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A FIELD GUIDE FOR CAREER COLLEGE LEADERS

The Campus Health Diagnostic

What to fix before you try to grow

A 30-statement self-scoring tool across six disciplines, with first moves for each and a 90-day plan for closing the gaps you find.

John P. Girard

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INTRODUCTION

Why this guide

Most campuses that stall are not short on effort. They are trying to grow on top of something that is broken.

A new marketing campaign lands on an admissions process that cannot return calls quickly. A new program launches while retention in the existing ones is slipping. An enrollment push begins months before a site visit the campus is not ready for. Each initiative is reasonable alone. Together they hide the real problem and exhaust the team.

This guide gives you a way to see your campus clearly before you commit to the next initiative. It has two parts:

1. **A 30-statement diagnostic** across the six disciplines that decide whether a campus is healthy. It takes about 20 minutes.
2. **A 90-day sequence** for closing the gaps you find, with the indicators that tell you whether it is working.

It is written for campus presidents, campus directors, regional leaders, and owners of career colleges and vocational schools.

> **How to use it.** Score it alone first. Then have two or three members of your leadership team score it separately. The places where your scores disagree are often more useful than the scores themselves.

THE PRINCIPLE

Fix before you grow

Growth multiplies whatever is already there.

If the campus runs well, more students means more of a good thing. If it does not, more students means more complaints, more withdrawals, and more exposure at the next accreditation review.

I have led five campus turnarounds across three institutions, each from a different starting point. The pattern was the same every time. The campuses that recovered fastest were the ones where we resisted the urge to launch and spent the first weeks finding out what was true.

Three lessons carried across all five:

- **The presenting problem is rarely the real one.** A campus that says it has a lead problem often has a contact problem. A campus that says it has an enrollment problem often has a retention problem.
- **The disciplines are connected.** Marketing makes a promise, admissions repeats it, academics delivers it, career services proves it, and accreditation documents it. A weakness in one shows up as a symptom in another.
- **The team can only finish so much.** A short list of completed fixes builds more momentum than a long list of things in progress.

The diagnostic that follows is built on those three lessons. It looks at all six disciplines at once, so you can see where a symptom starts.

CASE STUDY

One quarter: a campus on reporting

WHAT I WALKED INTO

A campus on ACCSC reporting, with poor enrollment, very poor student outcomes, and no one accountable for any of it.

The month I arrived, the campus closed its enrollment cycle with nine enrollments against a goal of 24. Lead flow was abysmal, and three admissions representatives were averaging about one appointment a day. Student attendance and engagement were severely lacking. No department could say who owned which number.

WHAT WE DID

I didn't start by replacing people. I started a daily standup with the campus administrators, where we called the plays for the day and reviewed the numbers each person owned.

Every department got a weekly KPI scorecard with a named owner. Career services, for example, reported graduate interviews, employer visits, graduates out on interviews, and the placement pipeline. Within weeks every outcome had a name beside it and a number behind it.

We put Team Tackle in place for attendance and engagement. Outreach stopped being "could you reach out to this student?" We met every day to staff the at-risk list, assigned each student to a named administrator or faculty member, and reported out daily on our warm and hot rosters.

In admissions we measured speed to lead and contact rates and rebuilt the process around them. The staffing changes came later, once the standards were clear enough to show who could meet them. Over time I rebuilt the faculty around people who could deliver a CARING+ culture in and outside the classroom and brought in proven admissions professionals.

WHAT CHANGED

> **The campus came off ACCSC reporting within one quarter of my arrival. A year later, annual enrollments had grown from 175 to 305.**

Nothing about the building, the programs, or the market had changed. What changed was that every number had an owner.

