

## Quick Compliance Rating (QCR)

	4 – Best Practice & Compliant	3 – Compliant	2 – Incomplete, or Potentially Misleading	1 – Untruthful or Unethical
<p><b>Expected Salary</b> I understand the salary I can expect when I graduate from the program or where I can obtain that information.</p>	<p>Representative provides applicant a dated document with current program starting salary range and average.</p>	<p>Representative explains or shows current and complete program starting salary range and average with data source; or representative encourages student to do research; or does not offer salary information.</p>	<p>Representative quotes BLS without explaining entry level or median income or quotes a salary without source.</p>	<p>Representative quotes exaggerated or misleading salaries above BLS range.</p>
<p><b>Program Placement Rate</b> I understand the percentage of graduates from my program of study who are employed.</p>	<p>Representative provides prospective student a dated document that includes current program placement rate by campus.</p>	<p>Representative explains or shows placement rate by program, in a PowerPoint presentation or verbally; or explains where to find placement rates on school's website.</p>	<p>Representative provides generic placement rate for the school instead of the program placement rate.</p>	<p>Representative provides no statistics, guarantees placement or leads applicant to believe most get jobs.</p>
<p><b>Program Tuition and Fees</b> I understand the tuition, fees, and what is included.</p>	<p>Fully compliant, plus prospective student receives a professional document that fully discloses tuition and fees.</p>	<p>Representative provides accurate tuition information and what is included (i.e. books, supplies, uniform, fees, etc.); or shows or explains where the information can be found on the college website.</p>	<p>Representative states that tuition varies or rep provides an amount for tuition (quarterly cost or credit hour cost) but does not explain how to calculate total cost.</p>	<p>Representative does not provide or discuss costs.</p>

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<p><b>Financial Aid</b> I understand how to apply for FA, how it is awarded, and that financial aid is available to those who qualify.</p>	<p>Meeting with a financial aid officer is held prior to application or enrollment.</p>	<p>Admission representative states FA is dependent on individual financial need and to qualified students, or directs student to fafsa.gov or to a financial aid officer.</p>	<p>Admission representative gives impression aid is readily available for all students or requires students to apply or enroll prior to meeting with a financial aid officer.</p>	<p>Admission representative provides coaching on how to fill out forms or gives inaccurate or fraudulent information.</p>
<p><b>Accreditation</b> I understand the accrediting body that accredits this institution.</p>	<p>Representative provides accurate accreditation information and provides accreditor’s website and/or discusses programmatic accreditation.</p>	<p>Representative names accreditation body in full and provides accurate description of what accreditation means.</p>	<p>Representative provides incomplete accreditation; or provides acronym of the accrediting agency without explanation; or compares regionally accredited institution to other regionally accredited universities without qualifying that programs and schools within a university may have specialized programmatic accreditation.</p>	<p>Representative avoids accreditation discussion or provides inaccurate or inflated description of accreditation; or inaccurately compares nationally-accredited school to a regionally accredited institution.</p>

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Transfer of Credit for Nationally Accredited Institutions I understand there is no guarantee credits will transfer.	Fully compliant, plus representative clearly states career programs are not designed to transfer and that programs are designed to prepare students for careers.	Representative states that it is common for receiving institution not to grant full credit; or states they cannot guarantee the transfer of credit; or encourages student to contact the receiving institution.	Representative leads prospective student to believe that transfer of credit is a possibility; or does not answer question when asked (example: transfer of credit is up to the receiving institution).	Representative states transfer of credit is no problem or guarantees transfer of credit.
Transfer of Credit for Regionally Accredited Institutions I understand the institution is regionally accredited and there is no guarantee credits will transfer.	Fully compliant, plus representative advises student to check with the school they intend to transfer to.	While no institution can guarantee transfer of credit, because of regional accreditation, other regionally accredited institutions are likely to accept some credit.	Representative says transfer is up to receiving institution but never mentions the need for a “C” or better to transfer credit or the difference between semester and quarter hours.	Representative states transfer of credit is no problem or guarantees transfer of credit.
Entrance Exam When I took the entrance exam, the integrity of the exam was protected and the exam was professionally administered.	Fully compliant, plus an explanation of test results and implications or an explanation on when exam may be taken again.	Exam is administered (via computer or professionally printed paper-copy) by a non-admissions proctor who does not provide coaching and who maintains proper timing.	Admissions representative does not prepare or inform prospective student by failing to present the admissions test as a part of the interview; and/or uses language that is misleading/inconsistent with the exam proctoring guide (i.e. the test is easy.)	Proctor provides coaching with exam or pretest; and/or allows extra time for exam; and/or proctor is an admissions person; and/or prospective student has the ability to cheat.

