**Enrollment Management**

**Final Draft**

1. **Recruitment Strategy**

SCENARIO ONE: Return to Campus with Limited Social Distancing

* Admissions staff will be socially distanced while working in the office. Tele-counselors – would be limited to 2 to 3 student workers making phone calls to ensure students are spaced out according to social distancing guidelines.
* Campus tours resume using our established schedule. **However, capacity may need to be reduced if social distancing standards are still needed**.
* Depending on student tour guide availability, an additional daily tour could be added at to help counterbalance the decreased capacity. (Both prior to and after the information session)
* GC should plan to order a supply of face masks to provide to guests who do not bring their own.
* Add or adjust info session times, sessions will need to be spaced apart time-wise in order to sanitize the presentation room. GC may need to procure more sanitizing products to use in Mayfair Hall.
* Academic Departments meetings – prospective students/families requesting meetings with Academic Departments will be required to wear masks and practice social distancing guidelines or may be held virtually.
* All classroom experiences will be conducted virtually since social distancing guidelines will be a challenge to meet.
* Create an app that contains audio recordings for each campus location (or place the recordings in the GC app that already exists). Guests not wishing to be part of a group could explore the campus on their own with the map in the app and they could then listen to the audio recording as they arrive at each stop. (Audio is something that can easily be done during the current quarantine period. If we are back in person, we can also explore having our tour guides prepare videos for each stop.)
* Create a self-guided tour, create unobtrusive QR code decals to place on the bottom corner of the green building signs on campus that linked to audio/video tour info about that particular building/resource.
* Family counseling room chairs should be spaced apart a minimum of 6 ft for individual meetings. When Recruiters and staff members are meeting with guests, they should remain 6 ft away.
* Golf cart tours – Require staff and guests to wear masks during the tour since the 6ft distancing guidelines most likely will not be met due to size of golf carts. Recommend that only one family ride on the golf cart to ensure continued caution for guests.
* Fallfest 2020 would be held in-person as normally scheduled. However, capacity may need to be reduced if social distancing standards are still needed. See below:
  + This event could be made into 3-4 smaller events during the month to allow for spaced seating in Russell Auditorium. *Capacity could be set around 200-250.*
  + Check-in could also be set-up with more stations, as well as a few kind reminders to keep distance between people.
  + GC could supply face masks to provide to guests (check-in gift!)
  + For the academic college sessions, each college will do an overall session similar to Junior Day, but with more details on their programs. Also consider having 2 sessions held back-to-back so that students do have the opportunity to attend multiple academic sessions.
  + Lunch could be assigned in waves to reduce total number in the dining hall at once, with several open houses scheduled at the same time to provide things to do. Open houses could include: financial aid, admissions lab, housing, campus tours, etc.
  + Bobcat Marketplace of student organizations ideally could still exist on front campus with larger amounts of space between tables.
  + Presidents’ Scholarship Competition (PSC) 2020 would still be held in person as normally scheduled. However, capacity may need to be reduced if social distancing standards are still needed. See below:
    - This event could either be made into a smaller overall event or potentially have two days for the competition. This event typically has 100 students, and 200 guests. *For one smaller overall event, capacity could be set to 75 students, and limit guests to 1 per student. For the two-day event, we could aim for around 120 students and have 60 attend each day with the normal 2 guests. (Magnolia Ballroom could easily and spaciously be set up to accommodate less than 200 at a time—students spaced at the tables, and parents spaced in the chairs).*
    - Check-in could also be set-up with more stations, as well as a few kind reminders to keep distance between people.
    - GC could supply face masks to provide to guests (check-in gift!)
    - Classroom sessions could be made smaller (additional faculty will be needed to accommodate).
    - Lunch could be set up with more space at the tables, but potentially less faculty attending if absolutely necessary.
    - Interviews would still be held as usual with more space between chairs during each interview.
    - Optional activities for parents would be limited; However, the group could be divided into smaller groups for campus tours/mansion tours/bell hall tours. Additional optional breakout sessions could also be added during this time.
* Springfest 2021 and Junior Day 2021 would be held in-person as normally scheduled. However, capacity may need to be reduced if social distancing standards are still needed. The layout could follow the standards for Fallfest.