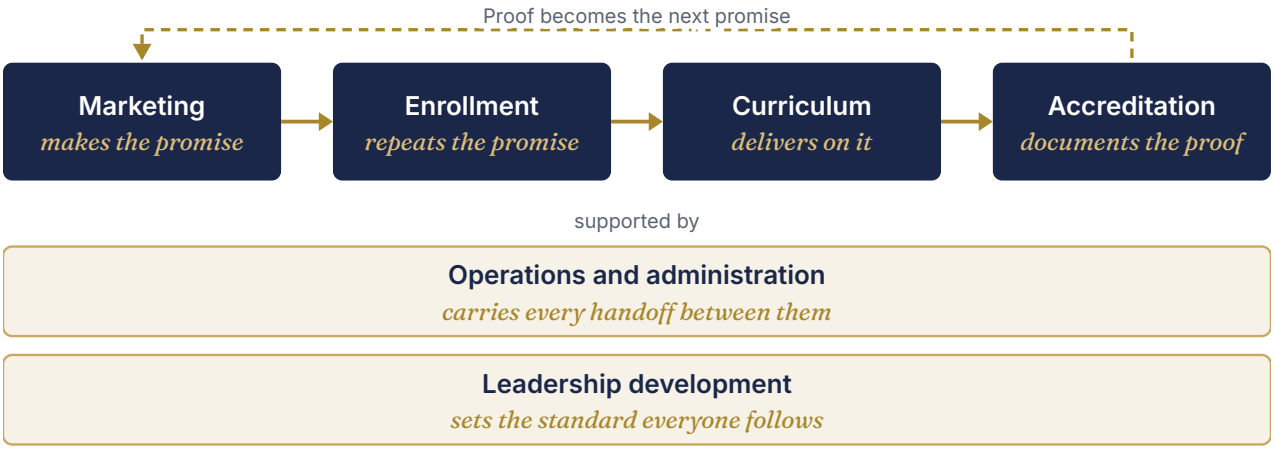
THE ORDER THAT WORKED

1. **Grow accountability.** Every number gets an owner.
2. **Grow the people who are open to learning.** Develop before you replace.
3. **Grow the inquiry.** Add volume once the team can handle it.
4. **Infuse new talent.** Bring in proven people last, when the standard is clear.

THE PRINCIPLE

How the six disciplines connect

A campus is one system. Four disciplines form a chain that carries a promise from the first advertisement to the documented outcome. Two more hold the chain together.



Because the disciplines are linked, a symptom often appears far from its cause. Before you spend money on the place where the problem shows, check the place where it usually starts.

IF YOU SEE	LOOK FIRST AT	BECAUSE
Starts are down	Enrollment: time to first contact and no-start follow-up	More leads into a slow process produce more unreturned calls.
Early withdrawals are rising	Marketing and enrollment: the promise made	Students leave when the program does not match what they were told.
Reviews are turning negative	Operations: handoffs between departments	Frustration usually comes from repeating a story or waiting for an answer.
Placement rate is slipping	Curriculum: employer alignment	Graduates are placed when the program teaches what employers hire for.
A site visit produced findings	Operations: process ownership	Most compliance failures are process failures that were never assigned.
Staff turnover is climbing	Leadership: priorities and one-on-ones	People leave when direction is unclear and no one is developing them.

PART ONE

The diagnostic: how to score

Score each statement for your campus as it is today, not as you intend it to be.

2	1	0
Consistently true, and I could show the evidence this week	Partly true, or true only when certain people are involved	Not true, or I do not know

Three rules keep the scores honest:

- **Evidence decides.** Each statement lists the evidence that earns a 2. If you cannot produce it this week, the score is a 1 at most.
- **"I do not know" scores zero.** A leader who cannot see a problem cannot fix it.
- **Score today, not last year.** A process that worked under a former employee does not count.

What each discipline page gives you

- Five statements, with the evidence that supports a top score
- What a low score usually means
- Your first three moves, in order
- What good looks like after 30 days

> The six discipline pages take about 20 minutes to score. A one-page scorecard with all 30 statements is at the back of this guide.

