AACRAO

Advancing Global Higher Education

2017 U.S. Chief Enrollment Management Officer Career Profile

Contents

Foreword

Enrollment management is still a relatively young profession in higher education. While certainly more common in the United States, its birthplace, its roots can only be traced back to the 1970's. In the 1980's, practice began to expand in parts of the American higher education sector. In 1990, there was enough practice in the field that Hossler and Bean[1] were able to describe it and categorize administrative structures that were emerging across the sector. What seems commonplace today, with half of all institutions deploying a chief enrollment officer, has really only become so in the past 15-20 years.

Understanding our profession is deeply important to its future. To cite Clayton Smith, we must "apply SEM to SEM" in order to understand how our field is progressing and how it will progress in the future. The heart of SEM is data and this study allows to us understand the demographics and work experience trends in a young and still-growing profession. As we begin to describe its current state, we can also identify the gaps in our profession. We have made great strides in gender balance but still have far to go in achieving diversity in our field. We are nomadic, often moving from one institution to another to climb the career ladder of enrollment management. We are also ambitious and restless, two qualities revealed here that describe many successful enrollment managers I have known.

This is an important study in advancing the professional development of enrollment leaders in the United States and abroad. By understanding the characteristics of our practitioners, we are better able to understand how to continue to inspire and challenge them, to educate and develop them and to anticipate their career patterns in the future.

Tom Green, Ph.D.
Associate Executive Director, Consulting and SEM
AACRAO

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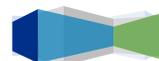
[1] Hossler, D., and Bean, J. (1990). *The Strategic Management of College Enrollments*. San Francisco, CA: Josey-Bass.

Executive Summary

This is the second AACRAO chief enrollment management officer report. The first was completed in 2014 and was limited to U.S. institutions; this iteration was not. Although the respondents are predominantly from the United States, there are also respondents from Canada, Australia, China and Qatar. The AACRAO career profile series consists of reports on chief enrollment management officers, chief admissions officers and registrars. The two primary purposes of this series of reports are 1) to build a longitudinal understanding of the career profile and position responsibilities for these three positions; and 2) to provide those seeking an equivalent position an understanding of the typical career path for doing so.

We would like to acknowledge those who responded to the survey. Thanks to their willingness to share their time, demographics, career paths and current responsibilities, this report provides a *quantified* look at the functions and career paths of chief enrollment management officers.

The survey consisted of five sections:
- Current position
- Career path
- Career aspirations
- Current portfolio of responsibilities and levels of involvement for each
- Demographic information

From the 329 survey participants, we have concluded that a chief enrollment management officer (hereafter usually CEMO) likely:
- is almost equally likely to identify as a male or female
- identifies as non-Hispanic, white
- is at least 45 years old
- holds a master's degree
- has been in higher education his/her entire career to date
- has been in their current CEMO position less than five years
- reports to the chief executive
- came to their current CEMO position from another position in the same institution
- serves on a wide variety of committees
- leads or participates in nearly every student enrollment related function at their institution
- likely to have a position title that includes "vice president"

More than 80 provided "words of wisdom" (firsthand comments, observations, opinions, and advice) based on their experience in the position, and seven volunteered to provide their own story with the following themes in mind:
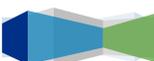
- "A Day in the Life"
- "My Story So Far"
- "If I Could Do it Over Again"
- "Wow, I Wish I Knew That Before Becoming a CEMO"
- "My Path to the CEMO Position"

From the words of wisdom and personal stories, it is clear that the chief enrollment management officer position is complex, data-centric, and involves building and maintaining positive relationships throughout the institution. A willingness to relocate to gain different experiences throughout your career is important for one seeking a CEMO position. It is an increasingly challenging position given current enrollment trends. The CEMO position can also be very rewarding personally and professionally. Select words of wisdom are shared throughout the report, and the remainder are included in their entirety in Appendix D.

Interestingly, what we learned anecdotally from the email call for assistance to the AACRAO primary contacts is that unlike the registrar and chief admissions officer positions, a fair percentage of institutions reported not having a single position that fits the role as defined below. The lack of a single position with these responsibilities does not appear to be limited to institutions of a particular size, type or control. In order to more accurately understand the prevalence of this position, a supplemental question was added to the September 60-Second Survey asking whether or not the institution has this position. From the 943 institutions responding to the question, 45% indicated their institution *does not* have a single position that fits the CEMO definition as provided. The percentage without a CEMO position is just about 50% even when looking at institution types independent from one other. However, the larger the institution, the more likely the position exists. Private-proprietary institutions are less likely than public or private, not-for-profit institutions to have a CEMO position. Overall, this is interesting data in and of itself given the current highly competitive enrollment market in the United States and elsewhere: just 34% of U.S. colleges report meeting their new student enrollment targets for this year[2].

Dr. Tom Green, AACRAO Associate Executive Director Consulting and SEM had these thoughts about the CEMO role,

> "Some institutions do not employ a CEMO and employ a structure where the chief admissions officer and the chief records officers may be one in the same; this is most frequently seen in community college administrations. This person typically reports to a Vice President of Student Affairs or the Vice President of Academic Affairs. In other institutions, the Director of Admissions has broad authority for enrollment strategy and may work collaboratively with other institutional officers on student success and retention. Still other institutions have not yet adopted a CEMO administrative structure due to limited size, funding or awareness of the options of these structures, which have emerged in just the last 30 years in American higher education. CEMO structures are even

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[2] https://www.insidehighered.com/news/survey/2017-survey-admissions-directors-pressure-all-around

American Association of Collegiate Registrars and Admissions Officers, Washington D.C.
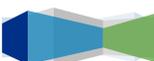
more uncommon outside the United States, where SEM is just beginning to take hold as a strategy for institutional enrollment health."

Methodology

The survey was sent electronically to a list of Higher Education Directory (HED) members who were flagged as director of admissions by the HED manpower code "84" and was supplemented by sending it to AACRAO primary contacts asking for their assistance to identify the CEMO at their institution if the primary contact was not the CEMO. A primary challenge in disseminating this survey is the lack of a clear title for this position. Unlike other executive-level positions (e.g., Chief Development Officer, Chief Academic Officer, Chief Financial/Business Officer, Chief Information Technology Officer, Chief Facilities/Physical Plan Officer, etc.), the higher education directory does not have a manpower code for Chief Enrollment Management Officer. The best matching descriptor is the "Director of Enrollment Management" who "Plans, develops, and implements strategies to sustain enrollment. Supervises administration of all admissions and financial aid operations." The higher education directory extract included members with wide-ranging titles such as Coordinator for Enrollment Services, Vice President for Enrollment, Associate Vice President for Enrollment Services, Dean of Enrollment Management and Assistant Director of Enrollment Services.

To confirm the validity of the selection criterion, the first question in the survey was designed to confirm that participants were identified correctly as the CEMO of their institution. The AACRAO Strategic Enrollment Management advisory group defined the role as follows:

> "*The chief enrollment management position is responsible for developing and implementing comprehensive strategic enrollment management efforts focused on retention, recruitment, and admissions. The position often has direct managerial responsibility and oversight for key enrollment units and enrollment services of the institution and is responsible for strategies that focus on retention and completion, recruitment and student success.*"

This question was required of respondents and the survey discontinued for anyone who responded "No." Response was minimally incentivized by offering those who complete the survey a chance to win one of ten $25 Visa gift cards.

Characteristics of Current Position

In this section, the CEMO positional context was examined within his or her institution. Among the respondents, 56% are responsible for undergraduate enrollment management (EM), 6% for graduate EM, and 38% for both undergraduate and graduate EM. Two-hundred and seventeen (217) different position titles were reported by the 329 respondents; the nine most common, in order from highest reported use to lowest, are:
- vice president for enrollment management
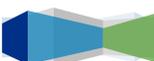
- vice president of enrollment management
- associate vice president for enrollment management
- registrar
- vice provost for enrollment management
- dean for enrollment management
- dean for enrollment services
- director of admissions
- university registrar

As we surmised in our 2016 career profile of chief admissions officers, some chief admissions officers are also the institution's chief enrollment management officer (e.g., director of admissions).

The position typically requires a master's degree (75%), followed by a doctorate (14%) and a bachelor's (10%). These values differ by just a couple of percentage points from the 2014 data. Just two respondents reported "Other," and one required a JD. The response percentages also did not vary to any notable degree when differentiated by institutional size, type or control.

The 2017 data on time in current position, reporting line, reporting division and number of chief executives served while in the current position is all very similar to data from 2014. Almost six in ten report serving in their current position for fewer than five years (Figure 1).

Figure 1: Years in Current Position

- Less than 5 years — 58%
- 5 to less than 10 years — 20%
- 10 to less than 15 years — 12%
- 15 to less than 20 years — 5%
- 20 or more years — 4%
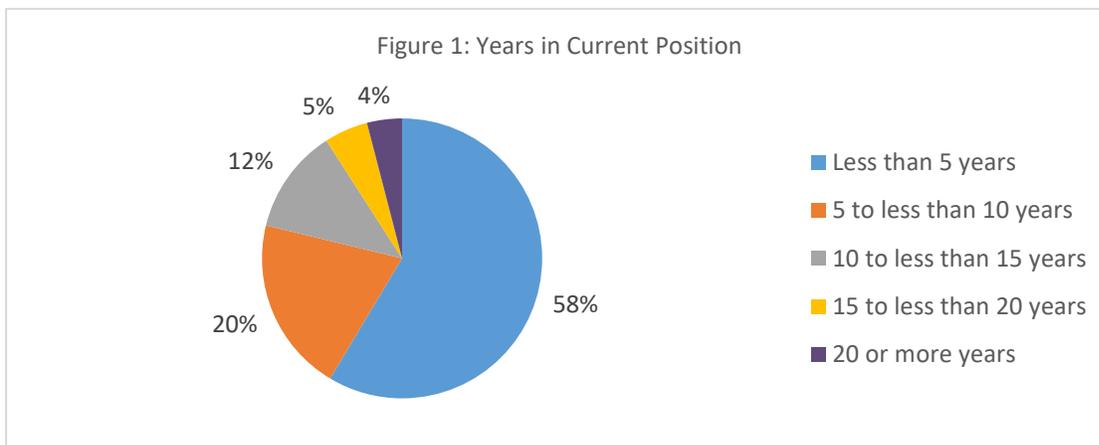
About half report directly to the chief executive position (president, chancellor or other institutional equivalent), while 9% report to a position not proffered in the survey (Figure 2). Other reporting positions include vice chancellor for academic affairs, dean of the faculty, dual report to provost and president, dean, deputy head university services and registrar. Most report to the division of the chief executive, followed by academic affairs and student affairs (Figure 3).

Figure 2: CEMO Reporting Line

Chief Executive (President, Chancellor, or institutional equivalent)	52%
Provost	24%
Vice President/Chancellor	15%
Other	9%
Associate Vice President/Chancellor	1%
Assistant Vice President/Chancellor	0%

Figure 3: CEMO Reporting Division

Chief Executive (President, Chancellor, or institutional equivalent)	41%
Academic Affairs	27%
Student Affairs	14%
Enrollment Management	12%
Other	5%
Institutional Advancement	1%
Business Affairs	0%

Those in the 5% who provide other reporting divisions list, among others, the following as alternatives to the response choices in the survey:

- student services and retention management
- academic affairs and student development
- enrollment management and student affairs
- student services
- academic strategy
- vice president of external affairs, communications and K-12 partnerships.