## Customer Service Rating (CSR)

	4 – Exceeds Requirement	3 – Meets Requirement	2 – Below Requirement	1 – Does Not Meet Requirement
Initial Response Time	Initial response is received from the school representative to the shopper in 4 minutes or less.	Initial response is received from the school representative to the shopper between 5 minutes - 1 hour.	Initial response is received from the school representative to the shopper between 1 hour and 24 hours.	No initial response is received within 24 hours.
Lobby Experience	The prospective student was immediately acknowledged by a front desk representative with a friendly and welcoming demeanor. The prospective student was given something to do to pass the time (i.e. offered a beverage, reading materials) or the front desk staff offered to build rapport while the prospective student waited.	The prospective student was immediately acknowledged by a front desk representative with a friendly and welcoming demeanor.	The prospective student was not immediately acknowledged by a front desk representative, had to initiate the contact/conversation with the front desk staff and/or the front desk staff acted in an unfriendly or unhelpful manner. (i.e. taking a personal phone call or conducting personal conversations with staff vs. assisting the student)	Upon the prospective student's arrival at the campus the front desk was unattended or the front desk staff acted in an unprofessional manner (i.e. using profanity, not offering assistance to prospective student, or turning away because the prospective student did not have an appointment.)

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Interview Wait Time	Prospective student waits in the lobby less than 5 minutes after the interaction with the front desk representative and before meeting with a school representative (time includes completing the lobby questionnaire if applicable).	Prospective student waits in the lobby between 5 and 8 minutes after the interaction with the front desk representative and before meeting with a school representative (time includes completing the lobby questionnaire if applicable).	Prospective student waits in the lobby between 9 and 15 minutes after the interaction with the front desk representative and before meeting with a school representative (time includes completing the lobby questionnaire if applicable).	Prospective student waits in the lobby for more than 15 minutes after the interaction with the front desk representative and before meeting with a school representative (time includes completing the lobby questionnaire if applicable).
Rep Competency Product Knowledge	The school representative meets requirements AND provides printed documentation such as program sheets, tuition document, consumer disclosure guide or school catalog, or shows the prospective student where to find the disclosures on the website.	The school representative provides (verbally or shows a document) complete program information, including program length, total credit hours (if applicable), consumer disclosures, and program description; and provides detailed answers to all the prospective student's questions in order to make an enrollment decision.	The school representative provides partial information regarding program length, total credit hours, consumer disclosures, and program description; the representative only answers some of the prospective student's questions.	Prospective student isn't provided information when asked; the school representative does not follow through with information as promised (i.e. introductions to other departments, providing documentation, etc.).