DISCIPLINE 1 OF 6

Operations and administration

	STATEMENT	EVIDENCE THAT EARNS A 2	SCORE 0–2
1	Every recurring process has a named owner and a written procedure someone else could follow.	Process list with owner names and written procedures	☐
2	Leadership reviews the same short set of campus metrics on a fixed weekly schedule.	Dated agendas or dashboards from the last four weekly reviews	☐
3	Student-facing departments hand students off to each other without the student repeating their story.	A shared student record that each department updates	☐
4	Budget variances are explained within the month they occur.	Last month's variance report with written explanations	☐
5	When a key employee is out, their work continues without a crisis.	A cross-training or backup chart for key roles	☐
		Discipline total	☐ /10

IF YOU SCORED 0–4

The campus runs on a few people's memory. Results depend on who is in the building, and every absence or resignation becomes a crisis.

What good looks like in 30 days

Every core process has an owner, the weekly review has run four times, and two procedures exist in writing.

YOUR FIRST THREE MOVES

1. List the ten processes that touch students most and name one owner for each.
2. Start a 30-minute weekly review of the same five to seven metrics.
3. Write the procedure for the two processes that fail most often.

FROM THE FIELD

I walked into a campus on ACCSC reporting, with poor enrollment, very poor student outcomes, and a total lack of accountability. No department could say who owned which number.

The first fix was a daily standup with the campus administrators and a weekly KPI scorecard for every department, each with a name beside it. Staffing changes came later, once the standards were clear enough to show who could meet them.

The campus came off ACCSC reporting within one quarter. The full case study is at the front of this guide.

DISCIPLINE 2 OF 6

Enrollment management

	STATEMENT	EVIDENCE THAT EARNS A 2	SCORE 0–2
6	New inquiries get a first contact attempt within minutes, not hours, during business hours.	Response-time report from your CRM for the last 30 days	☐
7	We know our conversion rate at each stage from inquiry to start, and where the largest drop occurs.	Stage-by-stage funnel report for the last three starts	☐
8	Admissions conversations describe the program the way faculty and graduates would describe it.	Notes from observed or recorded admissions conversations	☐
9	Students who enroll but do not start are contacted and the reason is recorded.	No-start list with a contact attempt and reason for each	☐
10	Retention is tracked by cohort and reviewed alongside new starts, not separately.	Cohort retention report on the same page as starts	☐
		Discipline total	☐ /10

IF YOU SCORED 0–4

Inquiries are leaking between stages. The campus is likely paying for leads it never speaks to and counting enrollments that never start.

What good looks like in 30 days

Response time is measured daily, the largest drop is named, and every no-start has a recorded reason.

YOUR FIRST THREE MOVES

1. Measure time to first contact and set a standard in minutes.
2. Map conversion at each stage and find the largest drop.
3. Call every no-start within 48 hours and record the reason.

FROM THE FIELD

The month I arrived, the campus in the case study closed its October enrollment cycle with nine enrollments against a goal of 24. Lead flow was abysmal, and a team of three admissions representatives was averaging about one appointment a day.

The instinct in that situation is to buy more leads. We started with the ones we had. We measured speed to lead and contact rates, held each representative accountable to those numbers daily, and adapted the admissions process step by step. By the following October, annual enrollments had grown from 175 to 305.

I had seen the same pattern years earlier at Stautzenberger College, which grew from 227 students to more than 400. The order that worked was the same both times.

DISCIPLINE 3 OF 6

Accreditation and compliance

	STATEMENT	EVIDENCE THAT EARNS A 2	SCORE 0–2
11	If a site visit were announced for six weeks from now, our files would be ready without overtime.	An internal file audit completed in the last 90 days	☐
12	Graduation and placement rates are calculated monthly using our accreditor's own definitions.	This month's rate calculation using the accreditor's formula	☐
13	Placement records include verifiable employer documentation for every graduate counted.	Employer verification on file for a random sample of ten graduates	☐
14	Catalog, website, and enrollment agreement say the same thing about every program.	A side-by-side check of all three, dated this year	☐
15	Advisory board meetings happen on schedule and their recommendations are tracked to a result.	Minutes for each meeting plus a recommendation tracker	☐
		Discipline total	☐ /10

IF YOU SCORED 0–4

Compliance is treated as an event. Files are assembled before a visit instead of maintained, so the campus is exposed between visits.

> **What good looks like in 30 days**
> A file audit is complete with a correction list, this month's rates are calculated, and published materials agree.