Given that most have been in their current position less than five years, it is not surprising that more than half have only reported to one chief executive in their current position (Figure 4). In this sample, slightly more have a formal reporting relationship with the faculty senate, or institutional equivalent, than in the 2014 sample (12% vs. 8% respectively) and slightly less have an information reporting relationship (41% vs. 47%). Just 13% have voting rights on the faculty

senate compared to 12% in 2014. Two-thirds note that their position is part of the executive leadership team, similar to 2014.

Figure 4:Number of Chief Executives Served in Current Position

- One
- Two
- Three
- Four
- More than 4
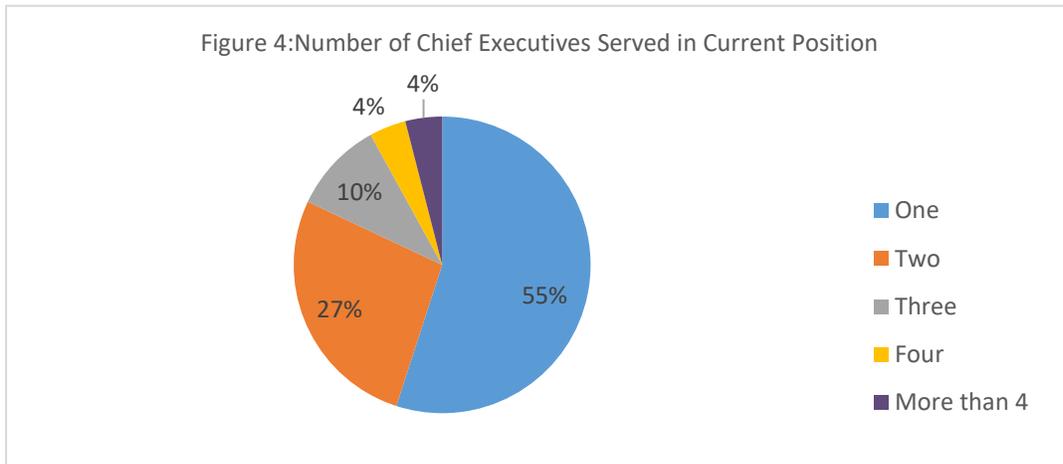
Building strong, positive relationships across the institution and being collaborative in any enrollment (recruitment or retention) initiatives is critical to an individual's professional success, as well as to the success of recruitment and retention initiatives. Cross campus participation in planning and/or implementation creates buy-in, shared ownership, and common understanding of institutional recruitment and retention goals. It is imperative that student affairs leaders do not overlook the power of partnership within one's own college or university.

Alicia Moore
- Dean of Student Enrollment Services
- Central Oregon Community College

Deepen your understanding of and comfort with analyzing data. Practice transparency even when (especially when) there's bad news. Don't ever lose sight of why you got into this field in the first place. Be a creative problem solver, and remember that each institution has its own culture, practices, nuances; what worked one place may not somewhere else. Develop thick skin, and surround yourself with colleagues, supervisors, and staff members from whom you can learn and who aren't afraid to kick the tires with you (and push back).
- Laurie Koehler
- Vice President for Enrollment Management and Retention
- George Washington University
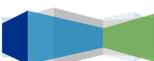
Career History and Mobility

In this section of the survey, CEMOs were asked what percentage of their career has been in higher education, from what position they moved into their current role, at how many institutions they have been employed, and whether or not the size, type and control of institutions varied from their current institution. We also specifically asked if this CEMO position was their first position in higher education.

Similar to 2014 data, most have spent their entire career in higher education, but 6% came to the CEMO position without any previous higher education experience (Figure 5a). Within the 19% in this sample who have not spent their entire career in higher education, two-thirds have spent more than half of their career in higher education, one in four between 25% and 49% of their career in higher education, and one in ten less than 25% of their career in higher education.

Figure 5a: Career Path

- My entire career experience has been in higher education
- My career has been spent moving in and out of higher education
- This position is my first in higher education.
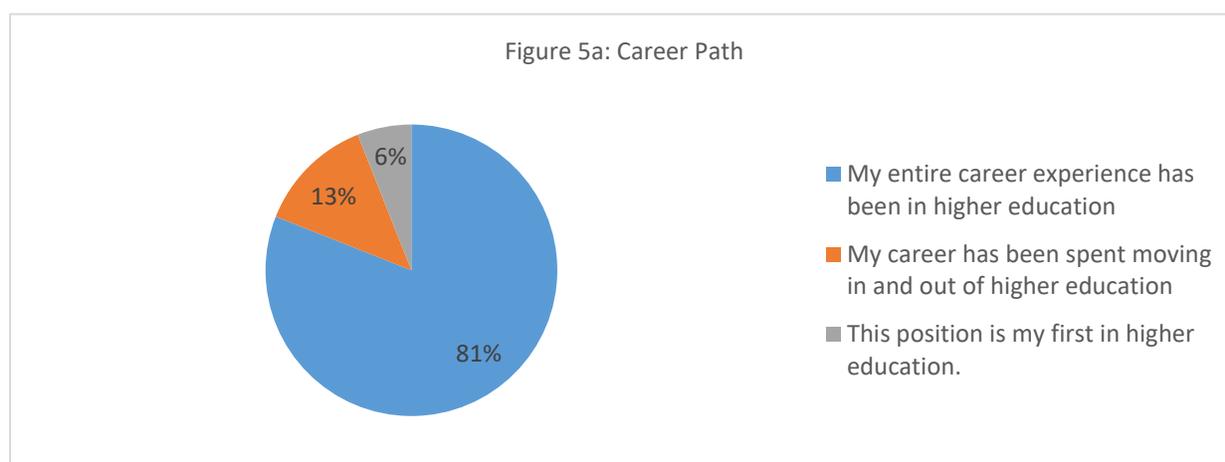
The career path is widely varied for those landing in a CEMO position having never been in higher education. Among these individuals' previous experiences are:
- church ministry
- state government work – clerical
- military training
- K-12
- secondary education – religion
- health care including mental health care
- professional golfer and oil executive
- research scientist at federal research laboratory
- theater
- marketing coordinator and proposal writer – architecture
- entrepreneur
- adjunct course designer
- office and business manager for small privately-owned business

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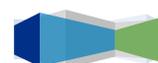
Not unexpectedly given the senior nature of the CEMO role, two-thirds in this sample have 20 or more years of experience in higher education (Figure 5b).

Figure 5b: Years of Experience in Higher Education

- Less than 5 years — 1%
- 5 to less than 10 years — 6%
- 10 to less than 15 years — 10%
- 15 to less than 20 years — 18%
- 20 to less than 25 years — 24%
- 25 years or more — 41%
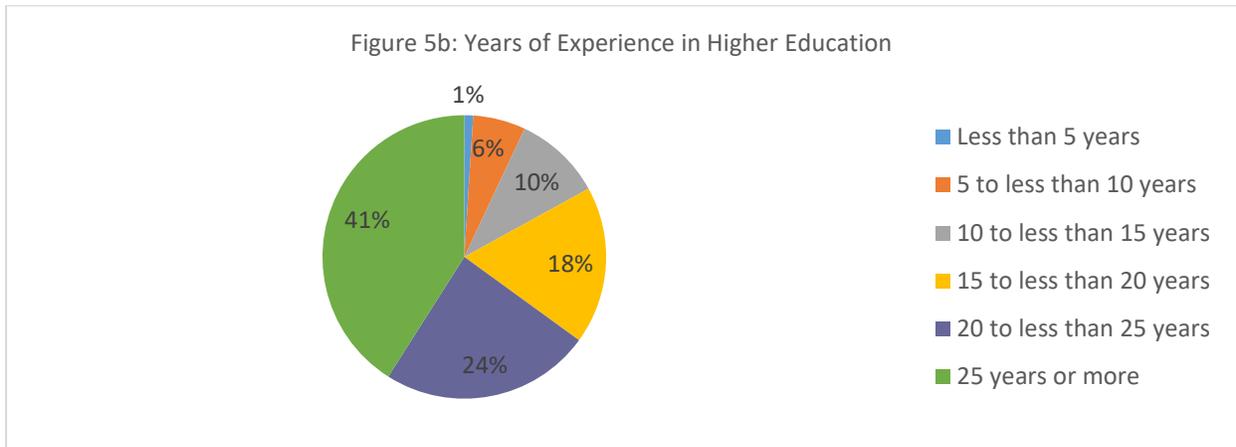
Among those who had prior experience in higher education before assuming the CEMO position, 29% came from another CEMO position, and 47% from another position at the same institution (Figure 6). From these data, it appears that lower division-only institutions are more likely than other types of institutions to promote from within. These data points also suggest that more likely than not one must either already have experience as a CEMO or be from the institution seeking a new CEMO to be selected for the position. This can be a challenge for those who have not previously held a CEMO position and are seeking one from outside the institution.

Figure 6: Position Held Immediately Before Current CEMO Position

- From another position in the same institution. — 47%
- From a Chief Enrollment Management Officer position at a different institution. — 29%
- From a different position at another institution. — 20%
- From a position at a higher education related organization (not a college or university). — 1%
- From a position outside of higher education. — 2%

Additional data identifying the position title of those promoted into the CEMO position from within compared to those selected externally would perhaps provide further insight into the apparent challenges of moving up to a CEMO position as an outsider. An examination of whether or not external applicants without previous CEMO experience were also attempting to

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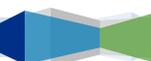
change institutional type, size or control in addition to assuming their first CEMO position would also be useful.