SCENARIO TWO: Fall classes begin fully online

* Since staff members will be limited in the office, additional strategies may need to be developed for having mailings/postcards outsourced to ensure mailings in a timely manner.
* Virtual College Fairs – virtual attendance for various college fairs – NACAC, Georgia PROBE, and independent high school college fairs.
* Virtual High School Information Sessions (formally known as private visits) – work directly with schools to schedule virtual information session for interested students to ensure we are staying engaged with the students at the school.
* Virtual High School Panels –Continue to serve on panels at high school events, however, participation would be virtual. Work with the high schools and volunteer to help by serving on a panel for students and parents. Depending on the resources the high schools have, we could offer utilizing our resources for hosting the panel events – i.e. Zoom.
* Daily Virtual Information Sessions – Offering these sessions daily with a focus on offering the sessions during the afternoons – between the hours of 3 pm – 5 pm daily (should students have classes virtually during the early hours) and also add a Saturday option. Include a video tour of campus component. Also include Q&A with Student Ambassadors.
* Host themed information sessions – academic colleges, alumni highlights, career services, GC Journeys, current student highlights, top majors, etc.
* Robust Digital/Social Media Advertising – include short video clips of campus in the digital advertising
* Virtual Meeting with School Counselors - host CAB (Counselor Advisory Board) meetings virtually – since Recruiters would not be able to meet with their School Counselors in-person, each Recruiter could arrange a touch base meeting with them to provide an update. Host virtual High School Counselor Day – Panel discussions, academic college representation, Q&A with current students.
* Virtual Events

1. Diversity Preview Day – panel discussions, Q&A with current students, alumni, ice breaker activity, faculty highlights, Financial Aid, Advising, etc.
2. Honors Preview Day – Q&A with current students, showcase Bell Hall, National Scholarships, Financial Aid, Advising, etc.