YOUR FIRST THREE MOVES

1. Audit a sample of student and placement files this month against your accreditor's standards.
2. Calculate graduation and placement rates monthly, using the accreditor's definitions.
3. Reconcile the catalog, website, and enrollment agreement for every program.

FROM THE FIELD

At Stautzenberger College I stopped treating accreditation as something we prepared for. I built an audit cycle into the monthly operating rhythm, and the results became an accountability metric that I reviewed with the campus administrators alongside enrollment and retention.

Every month we audited active student files, graduate files, financial aid files, employment files for administrators and faculty, and placement verifications. I checked files myself, and I cross-trained staff to audit them, so no department was the only one who ever looked at its own records.

When the site team arrived, they told us at the end-of-day meeting on day one that we had a zero-finding visit, with commendations. They spent day two writing their report.

DISCIPLINE 4 OF 6

Curriculum and academic affairs

	STATEMENT	EVIDENCE THAT EARNS A 2	SCORE 0–2
16	Each program has been reviewed against current employer needs within the past year.	A dated program review that includes employer input	☐
17	Faculty are active or recently active in the field they teach.	Faculty files showing current or recent industry work	☐
18	Attendance concerns trigger outreach within days, by a named person.	Outreach log showing date flagged and date contacted	☐
19	Students get hands-on work in the first weeks, not only after the foundational courses.	Syllabi showing applied work in weeks one to three	☐
20	Course completion and satisfaction results are shared with faculty and acted on each term.	Term results shared with faculty and the actions taken	☐
		Discipline total	☐ /10

IF YOU SCORED 0–4

The program may be drifting from what employers need, and students who struggle are noticed too late to help.

What good looks like in 30 days

Outreach follows every attendance trigger, early applied work is scheduled, and employer feedback is in faculty hands.

YOUR FIRST THREE MOVES

1. Set an attendance trigger and name who calls, and within how many days.
2. Move one hands-on experience into the first three weeks of each program.
3. Ask three employers what a new hire must do on day one, and compare it with the program.

FROM THE FIELD

At Stautzenberger College we didn't add programs because they would enroll. We started with market research on employment outcomes, to confirm that graduates would be hired. At the same time, a competing school that taught diagnostic sonography, cardiovascular sonography, and surgical technology closed, which left students and employers in our market without a provider.

I brought over experienced faculty from that school, but everything else had to be built. We developed our own clinical partners, built and equipped the labs, seated advisory boards, and took each program through programmatic accreditation. All of them earned it, and the new programs drove some of the campus's later growth. We also built an Animal Welfare Management program to complement our programmatically accredited Veterinary Technology program.

Demand tells you a program will enroll. Employment outcomes tell you whether it should exist.

DISCIPLINE 5 OF 6

Leadership development

	STATEMENT	EVIDENCE THAT EARNS A 2	SCORE 0–2
21	Each department head can state the campus's top three priorities without prompting.	Ask three department heads separately and compare answers	☐
22	Managers hold regular one-on-one meetings that cover development, not only tasks.	One-on-one calendar and notes for the last quarter	☐
23	There is at least one person being prepared for each leadership role on campus.	A named successor or development plan for each role	☐
24	Staff see leaders follow the same standards that are expected of students and staff.	An anonymous staff survey item, or examples staff can name	☐
25	Staff turnover is tracked, and exit reasons are reviewed by leadership.	Turnover report and exit interview summaries	☐
		Discipline total	☐ /10

IF YOU SCORED 0–4

Priorities are unclear below the top, and the campus depends on one or two people. Staff watch what leaders do more than what they say.

> **What good looks like in 30 days**
> Any department head can name the three priorities, one-on-ones are on the calendar, and each role has someone in development.

YOUR FIRST THREE MOVES

1. Set three campus priorities and repeat them in every meeting.
2. Start one-on-one meetings every two weeks that cover development as well as tasks.
3. Identify one person to develop for each leadership role.

FROM THE FIELD

At every campus I've led, I introduced strengths-based leadership and trained my teams in it. My own top strength is Maximizer, which means I'm at my best spotting what a person already does well and building on it.