Among those who held a non-CEMO position in higher education immediately before the current CEMO position, one-third came from admissions and/or recruitment, 16% from another position in enrollment management, and 15% from an area not listed in the response choices (Figure 7). Compared to 2014, fewer report coming from enrollment services (7% in 2017 compared to 21% in 2014). The path for those who selected "other" was varied. Examples include:

- business improvement
- marketing
- academic affairs
- external relations
- advancement
- campus vice president
- student services
- special projects reporting to the chief executive
- program coordinator
- college dean
- orientation and student success
- strategic planning
- faculty

Figure 7: Higher Education Area of Employment Immediately Before Current CEMO Position

| Area	Percentage
Admissions and/or recruitment	34%
Another position in enrollment management (not a chief…	16%
Other	15%
Student affairs	9%
Enrollment services	7%
Registrar	6%
Faculty	6%
Financial aid	5%
Advising	1%
Information technology	0%
Institutional research	0%
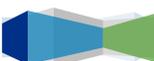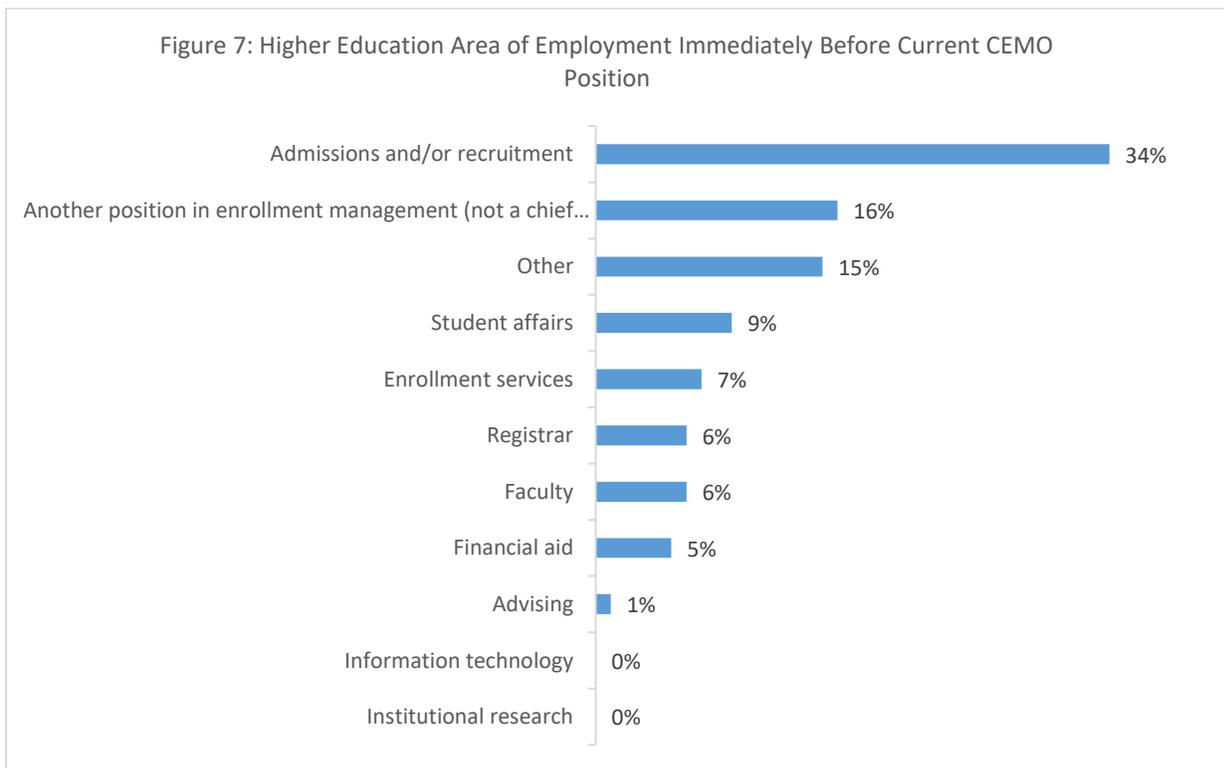
In general, those who currently hold a CEMO position have been highly mobile in their careers. Nearly all CEMOs in this sample have worked at more than one institution (Figure 8). In 2014, the percentage of those who had worked at more than one institution was 80%; in this sample that percentage is 85%. We asked respondents to indicate the size, type and control of any other institutions at which they have been employed excluding their current institutional size, type and control. This series of questions was designed to use this data as a proxy for understanding if there are any limits to career mobility across and between institutional characteristics among those in the CEMO career path. Those currently in the CEMO position have a wide variety of institutional experience (Appendix B). The data indicates that there does not appear to be much of an impedance to moving between institutions, regardless of size, type or control.

Figure 8: Total Number of Institutions at Which CEMO has been Employed
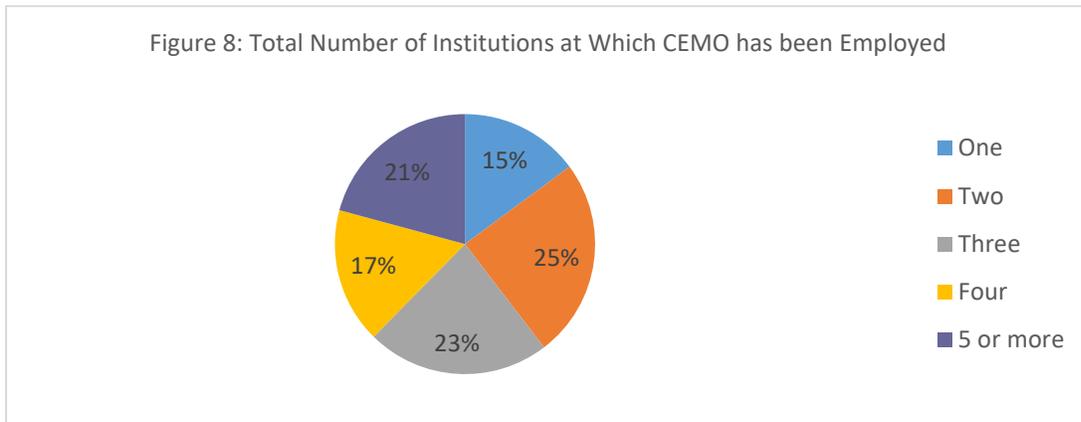
Expectedly, the number of institutions at which a CEMO has been employed is correlated with their years in higher education (Figure 9). Thirty percent (30%) of those with 25 or more years in higher education have worked at five or more institutions. None of the three respondents with less than five years in higher education reported the number of institutions at which they have been employed.


Figure 9: Percentage of Respondents Working at Multiple Institutions Over Years in Higher Education
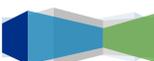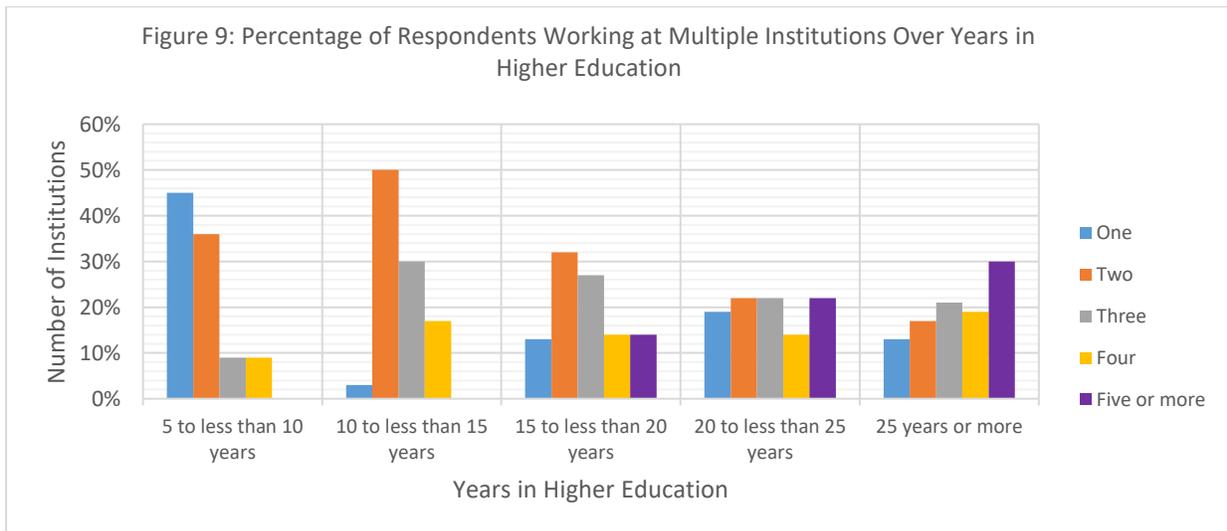
Portfolio of Responsibilities

Based on 2014 survey commentary responses, feedback from the AACRAO Research Advisory Board and other higher education experts, this iteration of the survey includes an expanded section on the portfolio of responsibilities in an attempt to more accurately capture a typical CEMO portfolio.

In 2014 the survey contained a list of five committees from which to choose. This year, that number was increased to seven plus the option to list other committees via text entry. Interestingly, the percentage of CEMOs who serve on their institution's strategic enrollment management (SEM) committee increased by 11% from 2014 to 2017. One could surmise that this increase is due to a rise in the number of institutions that have a SEM committee over 2014, rather than a change in the responsibilities of a CEMO position.

Figure 10: Service on Committees

Committee	Percentage
Strategic enrollment management	93%
Recruitment	80%
Student success/retention/completion	77%
Strategic planning	72%
Technology	36%
Academic policy	32%
Student disciplinary	20%
Other	18%
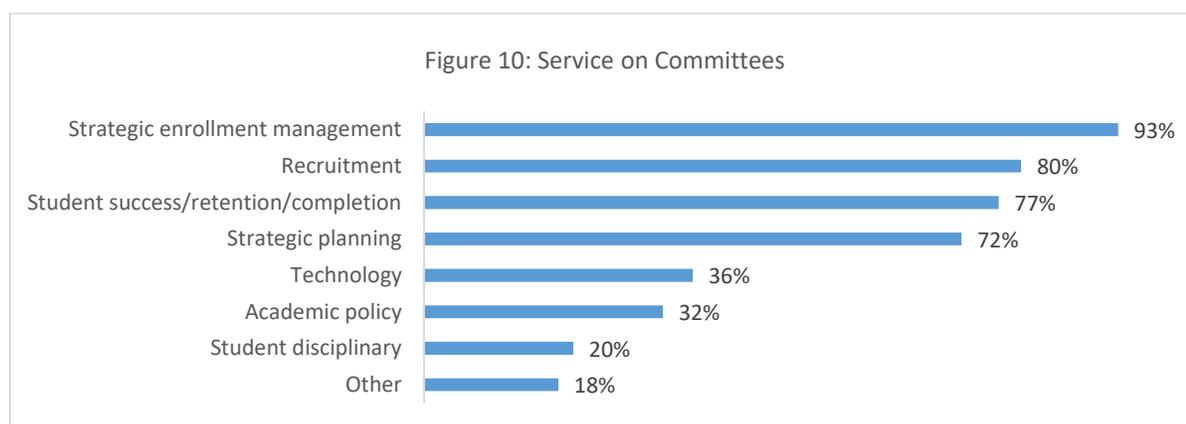
Eighty-eight other unduplicated committee names were provided by respondents as part of the "other" response choice (Appendix C). Some of the more frequently used descriptive terms in the list of other committees are:
- budget
- tuition
- scholarship
- financial aid
- diversity
- planning
- appeal

Table 1 displays a list of 19 enrollment related functions and a descriptive label of the level of involvement for each. The questions in the survey associated with these data were designed, in part, to serve as a surrogate for asking about time-on-task for each of the functions. The highlighted cells for each row indicate the highest percentage of respondents for each function. Levels of involvement are defined as follows:

- **Responsible:** not a delegated function
- **Supervise:** delegated and supervised
- **Participate:** neither supervise nor delegate but influence decisions related to that function
- **Inform:** relate information about a function but have no decision making influence or authority
- **N/A:** none of these

Table 1: Portfolio of Responsibilities						
	Level of Engagement with Function					
Function	Responsible	Supervise	Participate	Inform	N/A	Total
New student recruitment	27%	65%	3%	4%	1%	325
Admissions processing	21%	70%	6%	2%	1%	325
Records and registration	14%	45%	17%	15%	9%	325
Financial aid	15%	62%	9%	10%	3%	325
Retention/student success/completion	16%	28%	43%	10%	3%	325
Institutional research	3%	6%	45%	34%	12%	325
Academic planning	2%	4%	43%	37%	14%	325
Academic advising	4%	19%	24%	36%	17%	325
Academic skill support (e.g., tutoring)	2%	11%	16%	40%	31%	325
Career services	2%	15%	11%	37%	35%	325
Institutional marketing	13%	14%	54%	13%	6%	325
Identifying institutional enrollment goals	65%	13%	20%	2%	1%	323
International admission	18%	55%	11%	7%	9%	323
International recruitment	14%	52%	11%	9%	15%	323
International student services (current students)	6%	23%	25%	27%	20%	323
Identifying academic college/department enrollment goals	24%	14%	38%	14%	10%	323
Veteran educational services	7%	35%	18%	21%	19%	323
Territory management	13%	58%	8%	3%	18%	323

From the results, one can conclude that in general the CEMO position is complex, spans a wide-range of enrollment related functions, and has considerable supervisory responsibility. At the same time, one can also conclude that the CEMO position does not have a single fixed, or nearly fixed, portfolio of functions and level of engagement per function that define the role. This is evidenced by the distribution of responses across levels of involvement for each function.