* Create Virtual Recruitment Webpage – Highlight all GC virtual opportunities, potentially, see about students signing in on a virtual class. Main page for all admission related virtual events.
* Gift/Swag Packages for any events Admissions could host virtually; follow-up by providing a thank you/swag item – under normal circumstances this occurs when a prospective student attends an on-campus event.
* Increased Engagement Strategy for Acceptance Packages- implement a creative way for students to showcase their acceptance and excitement about GC – tie this to social media-run contest to encourage participation. This request has been submitted with the current publication request, student engagement will be crucial if GC is remote during the fall semester.
* GC Admissions would continue the techniques and processes utilized during Spring 2020.
* Encourage prospective students to utilize the virtual campus tour on the GC website (which can be augmented and embellished prior to fall due to our current circumstances).
* Digital versions of tour packet publications are also available online.
* Admissions Staff members hold daily or weekly virtual information sessions for students and parents using Zoom.
* Prospective students can schedule online meetings with recruiters, same as during Spring 2020.
* Campus tour segment videos are posted on social media outlets such as TikTok and Instagram.
* Academic Department meetings will be held virtually.
* Classroom Experiences will be held virtually.
* Create an app that contains audio recordings for each campus location (or place the recordings in the GC app that already exists). Guests could explore individually as a family unit using the map in the app and they could then listen to the audio recording as they arrive at each stop.
* Create a self-guided tour, what if we create unobtrusive QR code decals to place on the bottom corner of the green building signs on campus that linked to audio/video tour info about that particular building/resource.
* Fallfest 2020 would be a virtual event.
  + Ideally, University Communications would create a captivating video to promote our “Virtual Fallfest”.
  + Create a live webinar, where students “pre-register” by filling out a short form (name, email, birthdate) and the webinar link is emailed directly to them. The webinar link would also be placed on facebook and Instagram so that people could join the day of the event. This allows for basic student information to be captured in order to stay connected.
  + The webinar can be set up where only the speakers are visible and audible, unless someone is selected to speak. The welcome speakers would all be on the screen giving their individual remarks (briefly). Then, our student panel would appear on the screen and the participants would send in questions on the chat. The student panel could also be interactive with the student brought onto the screen to ask the question (it adds a level of “realness” to the virtual program). Once those two “sessions” are over, there could be breakout rooms for whichever open houses are scheduled, such as financial aid, admissions, disability services, housing…. Each area could have their own “zoom room” that people visit to get more information and have their questions answered. The rooms could be set for 15-minute sessions, concurrently and back-to-back for 4 rounds. There could also be a room for student life with some of the ambassadors and student leaders from their area that can represent the orgs and answer questions.
  + Since this would be virtual, the length of the program would need to be reduced. A 20-minute welcome session with one of our videos at the beginning of the session would be provided. The breakout room time-frame could last the length of an hour, but short sessions.
  + Provide digital copies of the handouts for each of the open house areas on our website.
  + However, if it became possible in the Spring, it might benefit to make Springfest a two-fold event for those still exploring and those who have been admitted. with combined open house opportunities from both of the events (ie, admissions lab AND pounce lab).
* PSC 2020 would possibly also need to be virtual, with a livestream (invite only) welcome program.
  + Students would watch the welcome program, and be assigned two video meetings. The first one would be for a classroom discussion with other students, and the second would be their interview.
  + Students would enter their discussion room for a set time (their discussion meeting link would be sent to them directly).
  + After the classroom discussion, students would enter a specific video conference meeting at their designated time. Many of the platforms allow for a “lobby” area so that students would not overlap trying to get into their designated room before the previous student was done *(ie, Dr. Gower would have a conference room, with expected interviews at all of the set times. He and the other judge in his conference room would have their room live during the entire time frame of interviews, but would let one student into the room at a time to interview).*
  + If the classroom discussion was not required due to the virtual situation, we could just have the welcome and interviews.
  + While students are waiting for the interview time, there could also be for rooms for financial aid, housing, student Q&A, etc.
  + Springfest and Junior Day would be held virtually.

SCENARIO THREE: Classes and operations must go to an online format for a period of time during the semester

GC Admissions would combine scenarios I & II, starting with the ability to have staff and visitors on-campus and for Recruiters to travel to recruitment events, and then shifting to online and virtual options. The same scenario the GC campus experienced Spring 2020.

1. **Admissions Strategy**

SCENARIO ONE: Return to Campus with Limited Social Distancing

* Because of such close proximity of the Processors and Admissions Counselors, rules will need to be created to have staff spaced apart more to ensure social distancing guidelines. For the Admissions Counselors, one counselor can work from one of the two student worker desk areas, while another remains in their cubicle space. The other two counselors will need to work from home. To ensure fairness, a rotating schedule will be created each week to determine which staff members work from home. There will be times when some of the Recruiters will be doing recruitment travel should the high schools and colleges reopen for visitors. This will be taken into consideration when building out the weekly schedule.
* Continue the use of artificial intelligence through Admit-Hub to answer students’ questions in real time and use responsive text messaging.
* Continue the use of the Customer Relations Management (CRM) tool for electronic communications including monitoring the open rates of emails and clicks to links provided. This platform can also be used to monitor text messaging and recording individual contacts with students.
* Install plexiglass for the work stations to ensure the barrier is high enough for when staff members decide to raise their desks to stand and work. Admissions
* Front Desk Staff – Require all staff members to wear a face mask. Provide face masks for all staff/guests/students upon entering the building.
* Provide plastic gloves for staff to use when processing the daily mail. Provide disinfecting wet wipes by the scanners for frequent use after scanning mail.
* Adjust admissions application deadlines to reflect changes in testing and possible high school transcript availability.
* Consider USG recommendations in regards to going test optional for 2021. This process has been implemented for Fall 2020. Holistic admission consideration will be more rigorous when standardized test scores are not available. Students are also evaluated on high school grade point average (GPA), rigor, strong letters of recommendation, community involvement, and demonstrated interest.
* Flexibility with high schools – not knowing if high schools will continue to work remotely, implement flexible transcript guidelines. Consider accepting unofficial transcripts as needed, knowing that all final transcripts must be received officially.

