

Enrollment MANAGEMENT

REPORT

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Practical Guidance in Recruitment, Admissions, Retention & Financial Aid

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SNAPSHOTS

IDEA FILE

Degrees in Spanish can broaden your enrollment base; student services budget cuts harm graduation rates more than academic budget cuts; attitudes about the value of higher education suggest that adult enrollment will continue to increase; and an emergency fund boosts retention among students who encounter unexpected financial circumstances. **Page 2**

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COVER STORY

Help students choose majors, learn more with academic assessment tool

When students repeatedly change their majors, they usually don't graduate in four years. They become more likely to drop out. And if they take too long to finish, they don't count in your institution's graduation rate.

At Sam Houston State University in Texas, an online assessment called Academic Coach guides students toward the majors that best fit their academic profile and behavioral characteristics.

The program also helps them determine their learning style so that they understand the best ways to study to meet their goals. **Full story, pages 4-5.**

Assessment tool has many uses

A tool used to help incoming students choose majors could also help with recruiting and job placement. **See page 4.**

HIGHLIGHTS

Increase your campus' visual appeal to attract students

When prospective students visit a campus, they make a decision within 100 seconds based on its appearance. Certain features lead viewers to respond to environments more positively. Find out what they are so that you can make sure your institution's visitors like what they see. **Page 3**

Foster good relations between admissions, marketing

At Oakland University, a central marketing department handles advertising for units all over campus. That ensures that the institution doesn't send out conflicting messages, protects its brand, and allows for efficient use of resources. Undergraduate admissions has such a good relationship with marketing that the units serve as a campus model for collaboration. Get tips for making this important relationship work. **Pages 6-7**

Boost access with data-driven decisions

Pam Horne's passions are increasing access to higher education and basing decisions on data. As assistant vice president for enrollment management and dean of admissions at Purdue University, she combines those passions to create programs that help low-income and first-generation students succeed. And she encourages students to rely on data when making their college decisions. **Page 12**

Offer a Spanish-language program to expand student base

Members of the United States' growing Spanish-speaking population face barriers to earning degrees when courses and services are provided in English. If this group could be an enrollment source for your institution, consider the approach Walden University adopted.

Starting this fall, students can pursue a Bachelor of Science in Business Administration degree taught online entirely in Spanish. Walden also will provide student services in Spanish. Students have the option to learn English and may be able to transfer into the similar degree program offered in English.

For more information, go to www.licenciatura.waldenu.edu. Use the blue buttons on the top right of the page to switch between English and Spanish. ■



Use white paper to make case to save student services

If your budget is on the chopping block, a working paper on the effect of funding cuts on students could help you make your case.

Do Expenditures Other Than Instructional Expenditures Affect Graduation and Persistence Rates in American Higher Education? argues that funding cuts in student services have a stronger negative impact on graduation rates than funding cuts in academics. That effect is strongest at institutions where graduation rates are below the median.

To review the paper, go to www.ilr.cornell.edu/cheri/upload/cheri_wp121.pdf. ■



Expect adults to continue seeking higher education

The economy has wreaked havoc on families' budgets and college savings. But SunTrust Bank Inc.'s *Solid Index* concludes that adults see higher education as the way to a secure financial future.

The most recent study in the ongoing series showed that 51 percent of parents and one-third of all adults are considering enrolling in further education.

On the downside, the research revealed that 63 percent of respondents believe that post-high school education in the United States has practically become unaffordable. And 43 percent of Americans have stopped or cut back on saving money for their kids' and/or their own education due to the current economy. ■



Consider creating emergency fund to boost retention

A job loss or an emergency room bill can mean the difference between remaining enrolled and dropping out for some students.

Students at Central New Mexico Community College who encounter unexpected circumstances can request funds from the Rust Opportunity Assistance Fund. The term-to-term retention rate for recipients is 85.25 percent, compared with 67.7 percent for first-time students, reports *Inside Higher Ed*.

To learn more, visit www.cnm.edu/depts/fass/scholarships/downloads_fall08/2008_Dreamkeeper_Rust_App-Info_.pdf. ■



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Increase campus' visual appeal to attract students

PORTLAND, ORE. — When prospective students visit your campus, the most important factor they consider in deciding whether to enroll is the visual environment. Within 60 to 100 seconds, they have made up their minds.