The data appears to support the inference that CEMOs spend a high percentage of their time providing leadership for complex functions of the institution, working with data for planning and decision making, supervising others, and participating in committees. The words of
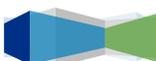
wisdom and personal stories shared throughout this report provide qualitative data for the same conclusions.

> If you don't love data, at least learn to like it a lot. If you don't like it, you may not want to pursue this path. Data is the key to the current landscape of Enrollment Management. It can tell a story. Learn how to collect it, analyze it and use it to explain your university's past, current and future enrollment story. At some universities you can hire someone else to do a lot of the heavy lifting, but at the end of the day, you need to be able to translate that into a story that leads to strategic action for your campus.
>
> James Smith
> - Vice President for Enrollment Management
> - Mount Vernon Nazarene University
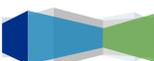
Career Aspirations

Almost four in ten intend to make a career change in the next three years (Figure 10). Although one-third are undecided what that move will be, 20% will seek a chief executive position; 19% plan to retire; and 16% will seek another CEMO position (Figure 11). For those selecting "other" as their response choice, several indicated they will seek to become a consultant. Other post-CEMO career choices include:
- desire to remain in educational setting working with first-generation students
- expanded scope of responsibilities.
- foundation work
- registrar
- retire and then consult
- serve as interim
- work with the registry

Figure 10: Percentage and Count of Timeframe for Next Career Move

- Less than one year
- 1 to 3 years
- 4 or more years
- Don't know or undecided

Figure 11: Next Career Move

- Chief executive
- Another Chief Enrollment Management Officer at a different institution
- A different administrative position
- Faculty
- Work outside of education
- Retire
- Don't know or undecided
- Other

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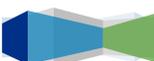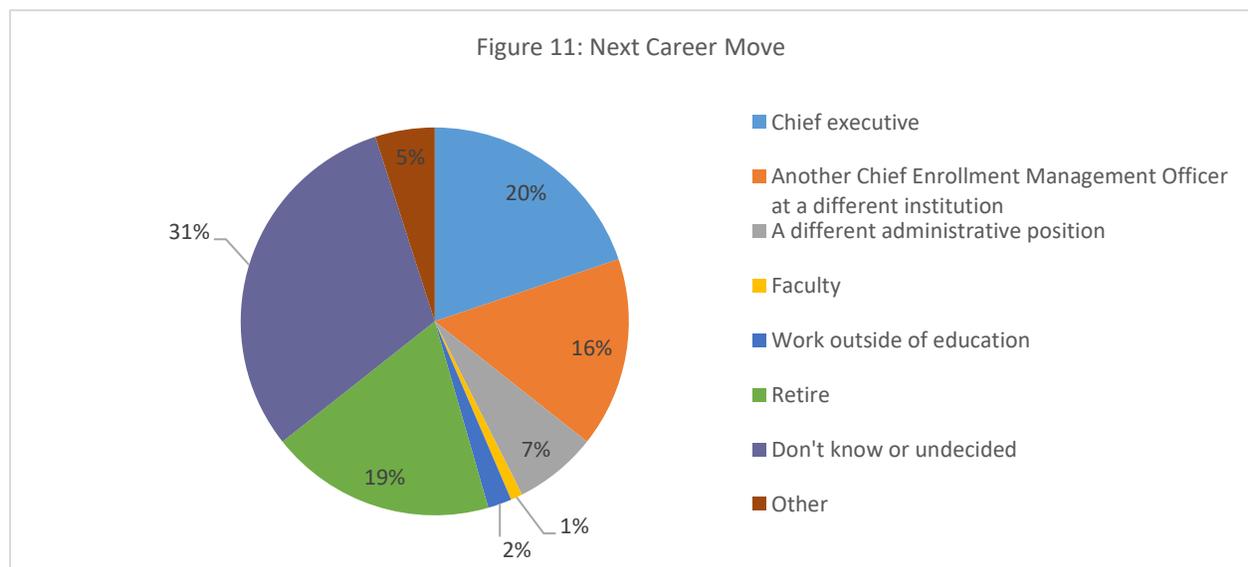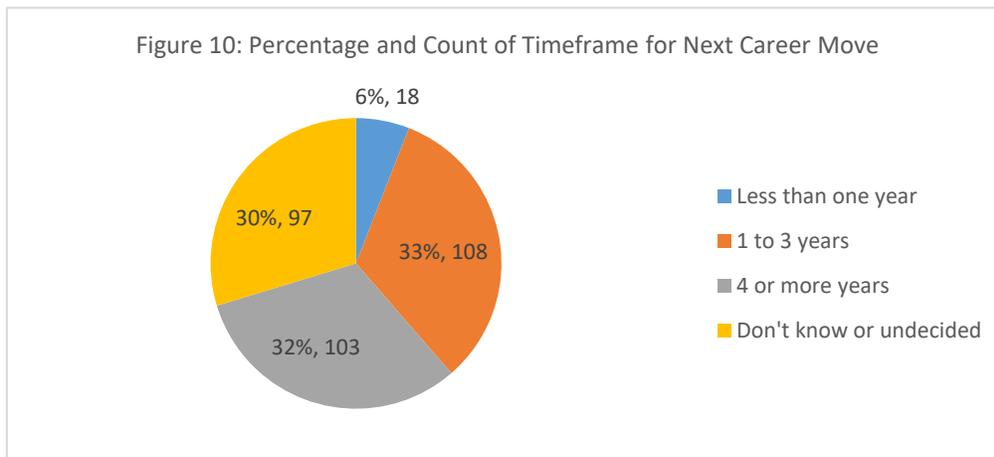
A look at the next career move data over time-to-next-move provides an insight into the possible percentage of CEMO vacancies that can be expected over time (Figure 12). While just a few (20) plan to make a career change within the year, 108 plan to do so in one to three years, and that is among the sample of 329 current CEMOs. One could extrapolate from this data that it is possible that almost 40% of all current CEMOs are planning to change careers in the next four years. When examining what the number is for all Title IV eligible, degree-granting institutions in the Unites States[3] which are assumed to have a CEMO position, minus the percentage who seek another CEMO, there could be 748 CEMO vacancies in the next four years.

Figure 12: Time to Next Career Move over Next Career Move

Legend:
- Chief executive
- Another Chief Enrollment Management Officer at a different institution
- A different administrative position
- Faculty
- Work outside of education
- Retire
- Don't know or undecided
- Other

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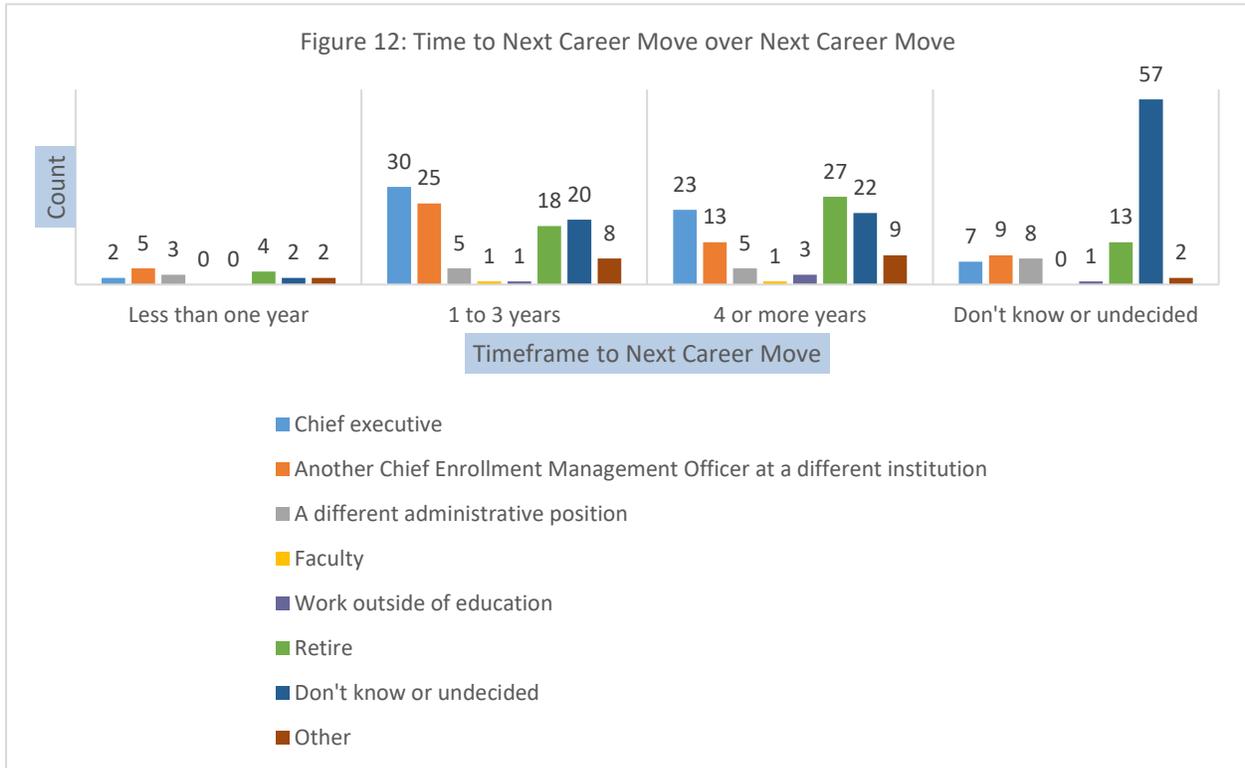
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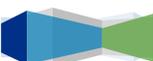
Demographics

The 2017 sample is slightly older than the 2014 sample where almost 50% were between the ages of 40 and 49. CEMOs today are likely to between 45 and 54 years old (Figure 13). The gender identity and ethnic/racial profile of the CEMO population did not noticeably change from 2014. Slightly more than half identify as male; almost nine in 10 self-identify as white; and 3% identify as Hispanic or Latino/a (Figure 14 and Figure 15).

