too much of her time. Dahl reached the point where she thought it might be more productive to keep other users off of the system altogether. Time2Track's streamlined, easy-to-use interface was a welcome change.

A Convenient Platform for Everyone

"One thing I appreciate about Time2Track is the interface. It's very clean. It looks nice, and it looks professional," Dahl said. "I feel comfortable having everyone — from students to field instructors to community partners and supervisors — use

it. The system I'd used before was very clunky. It didn't look nice, and it didn't look user friendly. I needed to be very involved in mediating my users' interactions with it. For example, I was writing instructional documents for them. It got to the point where I was making sure they were using it as little as possible, and I was the main one using it. On the other hand, Time2Track gives users the reins. It provides guidance, but they've really been able to figure it out on their own. It's very user friendly."

Enhanced Communication

Time2Track also makes Dahl's life easier by allowing staff and student interns at Pacific University to access all the time-tracking tools they require using just one easily accessible online portal.

"The fact that everything can be stored in one place and we have that archive is really nice. It takes away a lot of worry or concern I may have about organizing those things on my own. I don't need to maintain as many computer or Dropbox files and label everything. With Time2Track, everything is cataloged in one place, including assessments and records of where we've placed students and when. Students can submit hours and get them approved. It just makes communication more streamlined," Dahl said. "I love that

aspect of it. Communication between users is much more automated. That saves a lot of time for me and for the students and the field instructors as well."

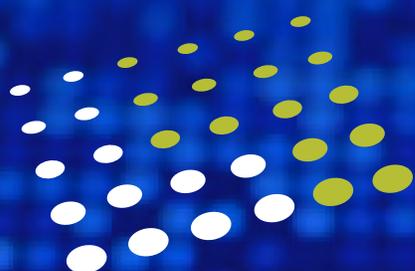
She added: "Time2Track works well for us. If somebody were in a similar program, I would definitely recommend it. It's meeting my needs, so I could definitely see it meeting the needs of other folks in similar situations." ■

With Time2Track, Pacific University:

Provides superior services for student interns, field instructors and staff through a single, convenient, user-friendly interface

Enhances efficient communication by automating all aspects of time tracking as well as reporting of internship hours and approval

Positions itself as a best-practices role model for other colleges and universities that still rely on outdated and resource-consuming time tracking strategies