SCENARIO TWO: Fall classes begin fully online

* The Admissions staff would continue to work remotely. Implement a process for a staff member to come to the office each week to process and mail the admissions decision letters, process received mail, and process any faxes received. Staff would rotate in/out of the office on certain days to ensure no one is in the office at the same time. Provide the staff with plastic gloves so that if they are touching things that other staff members are touching, they can have some protections. This also adds protection for our guests who would receive the mail.
* Consider application deadline – students will not have their first standardize testing until August, this gives a late start to increasing test scores for scholarship and admission (College Board is looking into ways for students to test remotely should this be a necessity going forward).
* Consider USG guidance regarding going test optional for 2021. This process has been implemented for Fall 2020. Holistic admission considerations for those students may be more robust with stronger weight on high school GPA, rigor, recommendation letters, community involvement and demonstrated interest.
* Flexibility with high schools - consider accepting unofficial transcripts as needed, knowing that all final transcripts must be received officially).

SCENARIO THREE: Classes and operations must go to an online format for a period of time during the semester

GC Admissions would combine scenarios I & II, starting with the ability to have visitors on campus for structured tour events, and then shifting to online and virtual options. Just like the scenario we experienced in Spring 2020.

1. **Orientation/Week of Welcome Strategy**

SCENARIO ONE: Return to Campus with Limited Social Distancing

* Summer Orientation 2020 would continue virtually through the summer, with no need for a Late Orientation session. Potentially, work with Week of Welcome committee to organize a celebratory event for all incoming students, at which students could receive their orientation t-shirt. However, capacity may need to be reduced if social distancing standards are still needed. See below:
  + This event could be broken up into smaller sessions in order keep appropriate space.
  + GC could supply face masks to provide to students.
  + If a Week of Welcome event could not feasibly hold a successful event with these constraints, NSP could work with Housing to still provide t-shirts to the new students.
* Spring Orientation 2021 would be held in-person as normally scheduled. However, capacity may need to be reduced if social distancing standards are still needed. See below:
  + Check-in could be set-up with more stations, as well as a few kind reminders to keep distance between people.
  + GC could supply face masks to provide to guests (check-in gift!)
  + Since this event is typically one of the smallest events, A&S Auditorium could still work with spaced seating.
  + The “taking care of business” sessions that are led by orientation leaders in one room could be divided into smaller groups as well.
* Summer Orientation 2021 ideally would be held in person with Russell Auditorium available again. Normally 6 sessions are held when Russell has been offline, but during Summer 2021 would likely need to still hold 6—possibly 7. BSP Orientation would still have its own, with parents and students split. Transfer Orientation could potentially be moved completely to August as one big session. However, capacity may need to be reduced for each of these sessions if social distancing standards are still needed. See below:
  + Plans would be made for parents in Russell, but still have students in Magnolia Ballroom since both of these spaces would allow for greater seat spacing.
  + Breakout Sessions may need to be offered concurrently with lunch to allow for rotation of smaller groups throughout each area, similar to Junior Day.
  + Open houses such as financial aid, bobcat card, and parking permit could still operate as normal, but spacing standards would need to be outlined.

SCENARIO TWO: Fall classes begin fully online Summer Orientation 2020 would continue virtually through the summer.

* + Spring Orientation 2021 and Summer Orientation 2021 would be held virtually.