Figure 13: Age

Less than 30	30 to 34	35 to 39	40 to 44	45 to 49	50 to 54	55 to 59	60 or more
1%	2%	10%	14%	23%	20%	16%	14%

Figure 14: Gender Identity

| Man	Woman	Trans* or Transgender	A gender identity not listed here	Prefer not to answer
51%	48%	0%	0%	1%
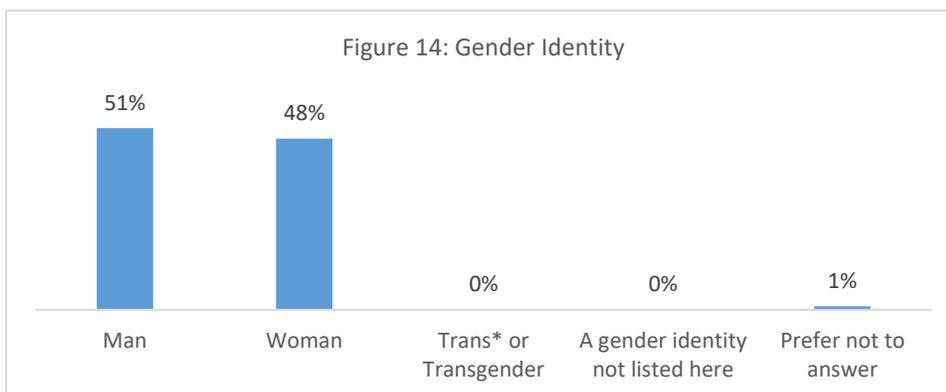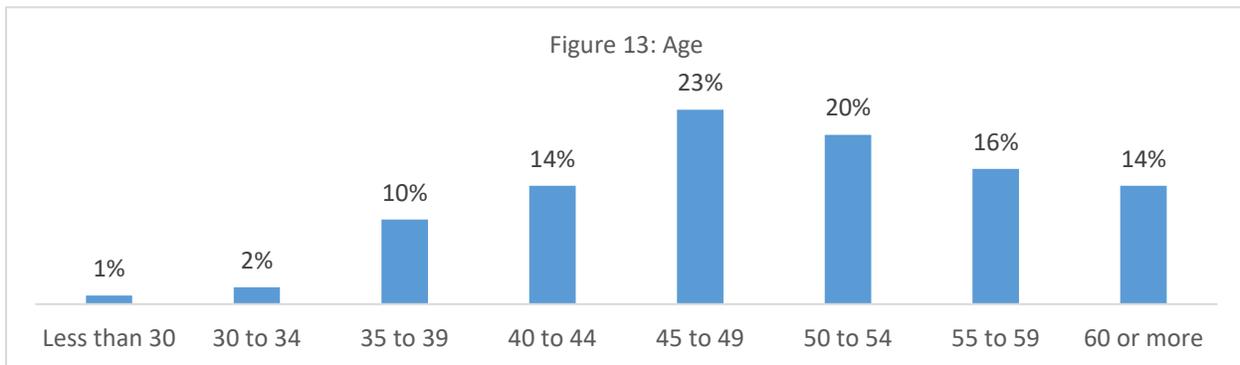
We should never forget that we are engaged in a truly privileged profession in that we guide young students as they embark on their higher educational careers. The responsibilities of admission professionals are great considering shifting demographics, rising costs and student and parental debt. However, the rewards of witnessing the incredible growth of students from convocation to commencement far outweigh the challenges with which we are confronted.

Thomas Redman
- Vice President of Admissions and Financial Aid
- Endicott College
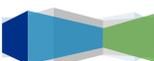
Most hold a master's degree (Figure 16). Twenty-seven have completed a degree since starting their current position as CEMO, and of those, most (16) earned a doctorate; others completed a master's, a certificate in advance study, and the SEM-EP certificate from AACRAO.

Figure 16: Level of Educational Attainment at the Time Current Position was Acquired

Bachelor's — 9%
Master's — 57%
Doctorate — 32%
Other — 2%
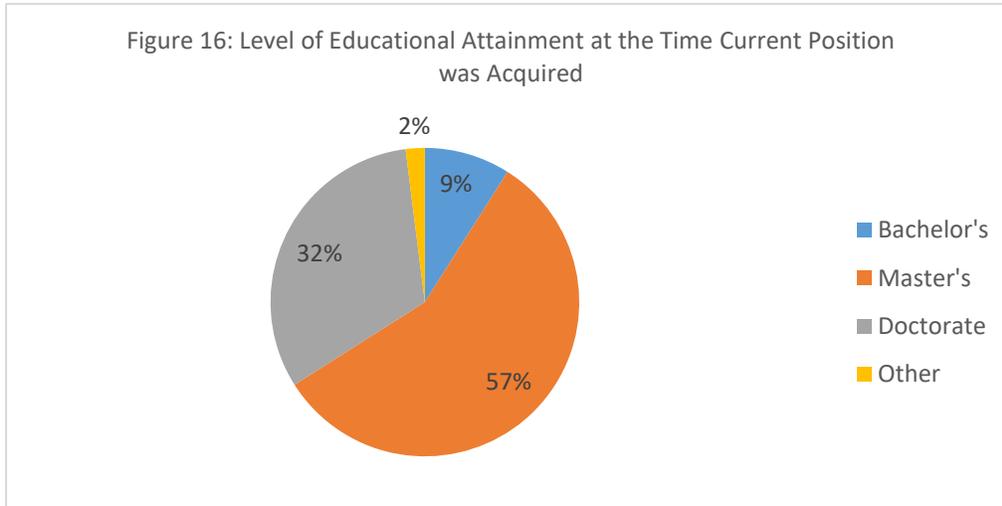
> The enrollment officer career path is ideal for those who enjoy strategic thinking, understanding how processes interrelate, and working with data. Being able to work with enrollment technology and capture and communicate data are increasingly important in the role as higher education shifts with the external trends.
> Patrick Elliott
> - Associate Vice President for Enrollment Services
> - Harford Community College
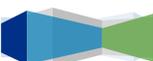
Stories from the Field

The stories that follow are from current and former chief enrollment management officers. They volunteered to provide a deeper insight into the experience of being a CEMO.
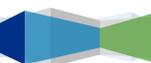
University of Pittsburgh Bradford

beyond expectations

I Wish I Knew That before Becoming a CEMO

James L. Baldwin, Ph.D.
Vice President for Enrollment Management
University of Pittsburgh at Bradford

More and better are not synonymous nor are they mutually exclusive.
Think about the recent research that you have read. Remember advice that a consultant gave you. Recall discussions at a committee meeting. How often does the question of more or better come up? Sometimes the answer is either more <u>or</u> better, and sometimes the answer is more <u>and</u> better. However, more often than not (or is that better often or not), the answer is not more or better but <u>different</u>. For example, we don't need more or better advertising; we need different advertising. We don't need more or better student services; we need different student services. Until we really understand our problems and, more importantly, our constituencies and their needs, we can't answer the question of more or better (or even different).

Don't sacrifice the good for the perfect (aka something is better than nothing).
Trying to find the perfect solution can often lead to paralysis and lost opportunity. Too often, the long search for the perfect solution results in an outcome that doesn't really address the original problem. The simplest solution is not always the best one, but (1) it is a good place to start; (2) it is better than nothing; and (3) the simplest solution is usually easiest to assess and modify.

Use your data and avoid data paralysis.
First, review the data you already have. Second, resist calls for more data because, "It might be *interesting* to know that." Before you hunt for new data, ask, "Is it actionable?" At some point (and you will sense when), enough data is enough. Don't let your data (and all of the efforts to collect and analyze it) become nothing more than a binder on a shelf. Use it, or stop collecting it (unless it is an accreditation or other requirement).

There is no silver bullet...there isn't even a silver buckshot.
There is no single solution to most enrollment management problems. For example, when analyzing attrition, we know and must convey that each student has a unique set of challenges, obstacles, hopes and fears. Each student will have had a different set of expectations and experiences. Usually, we impact attrition in terms of fractions of a percentage point at a time.

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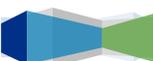
Negotiate: don't just accept the sticker price.
When was the last time you paid the sticker price for a new or used car? When was the last time you negotiated the price or deliverables for an enrollment management project? Why not? If you are uncomfortable asking for a lower price, then ask for more deliverables for the same price. More often than not, your vendor or consultant will be happy to oblige.

Everything comes out of a box. However, your institution is likely from a very different box.
Whether it is software, a proposal, a plan or advice, it likely started with a template. Be prepared to change your business practices, processes, coding, and lingo if you use any product out of the box. Invest enough time to explore and understand the changes (and the resulting impacts on your organization) that you may have to make to accommodate implementation. Challenge consultants, vendors, and firms providing services to truly understand your organizational culture and processes before you sign on the dotted line. Share the unique, odd, or quirky ways in which you do business right up front--those are things that can derail a project.

BUENA VISTA UNIVERSITY
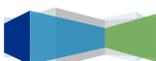
My Story So Far

Mike Frantz
Vice President of Enrollment
Buena Vista University

Twenty years has gone in a flash. Many days I still wake up yearning to be that rookie admissions counselor again. It was a time when I, in many ways, controlled my own destiny. If I made enough phone calls, wrote enough notes, was persuasive enough in my presentations, interviews and conversations then I'd hit my goals.

Then, everything changed. Successes led to promotions, promotions led to new adventures, and new adventures revealed other opportunities. In the process, my daily contact with prospective students seemed to decrease, paperwork and meetings increased, and my understanding how to reach and motivate high school students diminished.

When there was a home phone for every student, it was usually answered and, if not, when you left a message someone often called back. Caller ID didn't even prevent people from picking up the phone too often. Today, with a phone in every pocket and uncountable ways to communicate, almost nobody really wants to engage in meaningful conversation. When email first appeared, it seemed only the computer science minded students felt most comfortable communicating that way, then everybody did; now nobody under 30 does.

They were simpler times. Buy junior names in the winter and spring, get an 18% return rate with one mailing. Now it is buying names from preschool and daycare centers through seniors, bombard them with emails and direct mail, and rejoice when the return is 1.5%.
The road atlas never let you down when traipsing from high school to high school. And, every little town had a high school. Mapquest was our first savior, except when we left the atlas home, missed a turn and had no idea how get back on track. Suction-cupped GPS units, followed by one on every phone, means we are almost never lost, except when we blindly follow it like lemmings to the sea. Now, our biggest challenge is figuring out which town the high school is in among the eight former, now consolidated, schools.

Today, everything seems to want to go too fast, and the desire for easy is stronger than ever. Get student athletes to commit while freshmen in high school. PPY puts aid awards in their hands before many used to even apply for admission. Hurry up and decide where you are going to college and what you want to study. Do everything you can in high school, except breathe, so the best colleges will take you.

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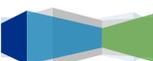
I long to again be that rookie admissions counselor in the same way I want today's high schoolers to be able slow down, take an active part in their college search, form relationships with admissions counselors, get the "fat envelope" of a positive admissions decision instead of a mass text.