That's according to research by the Carnegie Foundation, said Sarah Hempstead, project manager and principal at Schmidt Associates, a design firm. She spoke at the Society for College and University Planning's annual international conference.

Hempstead and Craig Flandermeyer, a landscape architect for the firm, tested how well the principles in the book *City Comforts: How to Build an Urban Village* by David Sucher apply to college campuses. They showed campus photos to parents, students and administrators. The viewers rated the photos on their visual appeal.

The researchers found that the more "comfort features" that Sucher identified appeared in the photos, the higher the ratings. If your campus needs improvement, use those principles to guide plans for improvement.

Comfort features fall into nine categories, Hempstead said. They are:

1 Movement. Bike storage is important on a college campus. Also, pavement types should vary so that pedestrians and drivers know where to go. For example, a different pavement type on crosswalks is a comfort feature.

2 Identity. This does not refer to branding, but to the sense of connection to the larger environment. For example, bulletin boards provide a place for viewers to learn what is happening throughout the campus. Gateways into neighborhoods can offer a sense of how the neighborhood and the campus fit together. And signage explaining unusual equipment helps viewers make more sense of the environment.

3 Safety. People feel safer if they think that others can see them. Visible entrances to buildings, open stairways, and windows that allow

people inside a building to see those on the outside are comfort features.

4 Necessity. Public restrooms, trash cans and ashtrays (if smoking is allowed) must be included in planning. In Hempstead and Flandermeyer's research, viewers gave trash cans a neutral response. But they should be considered a "necessary evil,"

Flandermeyer said. Placement and design make some more aesthetically pleasing than others, he added.

5 Consistency. New buildings can either echo the aesthetic of earlier buildings or violate it. Either can work if designed properly, Hempstead said. Mimicking the details of older buildings is one way to achieve a comforting appeal.

6 Buffers. Two things coexisting in the same space with partial separation define an effective urban village, Hempstead said. Trees along the street or white noise from a fountain provide that type of visual or auditory separation.

7 Efficiency. The goal is to make the highest and best use of all assets, no matter how small they are, Hempstead said. Leftover spaces can be turned into park-like areas, she said.

8 Art. It doesn't matter what the art is or even whether you like it. "It gives two people a chance to look at the same thing and start a conversation," Hempstead said. It also adds visual interest.

9 Interaction. It's important to provide reasons for people to talk and places to do it, Hempstead said. For example, chess or other game tables encourage people to stop and interact.

Schmidt Associates redesigned areas on several campuses to incorporate more of these principles. On one, the main thoroughfare bisected campus. The street was visually unappealing, and there were frequent accidents involving pedestrians. When the road was redesigned, it curved to slow traffic and included different types of pavement to tell drivers and pedestrians where the crosswalks were.

On another campus, a parking lot was located right in the middle of campus. That area was converted to a quad, which provided a central focus. The main academic buildings already surrounded the area. ■

Take 5 to boost campus attractiveness

Do you want your campus to have a strong visual appeal that makes prospective students want to enroll? Advocate for campus planners to use these tips.

1. **Walk** around campus and take pictures.
2. **Count** the number of comfort features you see in each photo.
3. **Determine** which campus areas lack five to seven comfort features.
4. **Include** elements of the four necessities for comfort in plans. They are people, balance, convenience and interaction.
5. **Remember** that well-maintained areas are more appealing. ■

Help students choose majors wisely to boost retention, graduation

When students change their majors, they push their graduation dates back. If they change majors repeatedly, that can mean extra years in school and thousands more in tuition expenses.

Those delays also harm your institution. Students who delay their degree completion are more likely to drop out. Or if they take too long to finish, they lower the college's graduation rate.

At Sam Houston State University, officials implemented a program to help students choose majors that suit them. If their academic goals match their interests and abilities, they are more likely to succeed. If you want to help students choose the right major, consider whether a program like SHSU's Academic Coach would work for your institution.

Incoming SHSU students may complete an Academic Coach assessment online at orientation or even before they arrive on campus. Participation is optional, but about 35 percent of this year's incoming class completed it. Participation has risen steadily since SHSU piloted the program in fall 2005, said Nancy Ilfrey, orientation director.