SCENARIO THREE: Classes and operations must go to an online format for a period of time during the semester

New Student Programs would combine the above scenarios, starting with the ability to have visitors on campus for structured visitation events, then shifting to online/virtual options and vice versa, if there were a late start.

1. **Co-Curricular Retention Strategy**

SCENARIO ONE: Return to Campus with Limited Social Distancing

* GC Financial Aid staff will resume normal operations from Monday – Friday from 8:00 a.m. to 5:00 p.m. with the following changes to be incorporated.
* Adjustments made to ensure that all staff is minimum of 6 ft so that social distancing can continue to be practiced.
* Issue disposable masks are worn by all customers when entering GC Financial Aid Office. GC should plan to order a supply of face masks to provide to guests who do not bring their own.
* Ensure that all customers use hand sanitizer also upon entering GC Financial Aid Office. GC Financial Aid or GC will need to provide supply of hand sanitizer.
* Plastic protection dividers to be installed at the front desk as an extra protection for Office Assistant
* All staff members are to also wear mask when face to face contact with customers
* Currently awarding federal funding from Campus Based Funds or FY ‘21 but have not received approval for 25% institutional match. Due to COVID-19, we are not required meet the match. If budgeted, this 25% institutional match will assist more students financially.
* Streamline the process for professional judgment cases where a family’s financial circumstances may not be adequately reflected by the appropriate income information used due to Covid-19.
* In preparation for Spring 2021 registration, ensure that registration pre-requisites and degree audit requirements are set to accept pass/fail grades that we receive through transfer work.
* In preparation for Spring 2021 registration, continue to push back immunization holds as needed.
* Work with academic advising center and graduation coordinators to quickly collect and process fall graduation applications.
* Register for Spring 2021 in October, as usual.
* Provide Registrar’s Staff members with additional professional development related to communicating online, especially via email.
* Academic Advising Center opens at full staff from 8:00-5:00 Monday through Friday.
* Staff members continue to maintain best practices to prevent disease transmission, including handwashing, sanitation of surfaces, wearing masks, and requiring sick employees to remain at home. Depending on the situation, some additional protective measures may need to be taken, including more staggered appointments, minimizing students in waiting area, or requiring students to wear masks.
* Over the summer, provide academic advisors with additional professional development related to advising face-to-face and advising virtually, in case some online methods are necessary to minimize direct contact or there are more changes in instruction for fall. Specifically include key areas such as relationship development, connection, follow-up, and determining student needs, and require advisors to provide evidence of these types of interactions with their students.
* Continue to help advisors use appreciative advising, create a community of care, and take personal responsibility for shared retention and graduation goals.
* Develop plan to connect to and be accessible for incoming undergraduates during what would normally have been orientation visits, perhaps having an online meeting room with a wait room, having a walk-in session for students who simply want to say hello, or using structured appointments for students with serious concerns.
* Require individual, personal advisor-to-student connection for all incoming first-year students prior to the start of their seminar classes and at least one face-to-face appointment during freshman seminar.
* Require individual advisor-to-student connection for all incoming transfer students prior to the start of classes
* Use social media and other venues to maintain a connection with students over the summer.
* Provide increased attention to helping students be successful in an online environment.
* Implement other planned changes in first-year academic seminar courses in collaboration with transformative experiences.
* More fully implement options for faculty members to identify and report students in academic jeopardy for advisor follow-up.
* Identify additional ways to encourage faculty members to engage with students in their majors.