That changes how you handle someone who is struggling. At one campus I had a Career Services Director who was failing in the role. What I saw was an empathetic heart and a strong desire to raise people up. I moved that person to Student Services Director, and they excelled. They eventually became a campus director themselves.

Most leaders would have lost that person. The role was wrong, not the hire.

DISCIPLINE 6 OF 6

Marketing and brand strategy

	STATEMENT	EVIDENCE THAT EARNS A 2	SCORE 0–2
26	We can state in one sentence what makes this school different, and staff would say the same sentence.	Ask five staff members and compare what they say	☐
27	Online reviews are monitored and answered by a named person within a set time.	Review log with response dates and the owner's name	☐
28	Our marketing uses real students, graduates, and faculty, not stock or generated imagery.	A count of real versus stock images in current materials	☐
29	We know what an AI assistant says when a prospective student asks about our school.	Saved answers from two or three AI assistants this month	☐
30	Cost per start is tracked by source, and spending moves toward what works.	Cost-per-start report by source for the last three starts	☐
		Discipline total	☐ /10

IF YOU SCORED 0–4

The school's story is unclear or inconsistent, so reviewers, forums, and AI assistants are telling it for you.

What good looks like in 30 days

Staff give the same one-sentence answer, every new review gets a response, and you have a baseline of what AI says about you.

YOUR FIRST THREE MOVES

1. Write the one-sentence difference and test it with staff and students.
2. Name one owner for reviews and set a response standard.
3. Ask AI assistants about your school, record what they say, and fix the sources they draw on.

FROM THE FIELD

When I took over marketing for a seven-campus network, I walked into an outdated system. It relied on traditional media and on outside vendors who were not serving our interests well. Apart from a paid search program that was seriously underperforming, we had no digital presence.

We replaced the vendors who weren't performing. I built out our organic and paid social channels from nothing, and we rebranded: one brand across all seven campuses, with a new look and messaging built around instructors who work in the industry. The new channels featured real students, graduates, and instructors in place of stock imagery.

Over five years, annual leads grew from 11,760 to 37,344 while total marketing spend fell 19.6%. Cost per lead dropped from $216 to $55, and cost per start from $3,159 to $1,329.

PART ONE

Reading your results

Add the five scores in each discipline. Each discipline has a maximum of 10, and the full diagnostic has a maximum of 60.

DISCIPLINE	YOUR SCORE
Operations and administration	☐ /10
Enrollment management	☐ /10
Accreditation and compliance	☐ /10
Curriculum and academic affairs	☐ /10
Leadership development	☐ /10
Marketing and brand strategy	☐ /10
Total	☐ /60

Read each discipline first

The discipline scores matter more than the total.

SCORE	WHAT IT MEANS	WHAT TO DO
8–10	Sound. This area can carry growth.	Protect it. Do not let new initiatives pull its people away.
5–7	Inconsistent. It works when the right people are present.	Write down what the best people do and make it the standard.
0–4	A constraint. Growth here will make things worse.	Fix this before adding volume. It belongs in your first 90 days.

Then read the total

TOTAL	WHERE THE CAMPUS STANDS
48–60	Ready to grow. Choose one growth initiative and fund it properly.
30–47	Fix, then grow. Two or three disciplines need work before volume is added.
Below 30	Stabilize. Pause new initiatives and work the 90-day sequence in order.

Two patterns deserve attention whatever the total:

- **Any zero in accreditation and compliance.** These carry consequences that other gaps do not. Treat each one as urgent.
- **A high marketing score with a low enrollment or academic score.** The campus is making promises faster than it can keep them. That gap becomes reviews, withdrawals, and complaints.

PART ONE

Compare scores across your team

Have two to four leaders score the diagnostic separately, then enter each person's discipline totals here. Do not discuss scores until everyone has finished.