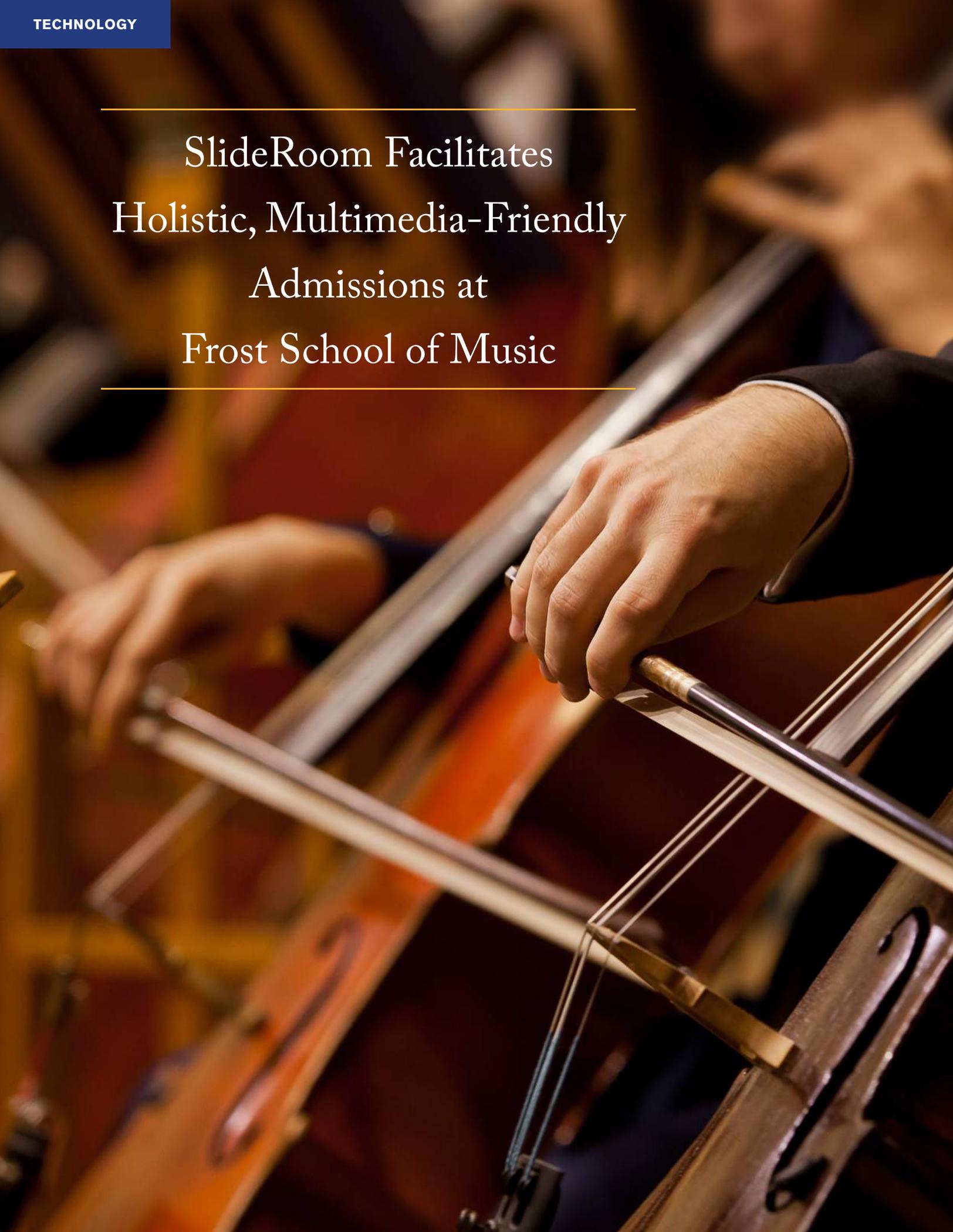
2020 VIRTUAL
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SlideRoom Facilitates
Holistic, Multimedia-Friendly
Admissions at
Frost School of Music



FROST

SCHOOL OF MUSIC

UNIVERSITY OF MIAMI

In the arts, it's natural for academic programs to strive to transcend traditional metrics for admission, such as GPA and test scores, and to incorporate application components that amplify a prospective student's actual artistic capabilities. With this in mind, it's no surprise that the University of Miami's Frost School of Music recently announced that it has adapted its admissions requirements to allow high schoolers to decide if they would like to submit SAT or ACT scores with their auditions and portfolios.

But what specific tool is powerful enough to simplify the capturing of non-traditional application components?

The University of Miami's Frost School of Music found their solution in Liaison's SlideRoom, the comprehensive system for accepting and reviewing application forms, references, portfolios and payments in one secure location, streamlining the application and review process for everyone involved.

"As an administrator who manages the process, I've been very happy with SlideRoom," says the Frost School's Director of Admission and Recruitment Karen Kerr, who was met with cassette tapes and DVDs when she assumed her position 13 years ago but quickly decided to digitize the collection of multimedia application components. About six years later, the Frost School further elevated and modernized its

application process by introducing SlideRoom.

For applicants, Kerr describes SlideRoom as "a very easy tool to use. It walks you through step by step, saying 'here are the questions' and 'here's where you upload your media.' It's very easy for an applicant to go online, answer a few questions and submit the application. There aren't multiple steps they have to go through; everything's very visible."

On the administrator's side, she says, "Going digital and having everything online really made a huge difference and made it easier for faculty to access materials if they were on the road going to a gig, or to a music convention. Everything is organized in a way through the queues that I can really easily manage who gets to see what."

From the Frost School's perspective, streamlining application processing goes beyond logistics. It also helps the school on the strategic front by supporting the adoption of a standard known as "holistic admissions" — a process that complements the evaluation of quantifiable academic metrics by looking at the admissions process in a new way, often featuring unconventional application requirements such as auditions or portfolios. In other words, it's exactly what most arts programs are seeking to accomplish.

"Sometimes, multiple sets of faculty members need to review the same person's application so that we can get more input about all the different aspects of what's going on, and SlideRoom makes that easy to manage," Kerr says. "It's a one-stop-shop and very accessible."