Other students, such as those with low grades or those who have enough hours to qualify for upper-class status who have not declared a major, are also encouraged to take the assessment. It takes no more than one hour to complete, said Bud Haney, president of Profiles International, the company that

designed the evaluation.

Students get feedback on their thinking skills and personal characteristics. Based on those qualities, the results include a list of career options that would best suit them. The assessment lists the SHSU college the student should enroll in for that major (see box on p. 5 to learn more).

Many faculty members who teach SHSU's first-year experience course use the assessment in class, said Heather Crowson, vice president of enrollment management. Students in their sections who did not complete the assessment during orientation do so at the beginning of the semester. It helps with discussions about students' learning styles and majors, Crowson said. In some sections, each student has been matched with an alumnus in one of the career fields suggested in her report. The student interviewed the alumnus to learn more about his profession and career path for a class assignment.

Profiles International originally specialized in creating assessments for businesses. The education assessment was created by modifying business assessments, Haney said. He became interested in creating a product like Academic Coach after his son took seven years to graduate from college because he changed majors so many times.

Profiles' staff worked with SHSU officials to modify the language so that it was appropriate for education rather than business, he said. For example, the product was initially called Career Coach. SHSU officials realized "Academic Coach" gave a better idea of what

Assessment can serve many purposes

Sam Houston State University officials began using Academic Coach assessment results to help incoming freshmen choose majors and identify their learning styles. But the tool could help students in many other areas.

Enrollment management officials plan to use Academic Coach in recruiting, said Heather Crowson, vice president of enrollment management. It will give them an opportunity to speak with high school students and their parents about how they could be successful, she said. For certain student populations, that could encourage a college-going culture.

For other families, the assessment could help parents understand that their students have ideas of their own. Many parents think they know what jobs and majors would be best for their students. The results could help

them realize that the students should make their own decisions, Crowson said.

Also, career services plans to use the assessment to help with job placement. Students would give permission for companies to have access to the results summary. That would give employers a way to seek employees who met their needs. Currently, career services officials have access to the results. When students need help developing their résumés, officials can use the information to help them identify strengths to highlight.

Profiles and SHSU officials are also working on a new version of the assessment that will be called Transition Coach. It will help veterans make decisions as they move into civilian life from the military, Crowson said. The goal is to launch that program in the fall. ■

they wanted from the product, Crowson said. That's because it helps students make academic decisions, from how to take advantage of their learning styles to choosing a major.

Profiles International helped train SHSU staff members when Academic Coach was implemented. SHSU staff members update Profiles on the changes in degree offerings so that the assessment can be updated to match.

To complete the assessment, students log into it through the SHSU Web site. They also access their reports through SHSU. Advisors receive a summary copy of the report, which they can use to facilitate discussions with students about majors and course schedules.

Profiles will customize assessments and reports for institutions, Haney said. For example, SHSU opted to include only careers requiring a four-year degree that students could prepare for at the institution. The state of Louisiana uses similar assessments in high schools, said Caren Shaffer, Profiles' senior vice president. The report those students receive lists careers students need a college degree to pursue and those that do not require postsecondary education.

Institutions pay a licensing fee that allows them to use the assessments an unlimited number of times. That means that officials don't have to make decisions about who would benefit most.

Contact Heather Crowson at crowson@shsu.edu and Caren Shaffer at Caren.Shaffer@profilesmail.com. To learn more about Profiles International, go to www.profilesinternational.com. ■

Assessment report provides detailed feedback

When a Sam Houston State University student completes an Academic Coach assessment, he receives a written report within seconds.

The first section provides an evaluation of his learning style. For example, it might say that he learns best if the instruction is hands-on, specific and applied. The report tells what learning environments would suit his verbal skills, verbal reasoning, and numerical skills and reasoning levels. It also describes his occupational interests and personality traits, including his energy level, assertiveness, attitude, independence and objective judgment.

The next section of the report matches these qualities with the characteristics of workers in various professions. The student receives a ranking of the professions that best match his profile. It then lists the SHSU college that he should enroll in to pursue that career goal.

The report also includes the Occupational Network code number so that the student can learn more about the profession. The U.S. Department of Labor's O*Net Web site (<http://online.onetcenter.org>) allows users to type in these codes to obtain information about particular careers.