So, today, when training new admissions counselors on my campus and those with whom I consult, I put my front-line recruiting cap back on. I regale them with stories from the road. I tell war stories of students won and lost. I talk about what works, or at least worked back in the day. Does it still work, or will it again work, is a question often on mind. Or, has the profession passed me by never to return again? Students I once recruited are now bringing their children for campus visits. Two generations, vast differences.
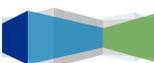
A Day In the Life…

Wendy Beckemeyer
Vice President for Enrollment Management
Robert Morris University

It could include so many unique stories: an alum who offered to sit at a college fair booth decides the cosmetology booth next to our table at the fair is too good of an offer to pass up as it includes a "free haircut, manicure and pedicure." It could be the final student needed to meet your class ends up with mono, goes home, and then comes back before add/drop because it was just a cold. It could be the trip to NASFA to learn more about financial aid that includes a stop by DMV for a copy of a license (before 911 and before I knew that the DMV didn't have access to licenses from other states) to rent a car. And, there are more. However, one of the best days in the life…goes like this.

I was in Brussels at the Fulbright Fair after a long night of travel, including switching hotels late at night. There was a bright, young student who stopped at every college fair table and handed a piece of paper to the representative at the table. Each time the representative shook their respective head, and the student, with her parents, moved on. I was looking forward to her time at my table. I wanted to know more about her story.

The young woman and her parents were from Slovakia. Her dad was an ambassador. She had a perfect GPA and very high test scores. She was the number one student at her American school. However, every college she talked to had indicated that they did not have the scholarship dollars for the full-ride she needed to attend school in the United States. She left such an impression on me, that I folded her resume, the one she gave to each representative, into my notebook.

When I returned from my trip, everyone I encountered asked me about my trip. I told them about the young woman I had met and how sad I was that she wouldn't have the opportunity to study in the United States.

Our board committee chair asked me the same question, "how was my trip?" He wanted me to talk about international recruiting as part of the agenda of our next meeting. I told him the story, and he was as moved as I was by the unfortunate likelihood that this student would not have the opportunity to study in the United States and yet she was so bright and had so much potential.

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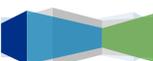
About 30 minutes after my appointment ended with the board chair, I received a call from him. He said that he and his wife wanted to make it possible for the young women I met to attend college. I cried right there. It was such a wonderful offer for such a deserving student.

Now I had to recruit her to the United States, and I did. I didn't tell her about the scholarship until I was sure she really wanted to attend our school.

Four years later, she graduated. She was the number one student in the graduating class. Her parents were there, due to the generosity of the board committee chair.

A day in the life…a lucky day indeed.

![Fontbonne University - Learn more. Be more.®]
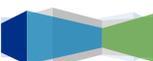
My Story So Far

Joseph Havis
Vice President of Enrollment Management
Fontbonne University

I don't think any of us intended to be in enrollment management. Certainly, if we could forecast the future or analyze the business risks, logic would encourage us to find a less strenuous path. Amazingly, we all concede that it is better to be in the fight than not have the voice.

That is at least true for me. I joined this field innocently because I wasn't convinced my law school assignment was the right step. I knew I wanted to help people, and my alma mater helped define my identity and passions, so why not help others get to that opportunity. Early in my career, I found the excitement of finding a student who didn't think he/she was eligible for admission or financially stable enough to afford it. That was all the motivation I needed. And though the environment and role that I work within has changed significantly, I am proud to say that experience is still what motivates and engages me today.

I think most executive leaders loathe the move away from students and into managing staff members and setting policy. This was true for me. But my role has provided me the opportunity to advocate on an entirely different level. Instead of supporting individual students, I am able to pave a road for our staffs and build policies for our students that put all of them in a better position, and that more than balances out the loss of working with the individual family. Most recently, I was able to pursue and implement a tuition free model for $0 EFC students in our state. I see that experience and opportunity as a culmination of my original passion combined with the leadership opportunity I have been blessed to serve in.

While one experience certainly doesn't complete a narrative over a 13-year career, it symbolizes the story so far. While this experience has been filled with twists and turns, learning experiences and challenges, if I am able to play a role in higher education that puts students and their families in better positions than they were once in, the challenges of growing enrollment in a competitive environment with changing variables is well worth it. For my colleagues, I think it is critical that we remind ourselves of this opportunity and encourage them to be bold and lead courageously. We all know the risks present in this landscape, but we aren't often enough reminded of the opportunities that are there as well.

So, as I look at how my story is playing out, I am more stressed than I have ever been. My job has never been more complex. I am tired of working within broken systems, with people that don't want to fight anymore. But I am more hopeful than I have ever been about the opportunity to provide the service needed to develop young minds to lead us to great things. And that overcomes all…
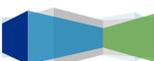
If I Could Do It Over Again

Clayton Smith, Ed.D.
Associate Professor, Faculty of Education
University of Windsor

My 31-year journey has been one that led me through practitioner, practitioner-scholar, and now to scholar. It has led me through four postsecondary institutions in two countries and roles that included such titles as assistant director of admissions, director of admissions, director of admissions and records, assistant director of enrollment services, director of admissions and marketing, director of admissions and enrollment management, vice provost, and most recently, associate professor. It has also permitted me the privilege of consulting at nearly 40 institutions, serving as the co-convener for the Canadian SEM Summit, and most recently, director of the AACRAO SEM Conference.

While this may all appear linear, it was anything but linear.

So, if I could do it over again, what would I change? Probably very little. But I might have put greater emphases on some things.

In reflection, let me suggest some areas of focus for aspiring chief enrollment management officers (CEMO) to consider.

Engage in Mentoring: Make room in your life for mentoring by seeking out mentors and becoming a mentor yourself. Mentoring is all about our need to share what we have learned and to build a pathway so others can make a difference in our profession and in the world. It involves helping colleagues become giving professionals in a world that greatly needs positive professional and ethical behaviors.

Continue your Professional Development: Never sit still. Early on, this could involve continuing your formal education by completing a master's or doctoral degree. For some, it could include competing AACRAO's SEM-EP program. Later on, it should include becoming an active member of your related professional association and to participate on committees and as a session presenter.
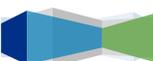
Build your Network: Networks do not just happen. They are built through colleague relationships on-campus, off-campus, and with colleagues throughout the country and world. Adopt a strategy that ensures your network is always developing and remains strong.

Collaborate: The real secret to enrollment management is to develop relationships both horizontally and vertically in your institution that will assist you in connecting colleagues to your institution's enrollment goals and strategic vision. And then to effectively communicate with colleagues so that through your collaboration your enrollment plan can be fully implemented.

Become a Scholar of your Institution's Enrollment: The CEMO needs to understand her or his institution's enrollment, and the various levers that impact it, both internal and external to your institution. You need to be the first person your president, provost, deans and department heads turn to so that they know what choices to make to enhance their enrollment. This can only be achieved by engrossing yourself in the enrollment data.

Support your Staff: One of the most important things a CEMO can do is to hire the best people possible and then to find ways to support their continued development. To do this, you must know your staff and always be asking them how you can support them in their institutional role(s). Supporting others is important.

In closing, let me offer one other thought.

Few people remain CEMOs for life. It is a challenging role that requires an enormous amount of energy and commitment. Once you become a CEMO, continue to take stock, perhaps annually, of your role and consider moving on when it is time.

I wish you all the best and hope your CEMO experience is as fulfilling for you as it was for me.

Dr. Clayton Smith, Ed.D.
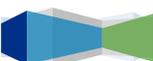
My Story So Far

Amy M Adams, Ph.D.
Vice President
Planning & Advancement

I would guess that I am like most Chief Enrollment Officers. None of us grew up thinking this was the job for me. I don't recall that being a box I could check in kindergarten as to my future profession. I distinctly remember checking 'nurse' until I figured out that I routinely passed out at the sight of blood! So from that perspective, I am very thankful I did eventually find this profession since I no longer have to worry about that occurring. So when did I decide on being a CEO? Not until much, much later. And I think I kind of stumbled onto it to be exact.

During my undergraduate days at Ohio State, I spent two years as a Resident Advisor. I truly enjoyed helping my fellow students, and it was a great way to assist in paying for my college (win-win!). So upon my graduation and not immediately becoming a high school social studies teacher like I had envisioned, I knew that working on a college campus would be wonderful. I thus went back to school with the idea that I would probably be in Student Services. As luck would have it though, my first 'real' job in higher education was as a Program Coordinator in the Registrar's Office at Northern Arizona University (where I had just completed my master's degree). Had I received a job in a different office at NAU, I might not have ever ended up as a CEO. But as luck would have it, I did.

From there, my personal journey brought me back to Ohio and Xavier University whereby I became an Assistant Registrar. From there, I became the University Registrar at Capital University. After a couple of years, I knew that to have more opportunities in higher education I would need to once again return to the classroom for my Ph.D. While I was working on my Ph.D., I stepped into the Director of Institutional Research and Assessment role. Upon graduating with my Ph.D., I then had the opportunity to become the Assistant Vice President of Enrollment Services – a position which entailed oversight of the Undergraduate Admissions office, Financial Aid office and the Registrar's Office. While many people refer to Financial Aid as the 'dark side' of enrollment services, it is actually the registrar's office. I have met very few people who started out in the registrar's area and became a CEO. However, I am truly thankful for my time in the registrar's office as well as in institutional research. This foundation has served me very well in my subsequent roles as CEO. I also stepped into the classroom as an
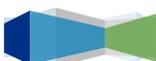
adjunct faculty member, which also added tremendously to my base of higher education knowledge.

Currently, I am the Vice President for Planning and Advancement – once again, stepping into an area where most people do not travel. I have direct oversight for admission, financial aid, marketing/PR, registrar, and all of our fundraising efforts. I continue to learn each and every day!

In terms of advice to give to others, do not be afraid to step outside your comfort zone to learn more about how your college or university functions. The interconnectedness is amazing! And there is much to gain by breaking down silos so that we can all better help our students. Being a CEO is not for the faint of heart – it is challenging and often you are only as good as the last class you recruited. But carrying out the mission of your institution should be reward enough when you see those students walk across the stage at graduation!

BRANDMAN
University
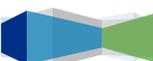
CHAPMAN UNIVERSITY SYSTEM

My Path to the CEMO Position

Saskia Knight
Executive Vice Chancellor of Enrollment and Student Affairs
Brandman University

It is hard to believe I have been in higher education for more than 40 years. Like many of my generation, entering the higher education profession was more an accident than a plan. I would like to share some of my observations.

Take risks, be flexible and be open to opportunities – more knowledge pays off

The start of my career path in higher education might have been an accident but once in the profession, I was determined to learn all I could. This meant taking a risk and being flexible about my path early in my career. You need to be willing to take a risk and relocate if need be. Each new position provides learning opportunities, which add to your overall command of the profession. This has served me well over the last 40 years. I worked at five institutions—public, private, religious-based—and launched a new university. During the first ten years, I had roles in admission, records, Registrar's office, IT and evaluations, with a career focused on becoming a Registrar. I collaborated closely with other offices such as financial aid, recruitment, student accounts, career center, alumni and student affairs. As the industry changed, I transitioned from Registrar to Dean of Student Services, then VP of Enrollment Management. The prior learning, networking and collaboration helped me develop the skills necessary to manage the offices of admission, registrar, financial aid, marketing, communications, career services, military services and more. I was able to see the connections between offices and to best optimize results.