DISCIPLINE	SCORER _____	SCORER _____	SCORER _____	SCORER _____	GAP (HIGH – LOW)
Operations and administration					
Enrollment management					
Accreditation and compliance					
Curriculum and academic affairs					
Leadership development					
Marketing and brand strategy					
Total					

How to read the gaps

- **A gap of 3 or more in one discipline** means leaders are seeing different campuses. Start the conversation there.
- **Ask for the evidence, not the opinion.** The scorer who can show the report or the file usually has the accurate number.
- **Watch who scores their own area highest.** It is common, and it is where blind spots hide.
- **Agree on one score per discipline** before you choose your three fixes.

PART TWO

The first 90 days

The sequence is diagnose, stabilize, then prove. Each phase has one job and one test for moving on.

PHASE	THE JOB	WHAT YOU DO	MOVE ON WHEN
Days 1–30 Diagnose	Find out what is true	Listen to every department. Walk each process as a student would. Rebuild the key numbers from source records.	You can name the two or three constraints and the team agrees with the list.
Days 31–60 Stabilize	Fix the constraints	Assign one owner per fix. Write the procedure. Start the weekly metric review. Stop work that does not serve the fixes.	Each fix has run for at least two weeks without you pushing it.
Days 61–90 Prove	Show it holds	Let the team run the fixes. Publish the early results internally. Decide what the first growth initiative will be.	Leading indicators have moved and stayed moved.

Five rules for the 90 days

1. **Listen before you prescribe.** The people doing the work usually know what is broken. They have often stopped saying so.
2. **Pick three fixes, not ten.** Choose the lowest-scoring disciplines and the compliance zeros. Everything else waits.
3. **Sequence for early wins.** Start with a fix the team can complete in two weeks. Confidence comes from finishing.
4. **Let the team do the work.** A fix that depends on you ends when your attention moves. Give the credit to the people who carried it.
5. **Finish or stop.** Every initiative is either completed or deliberately ended. Nothing is left to fade.

PART TWO

Your 90-day plan

Choose three fixes from your lowest-scoring disciplines. Give each one owner, an early win, and an indicator you will check weekly.

FIX 1

Discipline		Owner	
What is true today			
The fix			
Two-week win			
Leading indicator		Target	
Review date		Day 90 result	

FIX 2

Discipline		Owner	
What is true today			
The fix			
Two-week win			
Leading indicator		Target	
Review date		Day 90 result	

FIX 3

Discipline		Owner	
What is true today			
The fix			
Two-week win			
Leading indicator		Target	
Review date		Day 90 result	

WHAT WE WILL STOP OR PAUSE FOR 90 DAYS

PART TWO

Day 91: how to know it is working

Enrollment, graduation, and placement numbers will not tell you in 90 days whether the turnaround is working. They lag by months. Watch the indicators that move first.

LEADING INDICATOR (MOVES IN WEEKS)	LAGGING RESULT IT PREDICTS (MOVES IN MONTHS)
Time from inquiry to first contact	Inquiry-to-start conversion
Share of enrolled students who start	Start counts and cost per start
Attendance in the first three weeks of a term	Cohort retention
Days from an attendance concern to outreach	Withdrawals
Placement files complete at graduation	Reportable placement rate
Review response time and new review volume	Reputation and inquiry quality
Staff turnover and open positions	Consistency of every result above

You are ready to move from fixing to growing when three things are true:

- The leading indicators have improved and held for at least four weeks.
- The team runs the weekly review without you leading it.
- Re-scoring the diagnostic moves every constraint discipline to 5 or above.

> Make that decision on evidence the team produced, not on the calendar. If day 91 arrives and the indicators have not held, extend the stabilize phase.

WHAT TO AVOID

Five mistakes that stall a turnaround

1. **Buying leads to solve a contact problem.** More inquiries into a slow process produce more unreturned calls. Fix response time first.
2. **Launching a program to solve a retention problem.** New programs draw attention and staff away from students who are already enrolled and already at risk.
3. **Treating accreditation as an event.** Campuses that prepare only when a visit is scheduled are always behind. Readiness is a monthly habit.
4. **Replacing people before fixing the process.** A capable person in a broken process produces the same result as the last person. Fix the process, then judge the fit.
5. **Announcing the turnaround.** Staff have heard announcements before. They believe completed work.