Finally, the document offers a number of suggestions for learning more about the professions. ■

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Maximize resources with centralized marketing

Aggressive recruitment and marketing campaigns at Oakland University in Michigan keep enrollment growing. A centralized marketing unit makes advertising efforts effective and efficient.

Having admissions and marketing in separate divisions can lead to poor communication and competition. But at OU, the collaboration between undergraduate admissions and marketing serves as a model for the rest of the campus community. Officials explained how they make the partnership productive at the American Association of Collegiate Registrars and Admissions Officers' annual meeting.

Presenters included Dawn Aubry Slowik, associate director of undergraduate admissions; Melinda Booth, new media coordinator for undergraduate admissions; and Kelly Smith, marketing director for university communications and marketing.

The central marketing group works like an in-house advertising agency, and considers departments its clients, Smith said. The unit reports directly to the president. It includes communications, marketing, Web, public relations and advertising.

Other institutions may structure their units differently or may rely on outside vendors, Booth said. The way that units work together is more important than the structure, she added.

Advantages of a central marketing unit are that the publications, Web presence and advertising have a uniform look and feel. The unit provides templates that departments can use to create materials. That helps protect the institution's brand, Smith said. For example, if units use the institution's logo in marketing pieces, the centralized unit provides the graphic and ensures that the logo is not stretched or changed.

Marketing also reviews work to ensure that the institution is not sending mixed messages.

Services the unit offers include editing, providing style guidelines, and developing marketing plans. The office produces print publications and forms. Plus, a centralized media buyer handles purchases of radio and television air time and Internet advertising.

Undergraduate admissions' marketing efforts include print, radio, billboard, YouTube videos, and a future students' Web site. Evening group chats have been very popular with nontraditional students, Booth said.

A Twitter feed has about 600 followers. Tweets inform prospects about campus events and news.

Centralized marketing enables quick, coordinated responses



Officials at Oakland University in Michigan responded to the economic downturn with a short-term marketing campaign affirming that the institution is affordable. This catchy graphic made the message clear at a glance.

The graphic pairs the verbal message with an existing image of the institution's mascot that prospective students would recognize.

The centralized marketing department initiated and implemented the campaign within two months. Prospective students saw the ads last spring as they were making up their minds about where to enroll.

The graphic appeared on the Web site for future students, on prospective students' portal pages, and in other locations where students would see it as they chose their college.

The institution coupled the marketing campaign with increased scholarships. ■

Also, undergraduate admissions retweets messages from advising and the resource center.

A Facebook page enables incoming students to get to know each other before they arrive on campus.

According to Booth, the marketing unit supports undergraduate admissions with the following tasks:

- Promotes specific events and programs.
- Creates a viewbook and supporting pieces.
- Provides Web and new media support.
- Advocates for overlooked areas that need more advertising.

- Ensures that student support service information is updated and correct.

The unit also helps with retention efforts by creating and following a communication plan for incoming and current students, Booth said. Regular communications remind those students of registration deadlines, summer enrollment opportunities and policy changes. Marketing keeps messages consistent from the time students become prospects through their first year.

For admissions staff members to work well with marketing, they need to understand each unit's role. Slowik suggested that you ask these questions to make sure you understand how the units at your institution work together:

- What is your current relationship with campus marketing?
- What is the role of your campus marketing department?
- What is admissions' role?
- What goals can you achieve together?

To cultivate the type of positive relationship with your institution's marketing division that undergraduate admissions at OU has with its marketing unit, you can do your part to make sure that communication between the units is clear. Smith suggests that you follow these tips:

- **Look at rules and guidelines before asking marketing to accept a project.** Also, meet to discuss the process.

- **Avoid surprises.** Clarify the design and size of the piece you want by providing samples to marketing. If you have seen an effective marketing effort from another institution that you wish to emulate, provide a copy.

- **Prepare your content thoughtfully.** Revisions can add to your cost.

- **Ask for a quote.** You might find that small changes can make the project more affordable.

- **Have a timeline in mind.** Be realistic, keeping in mind that the marketing unit has other clients. And pad the date you request the work to be done by several weeks in case delays occur.

- **Prepare to be flexible.** Flexibility could save your unit money or allow you to create a more effective piece.

- **Show the first proof of advertising pieces to everyone involved.** That will prevent miscommunication and errors.

- **Meet for coffee to develop good will between departments.** Casual interactions allow relationships to develop.