Learn all you can about technology, demographics and the goals of the strategic plan

Our industry has changed dramatically over the years, and nothing quite so as technology. I started my career typing transcript corrections such as grade changes. We had little worries over enrollments due to the draft. Now one must be conversant in technology. Learn all you can from colleagues about key technology in their area: Financial Aid, Admission, Registrar's Office, etc. Volunteer to work on projects involving cross-functional teams, which will provide insight into the operations of other functional areas.

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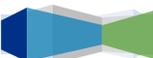
Learn all you can about the field of enrollment management; data is important. Attend conferences and network. Do you understand your institution's strategic plan? Where do your current students come from? What is their profile? Does your institutional strategic plan call for expansion? What are your goals in the next five years? What programs do you offer? Are there jobs for students completing those programs? Can you collaborate with academic affairs to prioritize program expansion? Do you know the programs you need in the next five years? Collaborate with those at your institution to ensure project success.

In conclusion, we live in a very disruptive time for higher education. We are seeing consolidation, mergers, and stress around enrollments. We focus on ways to stand out and create that unique college experience to attract students and parents. Understand your data. What is working, and what is not? Data is your friend but does not answer all the questions. You need to try things, some of which will work and some will not. I review data daily, often multiple times per day, but there are times I need to decide and move forward. Do the best to understand, have a plan and revisit the results. I would never have believed how dynamic the world of higher education would become. It is stressful, competitive, requires detailed knowledge and strong interpersonal skills in order to advocate for your position. I am still excited about my job. I get to make an impact on a student's life every day by helping them toward their goal of degree completion, career change or upward mobility. Higher education as a profession still inspires me to do better.
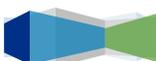
Closing

This is AACRAO's second CEMO report, and we received responses from 329 individuals, more than twice the number from the 2014 survey (n=153). From this data, a CEMO has these characteristics:

- is almost equally likely to identify as a male or female
- identifies as non-Hispanic, white
- is at least 45 years old
- holds a master's degree
- has been in higher education his/her entire career to date
- has been in their current CEMO position less than five years
- reports to the chief executive
- came to their current CEMO position from another position in the same institution
- serves on a wide variety of committees
- leads or participates in nearly every student enrollment related function at their institution
- likely to have a position title that includes "vice president"

We also learned from another sample of higher education institutions, that almost half of them do not have a CEMO position at either the graduate or undergraduate level. Dr. Green notes, "As a profession, SEM is still young, compared to admissions and records fields. It is also more widely practiced in American institutions than in any other country. Community colleges, as a sector, have begun to embrace SEM in the last decade or so but are less likely to deploy a CEMO structure. Proprietary institutions are the least likely to do so and are just now coming into SEM practices (although they have been robustly engaged in recruitment and marketing practices)."

AACRAO intentionally does not gather salary information for administrative positions because the College and University Professional Association for Human Resources (CUPA-HR)[4] completes annual comprehensive salary studies. Their 2017 Administrators in Higher Education Salary report contains salary data for CEMOs. Included below are some of the salary data points for CEMOS by select institutional or demographic characteristics.

Institutional or Demographic Characteristic	Unweighted Median Salary
Public	$146,000
Private	$161,100
Doctoral	$198,500
Master's	$147,900
Baccalaureate	$150,000
Associate's	$99,614

[4] http://www.cupahr.org/
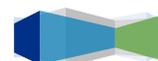
| Male | $160,680 |
| Female | $142,547 |

We intend to replicate this survey and report every three years, and welcome feedback on this one. Please direct any questions regarding this or other AACRAO reports to Wendy Kilgore (wendyk@aacrao.org), Director of Research.
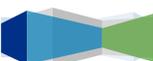
Appendix A: Participant Institution Control, Type and Size

Institution Control, Type and Size*	Count
Public	**178**
Lower Division Only	**40**
Under 1,000	2
1,000 - 2,499	9
2,500 - 4,999	11
5,000 - 9,999	12
10,000 - 19,999	6
Undergraduate	**11**
1,000 - 2,499	5
2,500 - 4,999	1
5,000 - 9,999	2
10,000 - 19,999	1
20,000+	2
Undergraduate, graduate and/or professional	**98**
Under 1,000	2
1,000 - 2,499	4
2,500 - 4,999	4
5,000 - 9,999	25
10,000 - 19,999	28
20,000+	35
Graduate and/or professional	**29**
Under 1,000	4
1,000 - 2,499	7
2,500 - 4,999	5
5,000 - 9,999	5
10,000 - 19,999	7
20,000+	1
Private, not-for-profit	**150**
Lower Division Only	**2**
Under 1,000	2
Undergraduate	**19**
Under 1,000	10
1,000 - 2,499	8
2,500 - 4,999	1
Undergraduate, graduate and/or professional	**84**
Under 1,000	10
1,000 - 2,499	34
2,500 - 4,999	22
5,000 - 9,999	9
10,000 - 19,999	7
20,000+	2
Graduate and/or professional	**45**
Under 1,000	22
1,000 - 2,499	15
2,500 - 4,999	6
5,000 - 9,999	1
10,000 - 19,999	1
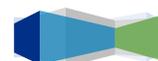
|	
Private, proprietary	**1**
Undergraduate, graduate and/or professional	**1**
Under 1,000	1
Grand Total	**329**

*The enrollment value used to delineate the institution's size category is defined as full-time enrollment plus 1/3 of part-time enrollment. AACRAO institutional size data is based on the enrollment reported by the institution to the U.S. Department of Education's National Center for Education Statistics (NCES).
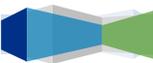
Appendix B: Career Mobility by Institution Type, Control and Size

Current Institution Type over Previous Employment at Other Instititution Types

Current Institution Type (y-axis categories):
- Undergraduate, graduate and/or professional
- Undergraduate
- Lower Division Only
- Graduate and/or professional

x-axis: 0% to 60%

Legend:
- I have not worked at an institution of a different type than my current institution.
- State system office
- Graduate and/or professional
- Undergraduate, graduate and/or professional
- Undergraduate
- Lower division only

Current Institution Control over Previous Employment at Other Types of Instititutional Control

Current Institution Control (y-axis categories):
- Public
- Private, not-for-profit

x-axis: 0% to 50%

Legend:
- I have not worked at an institution with a different control than my current institution.
- State system office
- Private, proprietary
- Private, not-for-profit
- Public

Current Institution Size over Previous Employment at Instituttions of other Sizes
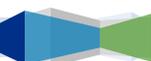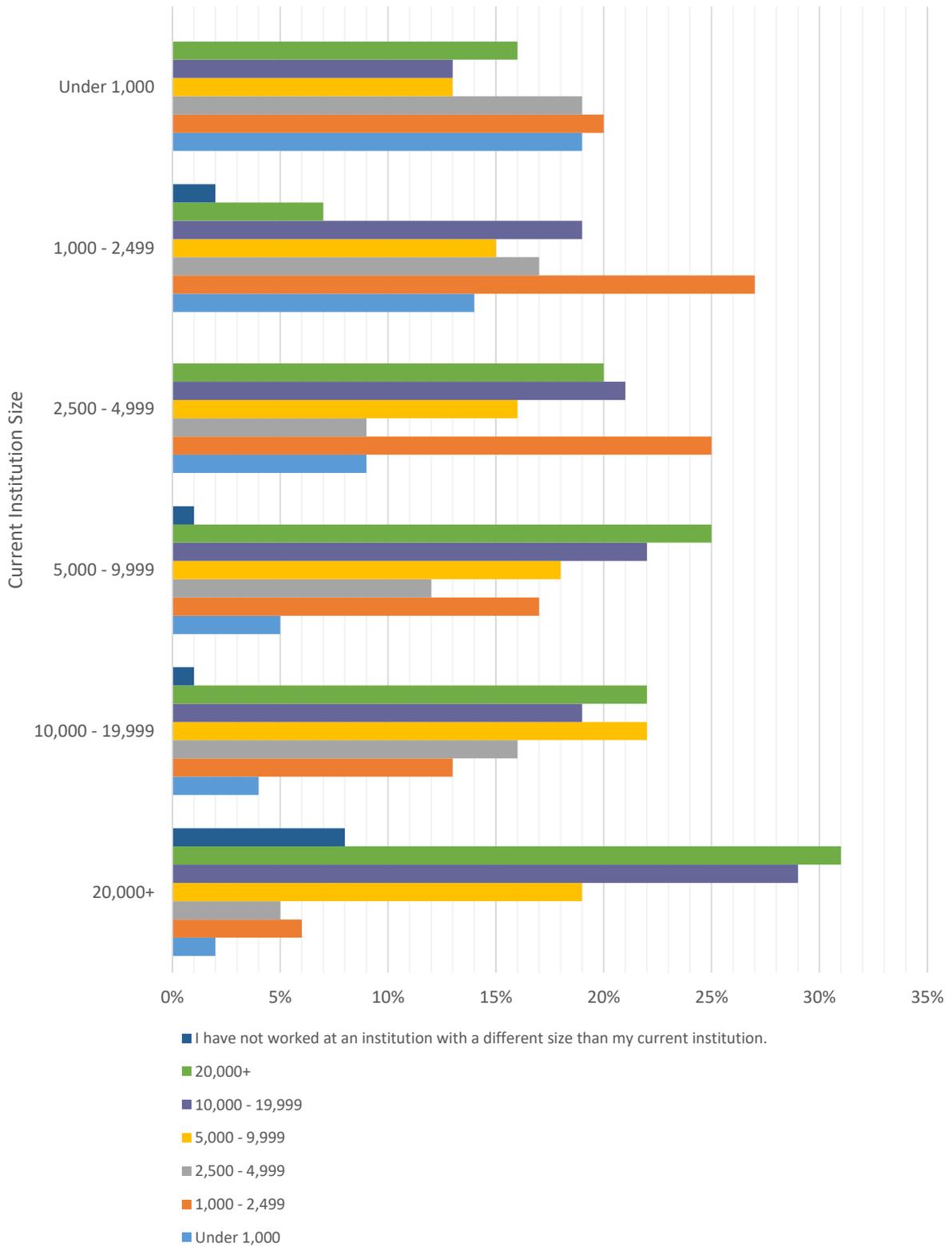
Appendix C: Other Committee Responsibilities

aboriginal education council
academic council
academic programs
academic standards
accreditation
ad hoc committees
administrative appeals/medical withdrawal
admissions
admissions appeal committee
art committee
assessment
athletics
branding committee
budget
budget and financial planning
budget and planning
budget team
campus planning
capital budget
career planning and development
career services
city partnership
communications
compliance committee
construction impact committee
counseling services
curriculum
curriculum approval
curriculum committee,
data governance
disabilities services and learning resources (tutoring and skills building)
distance learning advisory committee
diversity
diversity and cultural awareness
diversity and inclusion
diversity council
diversity, equity and access committee
dormitory
ERISA
facilities
facility planning
faculty
faculty senate committee on admissions
finance
financial aid and awards
financial aid and marketing committees
financial aid and scholarships
financial aid appeals
financial aid committee
financial budget and planning

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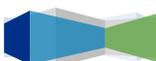
governance councils
government relations
graduate programs
graduation initiatives
health services
housing
institutional effectiveness
institutional research committee
international
just about any of importance.
management team
marketing
marketing and media relations
master campus planning
orientation
parking
pre college programs
president's advisory team
residency appeals
resource allocation and budgeting
risk and compliance
scholarship
scholarship committee
scholarships and foundation
scholastic standards and petitions
space
space allocations
staff senate
staffing
student affairs committee
student success
Title IX
tuition and fees
tuition appeals
tuition/pricing
undergraduate associate deans
university relations
website management
workforce development
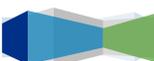
Appendix D: Words of Wisdom

Included below are all of the voluntarily provided comments, observations, opinions, and advice shared by survey respondents. Some were already included in the body of this report. A few have been anonymized so as not to identify the institution.