How, more specifically, does SlideRoom work?

First, applicants are directed to a branded site, where they're greeted with the school's logo, colors and messaging. Applicants can preview all of a program's application instructions and requirements before getting started.

On the institution's side, programs create their own application and reference forms with SlideRoom's

According to Kerr, SlideRoom helps advance the implementation of holistic admissions both by facilitating collaboration on application review and creating a smoother system for accepting multimedia application materials.

drag and drop form builder. Live previews help programs compose questions, help text, question types and input requirements. Answers to application questions can be used to segment pools of applicants and control how data is exported.

Programs collect letters of reference directly from teachers, mentors and other third parties. When applicants make the request during the application process, an email is sent containing a summary of the situation and a link to a private portal for adding their feedback. References can be provided as plain text, PDF upload or an evaluation form.

Regarding multimedia materials, SlideRoom can accept images, audio, video and interactive content like 3D models and environments. SlideRoom also accepts embedded media from YouTube, Vimeo, SoundCloud and SketchFab.

Finally, SlideRoom fosters collaborative decision-making by dynamically creating applicant segments and automatically assigning them to committees or individuals for review. Evaluation features include custom scorecards, tagging, commenting, highlighting and status flags.

The result is a win-win situation for applicants and administrators, says Kerr.

"It made applying so much easier and more accessible that it might have encouraged some students to apply because they saw how easy the process was," she says. "You just go online and upload your videos. And since it facilitates the application review process so nicely, it did make it easier for us to go through and make decisions on students." ■



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How Enrollment Can Benefit From the Cloud (universitybusiness.com)

Rick del Rosario, former director of admissions and recruitment and current associate vice president of enrollment management solutions at Liaison International, believes institutions can no longer afford delays in an increasingly competitive marketplace where students expect immediate and personalized responses. "If the Coronavirus's outbreak has taught the higher ed sector anything so far, it is to expect the unexpected for the foreseeable future. While campus operations continue to shut down for the remainder of this semester, institutions need to stay ahead of the curve by assuming that this public health crisis will also threaten next year's enrollment numbers. This is not pessimism; it is realism and practicality."



Coronavirus's Implications for Higher Education and Innovation (mercurynews.com)

Toby McChesney, Ph.D., is the senior assistant dean of graduate business programs for the Leavey School of Business at Santa Clara University and chair of Liaison International's BusinessCAS Advisory Board. He recently co-authored an article with Robert Ruiz, Liaison's vice president of strategic enrollment, exploring what the Coronavirus outbreak means for U.S. universities in the long term. "Moving forward, colleges and universities can introduce a number of specific strategies to offset the impact of declining enrollment from China. These include developing closer relationships

with local community colleges or smaller colleges that serve large numbers of international students; cultivating and/or subsidizing international student alumni networks, including by sponsoring events where alumni can interact with prospective international students; and expanding recruitment efforts in under-represented countries from an enrollment perspective, particularly Latin America and Africa... Even amid a confounding public health episode that often feels out of academic institutions' control, colleges and universities cannot afford to fall short in the quest to maintain robust international enrollment. Our campuses have an urgent responsibility first to understand the gravity of the Coronavirus crisis, and subsequently to implement creative solutions."

What's Next for Higher Education? (universitybusiness.com)

Former admissions leader and Liaison's Vice President of Sales Michael O'Connor, recently wrote that the pandemic will compel institutions to continue selling applicants on the inherent value of a degree while nurturing them through the application process with frequent and thoughtful communication. "The critical thinking skills and well-rounded subject matter knowledge that students acquire on campus will be more essential than ever in a world starved for problem-solving and actionable strategies," he said. "Higher education will play an unprecedented role in driving economic growth... Another encouraging sign for higher education is that despite the industry's natural inclination to resist change, the process of getting students in the door has benefited from consistent innovation, and it will continue to advance for as long as the educational technology community commits to supporting the journey. Three (or even two) decades ago, admissions professionals lived in a world ruled by pencil and paper. Today, cloud-based solutions routinely alleviate the steep

cost and burden of manual application processing. The surge in remote work will only amplify the appeal and necessity of taking admissions operations fully paperless."