- **Know what your budget allows you to do.** That will save planning time and keep you out of money troubles.

- **Understand how billing works.** Will design and printing be billed together or separately?

- **Prepare for the unexpected.** Know how you will handle a crisis, system outage, snow, breaking news, or a shift in institutional priorities or strategies.

It's critical to document the success of marketing efforts so that you can improve in the future, Booth said. Data that you could use to evaluate efforts include admissions reports, event attendance, demographics, Web analytics, retention data, tuition and fee amounts, and economic development reports, she said.

Identify who has this data. Then review and disseminate it. That can help you justify media purchases, ask for additional funding, and determine the effectiveness of current tactics.

Contact Slowik at dmaubry@oakland.edu, Booth at mbooth@oakland.edu, and Smith at smith236@oakland.edu. ■

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Encourage purposeful peer interaction for a cohesive unit

How can you help your enrollment management unit achieve a degree of cohesion and focus in an otherwise fragmented environment? The more divisions you have working together, the more challenging this problem can become.

Michael Fullan refers to this as the “too tight–too loose dilemma.” He’s the author of *The Six Secrets of Change: What the Best Leaders Do to Help Their Organizations Survive and Thrive*, published by John Wiley & Sons.

“Focus the organization with sharp goals and tight accountability, and you get passive or alienated workers. Go for decentralized creativity, and you get drift and inertia. The key to achieving a simultaneously tight-loose organization lies more in purposeful peer interaction than in top-down direction from the hierarchy,” he explains in the book.

The nuance is that connecting peers with purpose does not require less leadership at the top, but rather more — more of a different kind.

Peer interaction must be purposeful and must be characterized by high-capacity knowledge and skills. Leaders must do the following:

- Provide direction.
- Create the optimal conditions for effective peer interaction to occur.
- Intervene along the way when things are not

working as well as they could.

- Stand for a high purpose.
- Hire talented individuals who promote your high purpose.
- Create mechanisms for purposeful peer interaction with a focus on results.
- Stay involved but avoid micromanaging.

Put differently, once you establish the right conditions and set the process in motion, *trust the process and the people in it*. Don’t choose between the hierarchy and the market—integrate them.

When peers interact with purpose, they provide their own built-in accountability, which does not require close monitoring but does benefit from the participation of the leader.

The reason that you need purposeful peer interaction is that it is the group that can sort out consistency and flexibility — the tightness or looseness. Individuals working alone are sometimes better at solving simple problems, but well-functioning groups are always better at addressing challenging tasks. And there are few things as complex as making systems work their way to the future by integrating top-down, bottom-up and lateral forces.

Source: Information on this page was adapted from The Six Secrets of Change: What the Best Leaders Do to Help Their Organizations Survive and Thrive, published by John Wiley & Sons. For information, or to order, go to www.wiley.com and type “Six Secrets of Change” in the search box. ■

Peer interaction generates positive results

When individuals in an organization achieve purposeful peer interaction, three positive results occur.

Michael Fullan describes them in his book *The Six Secrets of Change: What the Best Leaders Do to Help Their Organizations Survive and Thrive*, published by John Wiley & Sons.

First, all stakeholders rally around a higher purpose that has meaning for individuals as well as for the collectivity.

Second, knowledge flows as people pursue and continuously learn what works best. The continuous development and flow of knowledge is the intellectual lens that focuses the work on effective practices.

Third, identifying with an entity larger than oneself expands the self, with powerful consequences. Enlarged identity and commitment are the social glue that enable large organizations to cohere. Consider the K-12 education system as an example. When

teachers within a school collaborate, they begin to think not just about “my classroom,” but also about “our school.” When school leaders work in a cluster of schools, they become almost as concerned about the success of other schools in the network as they do about their own.

When district leaders participate in a network with other districts, they become interested in the success of other districts, and indeed the system as a whole.

The “we-we” commitment is fostered not because people fall in love with the hierarchy but because people fall in love with their peers (although if the hierarchy is pursuing a higher purpose and promoting peer learning, it becomes a beneficiary as well).

In other words, the organization becomes effective because leaders are investing in employees, and this investment increases employees’ individual and collective commitment to their work. ■

How can you stretch your marketing dollars?

You have been asked to come up with new marketing ideas for your programs.