Young professionals should be involved in state, regional and national professional associations like AACRAO. In addition, young professionals should volunteer for opportunities on their campus to participate in activities outside their professional area. For example: volunteer for student affairs events if you serve in academic affairs.
I think it is very important to be a coalition builder, a listener and someone that has an open mind. Enrollment is tied to the work of everyone on campus, and it is a fool's errand to believe that you can do it alone.
Education is a fulfilling career. There are ups and downs as with any job but when I volunteer at graduation it is gratifying to see so many students who I have worked with over the years move on to their goals for the future. I realize that is what education is all about and why I am I chose this profession over all others.
Aggressive participation in the state, regional, and national AACRAO is essential. The networking and mentoring helps one become confident in the job. Continued participation is necessary to preserve the health and integrity of the profession and to maintain quality.
Pedigree/institutional experience (public vs. private, small vs. large) shouldn't hold enrollment managers back. Search firms helping fill these types of positions need to understand the value of going public to private, small to large or vice versa. The field seems to be stuck on stereotyping EM professionals into these specific categories.
Don't take a position as a chief enrollment officer if the position does not report directly to the president if the institution is a tuition-driven school.
It's important to delineate between facts constructed like a lawyer versus facts constructed like a scientist.
Enrollment management and marketing is a challenging and rewarding career. Success will depend on a willingness to take risks, accept change as inevitable, and think outside conventional wisdom. The way we deliver education to future generations of students, and how we make postsecondary education affordable to everyone, will be issues requiring creativity and determination.
Be prepared for change and learn to adapt. Find ways to release the stress of the position and be kind to your employees.
I encourage people in non-Admission careers to consider Enrollment Management. Maybe believe the job is Admissions+, but it's really more than that. It's about budgeting, forecasting, on-campus relationships and communication.
Listen first, give yourself time to think, have the data on hand
Accept opportunities to learn new things within enrollment management and attend conferences to become more exposed to issues you may not be aware of on your campus.
Strive to have a diversity of experiences in various offices and operations of the university.
Growing enrollment in the current climate is extremely challenging and ever increasing pressure to grow creates even greater stressors and challenges.
Recruitment and yield of new students takes a village. Make sure you involve all areas of your campus in strategies and initiatives.
Find a mentor to help you. Stay connected to professional organizations like AACRAO, attend national conferences to stay on top of best practices. Network!
Successful Enrollment Management models will include the following: 1. Focus on Student Success through the entire enrollment pipeline   2. Data Informed Decisions   3. Strategic Partnerships   4. Inspiring Service - using technology well to help employees to scale operational growth. If you can do those well - enrollment will follow.

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Uphold the institutional standards and don't compromise under pressure - it's the one trust and credibility most valued by your faculty colleagues.
Pay attention to the data
This field is truly for those who are interested in assisting students and family attain their educational goals. It's too hard of a job for someone who doesn't have the student's interest at heart.
If you have a strong need to be liked, do not become an enrollment manager because every decision that you make makes someone angry. But you will be able to shape your institution towards its goals with your work over time.
Work at a variety of types of institutions in a variety of offices. Don't shy away from entry level duties even if you enter the field with an advanced degree.
Enrollment Management is sincerely a great profession, requiring individuals of passion, integrity, commitment, humor, intelligence, creativity, and the highest degree of professionalism.
Always be humble and reach out often and always to the faculty, colleges and others need and want on your team to reach your enrollment goals, take responsibility always, and remember you are one semester away from not being on the team, so enjoy it, have fun with it, and kick ass and take names always
Become an expert on educational models, trends in education, and develop strong "people" skills.
Gaining significant experience in both Financial Aid and Admissions is critical to becoming an effective EM.
Get involved with professional associations at the state and national level. Use the opportunity to not only develop networking opportunities, but also to develop key enrollment skills through various publications and presentations.
Become fluent in two key things: 1.) Change Management 2) Data. These are the currencies that you will need to effectively function in the Chief Enrollment officer role.
Enrollment management is rewarding. It is the hardest job you'll ever love, with that in mind remain, flexible and open to change. Be Epic!
It's all about the numbers.
The chief enrollment officer is the second most important position in the hierarchy of institutional administration.
Be prepared to handle the stress that comes with being responsible for an institution's budget. Strive for a work/life balance to assist with dealing with the stress of the position. Learn to spin bad news in a positive way while being totally honest with your president/supervisor. Never stop learning, and be open to trying new approaches to the work that needs to get done.
Be flexible and understand that you start "new" every year.
Be flexible and task driven.
Embrace analytics, CRM, and establish strategic partnerships internally and externally.
You've got to learn to "see work." There is always something to be done, a way to improve, an opportunity to become better. To succeed in this role, you have to enjoy finding stuff that is wrong or could be better and set about a plan to fix it.
Don't sacrifice your acceptance rate to increase the enrollment of students who are not prepared academically to be successful at your institution
Service as a CEO requires not only breadth of experience, but depth of knowledge. Your ability to learn about and have dexterity with the many arms of higher education will determine the success you will have in this field. Interestingly, you must have this experience and knowledge about finances, fund raising, academic policy, marketing, counseling, governance and more without stepping on the toes who may be managing those areas at your institution. While it is clearly one of the most influential and impressive positions on campus, there are few more influenced by the work of others.
I would encourage professionals who desire to be a Chief Enrollment Officer to get as much varied experience as possible. You need to understand financial aid, marketing, territory management, predictive modeling, demographics and as much about the academic structure of your institution as possible.
Enrollment management is not for the faint of heart and it takes a village to recruit and retain students!
Devote the time necessary to know and understand the entire institutional budget and the financial impact of enrolment decisions.

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Be passionate about your school. Students and parents can tell if you are just doing this 'as a job' rather than a passion.
The role of a chief enrollment officer is to support the campus community - students, faculty, staff, administration, and alumni. In the support role you play at your institution, allow decisions to be made from the campus community and then work with our team to implement those decisions.
Learn the power of data and how to use it responsibly.
Attend professional meetings and conferences and network with colleagues. Invaluable information, tips and most of all support needed to be successful in your job are found talking and sharing with others.
Experience with data management and budget is very valuable.
Keep your Chief Executive and Board informed of challenges and opportunities. Never let them feel surprised.
Use data to identify trends and gaps. Then get buy-in to make changes.
Make data informed rather than data driven recommendations and decisions
To love education and all its nuances. To enjoy structure and details as well as understanding that taking care of these things that are not considered "sexy" by most people are in fact at the foundation of the mission of the institution. To love people and laugh often. To have a team that you trust.
Learn life/work balance. This can be a stressful job, so a method that helps you to remain calm under pressure. Always find ways to complement your staff.
For those interested, learn the data. Understand how it informs decisions, ROI and goals. It's a critical piece to the puzzle.   Using data in any area of enrollment management is effective no matter what your   position.
An advanced understanding in marketing and strategic marketing work is a very important skill set in any enrollment environment.
Hire great people, make big decisions in consultation with CEO & CFO- even it not in the culture prior.
Work hard and stay abreast of the current trends in the enrollment profession.
Data and data analysis are very important. Understanding what data demonstrates success and what data demonstrates opportunities for improvement help you to successfully target needs without excess expenditure of resources.
Be prepared for opportunity to present itself when you least expect it. Pray that you have prepared yourself to be able to take advantage of the situation when given the chance.
Be a champion and leader, especially if your school is not very active in SEM, no matter what your position or reporting relationship might be. Continuously pursue learning opportunities.
I have held several positions throughout my career. This is the first that has challenged me, brought much stress to my work life but is also one of the most exciting areas I have worked in! It has been worth every lost hour of sleep in August:)
Every chief enrollment office will have duties and reporting structure that varies - the most important thing is collaboration and communication with all of the related functions on campus. Also, it is very helpful to tightly link the enrollment plan with budget - in my role I have oversight for both and that is very helpful - but probably a little unusual to have the CFO also be the chief enrollment officer.
Always make our decisions based on how it will affect students.
Learn how to manage "UP", and learn how to communicate with a variety of constituents.
Research the skills needed for this position or other positions you will seek on a path to this chief position. Volunteer for projects and/or serve on committees to help you understand the role and responsibilities. Seek an opportunity to shadow a chief enrollment officer.
Thoroughly understand your mission, market, competition, strengths and opportunities.
Be willing to move in order to continue on your career trajectory. Generally, moving forward large-scale change will really be completed by others. Make sure you create opportunities for meaningful input from all levels of the organization before setting an agenda for strategic change.
Get a master's degree, and a PhD if the type of institutions you want to work at require. Make sure the graduate program you attend includes strong statistical preparation, data management and budgetary management courses. Work at a diverse group of institutions--you learn a lot about process, tools, technology, resources and people. Work hard, show up, be able to take criticism. It's a difficult field but it's a wonderful field. Get involved with organizations like College Board, ACT, NACAC, AACRAO, etc. so you have national colleagues to bounce ideas off of and collaborate.

Do the best possible job in your current position and opportunities will seek you out.
Stay abreast of local, regional, national and international trends in HEd; seek partnerships/collaborative opportunities to work with other institutions, even if only for info sharing.
Develop your leadership skills. Your technical skills will probably develop as you progress through leadership positions in enrollment management/services, but higher education is notorious for not providing good leader development, especially mid-level leader PD. Learn how to conduct HONEST self-assessment, i.e. if something is not working don't start pointing figures, look at your own behavior, communications, reactions, etc. first. What went wrong? Why? What did I do well? What didn't I do well and how can I change or improve? If you can't answer that question, seek mentors, professional development, or coaches, to help you learn how to answer those questions.
Enrollment management is a challenging, rewarding profession; one must have nerves of steel and a good sense of humor. Data related to recruitment, retention, and persistence is the chief enrollment officer's best friend, both quantitative AND qualitative data. A key skill is having the ability to effectively communicate in writing and verbally at all levels of the institution to promote cross-divisional cooperation, collaboration, and engagement in supporting annual enrollment goals.
Never stop learning about admission, marketing, financial aid optimization, campus culture, faculty governance, and organizational leadership. Just keep studying and learning.
Become very familiar with enrollment data and let the numbers help you tell the message needed. Open communication with Faculty is essential to the success of this position.