SCENARIO TWO: Fall classes begin fully online

* GC Financial Aid will continue the techniques and processes utilized during Spring 2020.
* Financial Aid staff will work remotely from home with all phones lines operable using Cisco Jabber.
* Respond to all email requests within 24 hours
* Financial Aid Staff use Microsoft Team to continue to have every two weeks staff meetings.
* Video Powerpoint presentations to present financial aid information to perspective students and parents will be created to share Financial Aid Information and distributive in variety of methods such as Facebook Live and GC Financial Aid Website. These Video Powerpoint can be used for the following:
  + Freshman Seminars
  + Class Presentations
  + High School Presentations
* Zoom or Microsoft Team meetings to be scheduled with parents as part of Virtual Summer Orientations for Financial Aid one on one meetings with parents and Financial Aid Staff
* Groupme Financial Aid sessions will be utilized to service a group of students. This will give them the opportunity to ask questions and get answers with their peers.
* Registrar’s Office continues to work online, or to open with a minimum number of staff members and no students in the office. If some in-office presence is required, costs may include the investment in additional computer equipment, as most of the staff’s technology has been signed out so they can work at home. Moving computers and monitors back and forth each day is not feasible. We should also consider purchasing web cams for each staff member to make it easier for them to connect; currently, only those with laptops have web cams.
* Ensure that registration pre-requisites and degree audit requirements are set to accept pass/fail grades that we receive through transfer work, allowing us to avoid potential registration issues in October 2020.
* Ensure that faculty have guidelines to complete no-show reporting for online classes.
* Consider lengthening the amount of time each registration group has to register for Spring 2021.
* Quickly collect and process fall graduation applications using an online process. Because students should be enrolled in the last courses they need for graduation, we need to test and consider using the Banner graduation application to quickly process these records.
* Implement immediate shift to a virtual commencement ceremony for December 2020.
* Work to implement Veterans Administration changes related to registration, costs and benefits.
* Academic Advising Center continues to work online, or to open with a minimum number of staff members and no students in the office.
* Review new practices implemented during the online portion of the Spring 2020 semester and make particularly effective measures a permanent part of Advising Center processes.
* Provide clear expectations related to online delivery of first-year seminar courses, including amount of synchronous teaching, flipped classrooms, or other instructional strategies necessary as a result of the move away from face-to-face instruction.
* Provide increased attention to helping students be successful in an online environment, developing on what we used and distributed as students moved online in Spring 2020.
* Allow freshmen guides to be a part of the first-year experience. Provide online options for them to connect with students in a more casual environment (Group Me, etc).
* Implement other planned changes in first-year academic seminar courses in collaboration with transformative experiences.
* More fully implement options for faculty members to identify and report students in academic jeopardy for advisor follow-up.
* Identify additional ways to encourage faculty members to engage with students in their majors.

SCENARIO THREE: Classes and operations must go to an online format for a period of time during the semester