Case Study

In these tough economic times, it's more important than ever to get the

word out.

But the budget is smaller than ever, so you need to be especially creative about coming up with high-impact plans.

What would you do?

The Solution

Combine events, assess results, use campus resources

"We have combined events to offer a larger marketing presence. For example, our School of Technology offers a Cruise-In to Ivy Tech event during the summer, and we now offer an Open House at the same time to maximize visibility for both events," said Deborah Anderson, vice chancellor of student affairs at Ivy Tech Community College.

The Cruise-In offers a vintage car show, Anderson said. Anyone can attend and enter an automobile, motorcycle or other vehicle. There is no fee to enter or attend.

The technology school gives awards in several categories, such as best Ford, Chevy, street rod, motorcycle and import.

Also, the local fire department demonstrates the Jaws of Life on old cars, and the automotive technology program offers demonstrations. Last year, the event included a '50s-style sock hop with music and prizes for best dressed, Anderson said.

Attendees could take college tours and get information about academic programs, admissions and registration.

This fall, Ivy Tech will host a Free Community College Day, which will also serve as an Open House

event. Faculty will showcase popular programs through one-hour class sessions. That idea was borrowed from another institution, Anderson said.

Paul Orehovec, vice president of enrollment management and continuing and international education at the University of Miami, would take these steps:

1. Assess the extent to which my current efforts are working (or not working).

2. Decide which efforts to stop to save money.

3. Take a close look at my client base and try to understand, as much as I can, who they are and why they chose my university.

4. Sponsor a series of brainstorming sessions with a wide variety of people on campus to see what marketing ideas we could come up with.

5. Test some of the best ideas with sample sizes

large enough that I would have faith in the results.

6. Implement any of the successful ideas with a larger cohort.

7. Pray that my efforts are successful.

"I would likely turn to one of the largest untapped resources in higher education — our campuses!" said Roger Thompson, vice provost for enrollment management at Indiana University at Bloomington.

"At IU, the Kelley Business School is one of the country's best, and I would turn to key leaders in this area and other areas on campus for assistance," he added.

In fact, this is what he currently does. "This year, we have utilized the talents of one of the faculty members from Kelley to lead workshops with our admissions folks. We have had four sessions, and our team is learning from a person who has been contracted by Fortune 500 companies across the country," Thompson said. ■

What challenges do you face?

Have you encountered a difficult situation that you'd like to share with readers? Let us know what it was and how you handled it. We'll find out how your colleagues would respond in the same situation.

E-mail Editor Joan Hope at jhope@wiley.com. ■

Next time ...

Officials from your institution's development office inform you that they have a list of prospective students who could mean big money in donations.

They propose providing you with the list so that you can contact them when it's time to review the students' applications.

What would you do?



Send your responses to Joan Hope, editor, at jhope@wiley.com. Your comments will be included in an upcoming issue.

AT A GLANCE

A REVIEW OF THIS MONTH'S
LAWSUITS & RULINGS**Financial Aid**

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FINANCIAL AID

School must issue degree, transcripts or pay \$10,000 fine

Case name: *In re: Moore*, No. 08-12691-SSM (Bankr. E. Va. 06/10/09).

Ruling: The U.S. Bankruptcy Court, Eastern District of Virginia found Novus Law School in civil contempt because it refused to issue a diploma and transcripts to a debtor who had discharged in bankruptcy a debt he owed to the institution.

What it means: When determining whether a debt owed to a university constitutes a nondischargeable student loan, bankruptcy courts examine whether it arose from an exchange or advance of funds or an agreement to borrow money. If the student unilaterally assumed the debt by failing to pay tuition when it came due, it is an unsecured debt dischargeable in bankruptcy.

Summary: Ronnie Moore filed a petition for bankruptcy under Chapter 7. He listed a total of \$252,637 in priority and unsecured debt. After the court discharged his debts, Moore moved for contempt against Novus Law School for violation of the discharge injunction under 11 U.S.C. 524(a)(2). He argued that Novus' refusal to issue him a Juris Doctor degree or a transcript for coursework he had completed but not paid for constituted a violation of the discharge injunction.

The bankruptcy court held that Moore's debt was simply that portion of his tuition bill that Moore

unilaterally decided not to pay as it became due. Therefore, because the debt owed to Novus was not a student loan for purposes of 11 U.S.C. 523(a)(8), it was discharged in Moore's bankruptcy case.