How B-Schools Will Change After the Pandemic (poetsandquants.com)

Robert Ruiz, former admissions leader and current managing director of Liaison's BusinessCAS community, recently wrote, "In a world constantly in flux, the most important realization business schools can make today is that they should not — and will not — return to a pre-pandemic state of affairs." His list of "inevitable long-term changes for graduate management education (GME)" begins with a prediction that online learning "will be divided into tiered, variably priced academic portfolios — such as a top tier featuring courses taught by tenured faculty and industry leaders, a middle tier taught by junior faculty and covering a narrower range of subjects and so on." He also believes: cloud-based admissions and enrollment solutions will continue to become the industry standard even after admissions offices reopen; decreased institutional bureaucracy will lead to quicker, more agile decision-making and; some U.S. programs' "major markets for international students will substantially decline." He added: "With large conferences on hold, communities like Liaison's BusinessCAS will step in with a more intimate, collaborative and robust professional networking experience." ■

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



How to Find Your Best-Fit Students: Tips on Leveraging the Fourth Quadrant

Regardless of how long you have been using a Liaison International Centralized Application Service (CAS), taking full advantage of the “Fourth Quadrant” is an indispensable way to create the most meaningful and efficient applicant experience every year.

The Fourth Quadrant, which is the final stage of the CAS application process, allows you to create questions and generate responses about program-specific requirements that vary from student to student. As a result, applicants and admissions professionals only need to concern themselves with information that is directly related to their specific program interests and qualifications. (The first three steps in the CAS application process involve the collection of personal, academic and supporting information.)

Within each CAS, the Configuration Portal is the tool you use to set up the Fourth Quadrant to address your unique program needs and elicit related information from applicants. To make sure you can take advantage of every opportunity a CAS provides, Liaison’s on-demand webinar, “The Fourth Quadrant: Best Practices for Configuring CAS,” highlights several important Configuration Portal features. Each is designed to help you build a better class while making the application experience more intuitive and relevant for everyone involved.

Here are some features you should know about:

“Power tools”

There are numerous resources currently in the Configuration Portal, referred to as “power tools.” For example, they give you the

ability to create conditional questions (i.e., those with “show/hide” rules), program- and school-level questions and automatic fee waivers. Soon, new power tools will also allow you to establish rule-based deadlines, document upload capabilities and automatic program eligibility validation.

This will allow you to improve data quality and avoid asking applicants unnecessary questions. It will also eliminate the possibility of applicants making choices that are not available to them.

Automatic program-level fee waivers

You can now create a rule in the Configuration Portal that will grant an automatic fee waiver if an applicant meets the criteria you established. (For example, “Are you or any member of your family currently an alumnus?”) You can define an unlimited set of rules for each program.

Applicants will receive an automatic application of the waiver at checkout, reducing the administrative overhead associated with coupon management and distribution.

More extensive “extended profile” questions and responses

The Extended Profile feature in the Configuration Portal allows you to request even more detailed information about your applicants that may affect their ability to enroll. (For example, “Are you an international student?”)

This provides you with the ability to customize each application experience, such as by changing subsequent questions and program listings based on the student’s profile.

Better state residency information gathering

This recent upgrade makes it significantly easier to ask all applicants to all programs a series of state residency questions and to subsequently download that information into your student information system. All you need to do is configure the questions once at the organization level and then apply them automatically to all programs.

More efficient management of rolling entries

To prevent students from selecting an entry term after that term has already started, you can now establish a program- or organization-level “hide option after” rule. This eliminates the ability of applicants to see information about each term after a predetermined cut-off date of your choice.

Additional Fourth Quadrant features give you the ability to:

- Track applicants to the right program — and away from programs for which they are not eligible.
- Employ richer applicant portal email templating.
- Receive additional support for special transcript instructions and overlapping/non-traditional cycles.
- Benefit from enhanced electronic transcript partnerships and workflow.
- Allow real-time direct feeds of CAS data and documents to other systems on campus.

To learn more about using your CAS’s Configuration Portal as efficiently as possible, watch Liaison’s on-demand webinar, [The Fourth Quadrant: Best Practices for Configuring CAS.](#) ■



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