* GC Financial Aid will combine the above One and Two scenarios, starting with the ability to have visitors on campus coming to the Financial Aid Office then shifting to servicing student and parents online and via phone calls.
* Determine, in consultation with the University System, the Director of IT for EM, and the Data Management staff, the best way to correctly code semester courses. In Spring 2020, the USG allowed us to list our courses as they were initially offered. In Summer 2020, because we have most of our work online already, the changes that we needed to make were minimal compared to the potential need to change class coding on a full semester of Fall courses being offered online. We will definitely need significant USG or IT assistance to make this happen.
* All room assignments for Fall 2020 are cancelled once the move to online classes is complete.
* Implement immediate shift to a virtual commencement ceremony for December 2020.
* Consider pushing Spring 2021 registration to later in the semester and/or lengthening the amount of time each registration group has to register.
* Retain as many current processes for students and staff as possible in their anticipated forms, i.e., registration for classes, transcript evaluation, grading practices, etc.
* Work as usual with department admin staff to begin production of Summer 2021, Fall 2021, and Spring 2022 schedules.
* Provide Registrar’s Staff members with additional professional development related to communicating online, especially via email.
* As students have now had an opportunity to experience online classes, consider if we would continue to be so lenient with petitions for late drops or withdrawals in the upcoming Summer or Fall terms.
* Consider AACRAO’s recommendation that we award credit for students who were unable to complete an AP exam based on their high school transcripts.
* Provide each student with an option to complete a first-month course evaluation, available only to the faculty members’ department chair and not to be used in any formal review, to verify instruction or identify need for additional professional development or support.
* Allow Spring 2021 graduation candidates to register first in October 2020
* Follow some USG institutions’ lead and register for Summer 2021 at the same time we register for Spring 2021
* If additional return to home work environment is needed, provide staff members with any equipment, hotspots, etc., that are necessary for working at home.
* Provide clear expectations related to the remaining content of first-year seminar courses, including amount of synchronous teaching, flipped classrooms, or other instructional strategies necessary as a result of the move away from face-to-face instruction.
* Require individual advisor-to-student connection for all incoming transfer students prior to the start of classes
* Provide increased attention to helping students be successful in an online environment, developing on what we used and distributed as students moved online in Spring 2020.
* More fully implement options for faculty members to identify and report students in academic jeopardy for advisor follow-up.
* Identify additional ways to encourage faculty members to engage with students in their majors.
* Immediate outreach to any student who withdraws from GC.
* Post spring term survey to help us understand what students’ experiences this term were like. (We’re just starting to see notes on this on the withdrawal form.)
* If a student doesn’t feel able to have a full-time schedule, suggest part-time options that keep them moving toward for graduation.
* Provide each student with an option to complete a first-month course evaluation, available only to the faculty members’ department chair and not to be used in any formal review, to verify instruction or identify need for additional professional development or support.
* Follow some USG institutions’ lead and register for Summer 2021 at the same time we register for Spring 2021.
* Allow graduate students to register as soon as they’re admitted.
* Adjust the way we provide permission for transient students.

1. **Use of Technology**

SCENARIO ONE: Return to Campus with Limited Social Distancing

* Continue the use of Customer Relationship Management (CRM) tool to communicate with prospective students and parents. Monitor open rates of email messages and click out to specific links. Use the CRM for selected text messaging with monitoring success.
* Continue the use of Admit-Hub for artificial intelligence for students to have questions answered in real time. Continue to use responsive text messaging with this platform.
* Continue the social media advancements made during our out of office time. (Instagram Live, Facebook Live, Tik Tok. Group Me sessions and Zoom meetings.
* Utilize CampusLogic to continue to simplify the financial aid application process.

SCENARIO TWO: Fall classes begin fully online

In addition to Scenario One:

* Continue to offer New Student Orientation sessions virtually.
* Virtual High School Visits through MS Teams or Zoom to communicate with counselors and students.
* Offer information sessions for campus tours through Zoom or through live social media events.
* Develop a robust virtual campus tour to showcase all the Georgia College campus offers.
* Ensure all staff have technical capability of working from home, but also the ability to meet virtually with students.

SCENARIO THREE: Classes and operations must go to an online format for a period of time during the semester

The use of technology will include the strategies from Scenarios One and Two.

1. **Markers/Indicators to gauge success Fall Face to Face Scenario**

**Recruitment Stage**

Weekly Same Day Comparisons of: (Total and by market segments)

* Conversion numbers of prospects to inquiries
* Number of students attending campus tours
* Number of attendees at on-campus recruitment events
* Number of student inquiries at top feeder high schools
* Number of applications for admission

**Admissions Stage**

Weekly Same Day Comparisons of: (Total and by market segments)

* Number of admitted students during Early Action
* Number of admitted students during rolling admissions
* Number of Enrollment Confirmation Deposits
* Number of Housing Deposits
* Number of POUNCE Early Registration Students
* Number of Orientation Registrations
* Number of Financial Aid applications
* Average demonstrated interest scores

**Retention of Current Students Stage**

Daily (During Registration and Drop/Add periods) and Weekly Same Day Comparisons

* Number of Registered Students
* Number of students meeting with Academic Advisors
* Number of current students with financial aid applications
* Number of students on the drop for non-payment list