The court held that Novus willfully violated the discharge injunction by refusing to issue Moore's transcript and certify his graduate status. Additionally, to the extent that Moore had completed all requirements for receiving a degree, Novus willfully violated the discharge injunction by refusing to award him a degree.

Consequently, the bankruptcy court entered a judgment finding Novus in civil contempt. It imposed sanctions in the amount of \$10,000, to be paid within 30 days, unless within that time the school issued Moore a degree and a transcript reflecting completion of the degree requirements and filed evidence of compliance with the clerk of the court. ■

FERPA

FPCO initiates own investigation of FERPA violations

Case name: *Letter to Loyola University – New Orleans*, No. 1413 (12/23/08).

Ruling: The Family Policy Compliance Office opened an investigation on potential unauthorized disclosures of student education records although no complaint had been filed.

What it means: Under section 99.64 of the regulations implementing the Family Educational Rights and Privacy Act, the FPCO is authorized to investigate potential violations even if a formal complaint has not been filed.

Summary: The FPCO opened an investigation into an incident of potential unauthorized disclosures of students' education records at Loyola University in New Orleans.

A student who was dismissed from Loyola filed a complaint, providing an e-mail suggesting that the institution's risk manager revealed information to the student and his father regarding three other students who faced possible criminal charges and disciplinary dismissals.

Although the student did not have standing under FERPA to file a complaint on behalf of the students, the FPCO chose to conduct its own investigation as authorized by section 99.64 of the FERPA regulations.

The office requested that Loyola investigate whether the risk manager had, in fact, improperly disclosed personally identifiable information from the students' education records. ■

ACADEMIC AFFAIRS

Ruling dashes Ph.D. student's last hope for degree

Case name: *Lewis v. Cleveland State University, et al.*, No. 2006-07457 (Ohio Ct. Cl. 05/15/09).

Ruling: The Ohio Court of Claims dismissed Joseph Lewis' breach of contract and racial discrimination lawsuit against Cleveland State University.

What it means: The contractual relationship between a student and a university is governed by the official documents — such as the university catalogue and student handbook — supplied by the institution.

Summary: Lewis, a former doctoral student at Cleveland State University's Maxine Goodman Levin College of Urban Affairs, sued the institution and several university officials. He claimed breach of contract, racial discrimination and violations of state law.

Only students who received a grade of B or better in each of five core courses were eligible to sit for the doctoral program's comprehensive examinations. Lewis earned a C in the Quantum Research Methods course.

Lewis unsuccessfully disputed the grade at all levels of formal review. Since he refused to retake the course, the university did not allow him to take

the comprehensive examinations and he was unable to earn a doctoral degree.

He claimed that he was denied his contractual right to challenge the grade and that he was prohibited from pursuing a doctoral degree in violation of his agreement with the university.

Lewis argued that he should have been allowed to take the comprehensive examinations because he had maintained an overall grade point average of B for all the courses he had taken. However, finding that the *Student Handbook* explicitly required that doctoral students must obtain a minimum grade of 3.0 (B) for all core courses, the court dismissed Lewis' claim as barred by the terms of his contract with the university.

Additionally, Lewis maintained that he was employed by the university as a policy and planning assistant with the Federation for Community Planning and that the institution discriminated against him on the basis of his race (African-American).

The court held that the \$1,000 stipend Lewis received for working as an intern with the Federation did not qualify as employment for purposes of his racial discrimination claim. ■

DISABILITY

Student fails to prove dismissal was due to disability discrimination

Case name: *Patel v. Wright State University, et al.*, No. 3:07-cv-243 (S.D. Ohio 05/26/09).

Ruling: The U.S. District Court, Southern District of Ohio dismissed all claims filed by Roopal Patel as a result of her dismissal from Wright State University's graduate psychology program.

What it means: A college student claiming disability discrimination must show that the symptoms of her disability cannot be controlled by medication or by reducing the side effects of medication. Additionally, a student who fails to meet the requirements of a course of studies despite having received appropriate accommodations is not a "qualified individual with a disability" under the Rehabilitation Act or the Americans with Disabilities Act.