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Rep Competency People Skills	The school representative demonstrated that they heard what the prospective student said (i.e. utilizing active listening techniques like repeating, rephrasing, reflecting); asked questions to understand the prospective student's current situation and desired state (i.e. career an educational goals); built rapport throughout the conversation; and customized the communication to the needs and wants of the potential student - consistently throughout the interview.	The school representative demonstrated that they heard what the prospective student said (i.e. utilizing active listening techniques like repeating, rephrasing, reflecting); asked questions to understand the prospective student's current situation and desired state (i.e. career an educational goals); built rapport throughout the conversation; and customized the communication to the needs and wants of the potential student - 3/4 of the interview.	The school representative demonstrated that they heard what the prospective student said (i.e. utilizing active listening techniques like repeating, rephrasing, reflecting); asked questions to understand the prospective student's current situation and desired state (i.e. career an educational goals); built rapport throughout the conversation; and customized the communication to the needs and wants of the potential student - 1/2 of the interview.	The school representative demonstrated that they heard what the prospective student said (i.e. utilizing active listening techniques like repeating, rephrasing, reflecting); asked questions to understand the prospective student's current situation and desired state (i.e. career an educational goals); built rapport throughout the conversation; and customized the communication to the needs and wants of the potential student - Not at all.



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Rep Competency Sales Skills	Meets expectations plus uses techniques to tailor the conversation to the students wants and needs with an addition of a written action plan.	The school representative discussed attributes and benefits of the school; presented the opportunity to uncover obstacles and discuss solutions and asked for the application without pressure.	The school representative did not fully discuss attributes and benefits of the school, did not fully present the opportunity to uncover obstacles and discuss solutions OR did not ask for the application/establish next steps.	The school representative did not discuss attributes and benefits of the school; did not present the opportunity uncover obstacles and discuss solutions; OR pressured the student to enroll.
Rep Competency Attitude	Meets expectations plus the school representative proactively and enthusiastically provides positive comments about their job, college, program and/or colleagues.	The school representative demonstrates a positive attitude about their job, college, program, and/or colleagues (i.e. through their demeanor); School representative portrays a professional image.	The school representative does not demonstrate a positive demeanor or portrays an unprofessional image (wrinkled, dirty, or inappropriate clothing)	The school representative talks poorly about their institution, competitors, colleagues, or program.
Campus Aesthetics	The campus building or facilities were immaculate and/or used advanced equipment and facilities (i.e. smart boards, touch screens computers, human patient simulator, etc.)	The campus building or facilities were clean, orderly, and in working order and the equipment was up to date.	The campus building or facilities were dirty or disorganized.	The campus building had broken equipment or hazardous facilities.

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Customized Engagement Campus Tour	The school representative provides a customized tour highlighting the benefits to the potential student determined by the student's program of interest and potential needs with introductions to both students and/or staff.	The school representative provides a customized tour highlighting the benefits to the potential student determined by the student's program of interest and potential needs.	The school representative provides a generic tour highlighting attributes but not how it benefits the student.	No tour was given.
Likelihood of Enrolling	Prospective student is extremely likely to enroll.	Prospective student is somewhat likely to enroll.	Prospective student is somewhat unlikely to enroll.	Prospective student is extremely unlikely to enroll.
Next Steps  I left the interview with a clear understanding of the necessary actions or the next steps to enroll.	Prospective student strongly agrees.	Prospective student somewhat agrees.	Prospective student somewhat disagrees.	Prospective student strongly disagrees.
Follow Up (Next Steps are Established)	School representative attempts to contact the student within 15 minutes of pre-determined next step (i.e., missed appointment, phone call, testing, etc.)	School representative reaches out to the student within 16-60 minutes of pre-determined next step (i.e., missed appointment, phone call, testing, etc.)	School representative reaches out to the student within 60 minutes-24 hours of pre-determined next step (i.e., missed appointment, phone call, testing, etc.)	No response within 24 of pre-determined next step (i.e., missed appointment, phone call, testing, etc.)



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Follow Up (Next Steps are Not Established)	School representative attempts to contact prospective student before close of business on the same day as the initial visit to extend gratitude for their visit, without pressure to enroll.	School representative attempts to contact the prospective student the next day but within a 24 hour period without pressure to enroll.	School representative attempts to contact the prospective student within 24-48 hours.	No follow up received within 48 hours