YOUR NEXT STEP

Re-score the diagnostic every 90 days. Keep each version, because the trend across them is your evidence of progress for your team, your owners, and your accreditor.

Want to talk through your scores?

A diagnostic conversation is where most Girard Advisory Group engagements begin. Bring your scores and we will start with the lowest one.

girardadvisorygroup.com/schedule-diagnostic

ABOUT THE AUTHOR

John P. Girard

John P. Girard is the founder of Girard Advisory Group, a higher education advisory firm serving career colleges, vocational schools, and multi-campus institutions. He has spent 30 years inside the sector as a campus president, campus director, regional director, dean, and national marketing and brand leader.

His record includes five campus turnarounds, more than 14 re-accreditation cycles as a key stakeholder, and 11 site visits completed with no findings. He is the co-creator of the CARING+ Model of Campus Engagement and served on the board of the Ohio-Michigan Association of Career Colleges and Schools.

Girard Advisory Group works across six disciplines: operations, enrollment, accreditation, curriculum, leadership, and marketing.

Clarity. Alignment. Results.

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The Campus Health Diagnostic

ONE-PAGE SCORECARD

Campus _____

Scored by _____ Date _____

2 = Consistently true, and I could show the evidence this week

1 = Partly true, or true only when certain people are involved

0 = Not true, or I do not know

1 Operations and administration ____ /10

1	Every recurring process has a named owner and a written procedure someone else could follow.	☐
2	Leadership reviews the same short set of campus metrics on a fixed weekly schedule.	☐
3	Student-facing departments hand students off to each other without the student repeating their story.	☐
4	Budget variances are explained within the month they occur.	☐
5	When a key employee is out, their work continues without a crisis.	☐

2 Enrollment management ____ /10

6	New inquiries get a first contact attempt within minutes, not hours, during business hours.	☐
7	We know our conversion rate at each stage from inquiry to start, and where the largest drop occurs.	☐
8	Admissions conversations describe the program the way faculty and graduates would describe it.	☐
9	Students who enroll but do not start are contacted and the reason is recorded.	☐
10	Retention is tracked by cohort and reviewed alongside new starts, not separately.	☐

3 Accreditation and compliance ____ /10

11	If a site visit were announced for six weeks from now, our files would be ready without overtime.	☐
12	Graduation and placement rates are calculated monthly using our accreditor's own definitions.	☐
13	Placement records include verifiable employer documentation for every graduate counted.	☐
14	Catalog, website, and enrollment agreement say the same thing about every program.	☐
15	Advisory board meetings happen on schedule and their recommendations are tracked to a result.	☐

4 Curriculum and academic affairs ____ /10

16	Each program has been reviewed against current employer needs within the past year.	☐
17	Faculty are active or recently active in the field they teach.	☐
18	Attendance concerns trigger outreach within days, by a named person.	☐
19	Students get hands-on work in the first weeks, not only after the foundational courses.	☐
20	Course completion and satisfaction results are shared with faculty and acted on each term.	☐

5 Leadership development ____ /10

21	Each department head can state the campus's top three priorities without prompting.	☐
22	Managers hold regular one-on-one meetings that cover development, not only tasks.	☐
23	There is at least one person being prepared for each leadership role on campus.	☐
24	Staff see leaders follow the same standards that are expected of students and staff.	☐
25	Staff turnover is tracked, and exit reasons are reviewed by leadership.	☐

6 Marketing and brand strategy ____ /10

26	We can state in one sentence what makes this school different, and staff would say the same sentence.	☐
27	Online reviews are monitored and answered by a named person within a set time.	☐
28	Our marketing uses real students, graduates, and faculty, not stock or generated imagery.	☐
29	We know what an AI assistant says when a prospective student asks about our school.	☐
30	Cost per start is tracked by source, and spending moves toward what works.	☐

Total ____ /60

48–60 · Ready to grow
Choose one growth initiative and fund it properly.

30–47 · Fix, then grow
Two or three disciplines need work first.

Below 30 · Stabilize
Pause new initiatives. Work the 90-day sequence.

Any discipline 0–4
A constraint. Fix it before adding volume.

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