Summary: Patel, a graduate student at Wright State University, sued the institution and several officials after she was dismissed from its doctoral program in psychology. She claimed discrimination and retaliation because of her East Indian ethnicity in violation of state law, deprivation of her 14th Amendment substantive and procedural due process rights under Section 1983, and violations of the Rehab Act and the ADA.

The record showed that Patel had problems meeting the internship requirements for the degree. After an

evaluation of her first rotation, the graduate committee scheduled a meeting with Patel to dismiss her. She explained that her problems were probably due to a "health condition."

The committee suspended the dismissal process and referred Patel for evaluation by a psychologist. She was reinstated based on a diagnosis that her problems were probably the result of side effects of a prescribed antidepressant. The psychologist explained that her current condition would improve after six months on a lower dosage of the same antidepressant.

A plan was developed to provide Patel with greater supervision and support. Despite the accommodations, she was dismissed from the program because she was unable to satisfy the requirements.

The court ruled for the university, finding that her condition did not qualify as a disability. "[I]f the symptoms of the disability can be controlled by medication or reducing the side effects of medication, it does not qualify as a disability under the ADA or Rehabilitation Act," the court explained.

The court also dismissed her state law and constitutional claims on the basis of 11th Amendment immunity and qualified immunity. ■

PAM HORNE, ASST. VICE PRESIDENT FOR ENROLLMENT MANAGEMENT AND DEAN OF ADMISSIONS,
PURDUE UNIVERSITY

Boost access with decisions based on research

Pam Horne's passions are expanding access for low-income and first-generation students and using data to make sound enrollment decisions.



PAM HORNE

As assistant vice president for enrollment management and dean of admissions at Purdue University, she enjoys combining those passions to create initiatives that promote student success.

About 170 students will participate in a program for low-income Indiana residents that begins this fall. Besides receiving financial support so that they can graduate without taking out loans, they will participate in mandatory support programs. Those include mentoring, tutoring,

and referrals to support services.

The program's design was based on research that shows that low-income and first-generation students are most likely to succeed if they have academic, social and financial support, Horne said.

The students will also have work-study jobs. That's important, because the data show that students who work eight to 12 hours a week on campus are more likely to be retained, Horne said.

The program did not cost much to implement because it leverages the increased Pell Grant and Indiana's statewide Twenty-first Century Scholars Program. Some institutional financial aid was repurposed for it, Horne said.

A second new program to increase access was also based on data. Purdue provides small grants to middle-income state residents who just missed the cutoff for federal and state grants. These grants will make the difference in whether they can enroll, Horne said.

When Horne works with prospective students, she encourages them to also consider data when making college decisions rather than buying into all the hype that surrounds the admissions process.

"The success the student has in college isn't so much the name on the bumper sticker. It's the way the student engages," she tells them. She suggests they apply to between three and six institutions with a range of selectivity. They should review the data carefully so that they have a strong assurance that

they will be admitted to at least one institution.

She encourages prospective students to visit the campuses they are considering. Students typically know what feels right when they see it, Horne said. If they visit 12 campuses, most will find three or four that they will be happy attending.

Based on data about which students succeed, Horne also works to dispel myths on campus. Many faculty members believe that when students leave, it's because of money. But the data show that it's almost always about academics, even if the students leave voluntarily, she said.

For example, among surveyed Purdue students, 75 percent said the academics were more difficult than they expected.

Horne also bases messages to prospective students on that data. "You can expect to be challenged. You can expect a lot of support" is the message she wants prospective students to hear. Purdue now requires four years of high-school math for admission. That policy lets prospective students know that the academics will be rigorous, Horne said.

Contact Horne at pamhorne@purdue.edu. ■

Facilitate communication to keep efforts on track

At an institution where students are admitted directly to colleges, communication between the academic units and enrollment management is critical. And once students enroll, working together on retention initiatives is equally important.

What's the key to making this work? "Overcommunicate as much as possible," said Pam Horne, assistant vice president for enrollment management and dean of admissions at Purdue University.

She meets with college deans as a group at least twice a month, once with the provost present and once without. She also meets with them individually. Horne works with the academic administrators to determine enrollment targets and help them understand how much tuition revenue various levels of enrollment will generate.

Horne also works closely with the development offices for the colleges since they help provide scholarships. And college officials work closely with financial aid to coordinate scholarship offers to maximize merit- and need-based aid. ■