Strategic Enrollment Management: Planning and Execution

Strategic enrollment planning has been on the minds of many of our clients both past and present. This newsletter is devoted to this topic.

Strategic enrollment efforts must benefit from a careful analysis and planning stage. It is during the planning stage that the involvement and commitment of people is created so that it is possible to execute the plan and review the plan every year. Strategic plans are no longer ten year plans but are five or six year plans with an evaluation made each year as to whether the plan needs to be changed because of new threats and new opportunities. It would, perhaps, not have been possible to predict the severe budget problems schools currently endure. If scenario planning were a part of the strategic planning process, at least that option would have been considered and the budget issues might have been a stronger part of the planning process. Let’s begin with some observations of what should be included in the analysis and planning stage and then proceed with the details.

Initial Considerations

- Attitudes are critical to creating a successful strategic plan.
- The plan must be created through a balance between senior leadership, Board of Trustees, and the people who make up the organization. A cross-functional learning team is critical.
- The approach must be systematic and include all aspects of the school that impact student success.
- The strategic effort must not ignore the present and basic things to do better. It must, however, address items that need to change and the need to consider transformation.

Attitudes or Themes to Address

Attitudes can do more to derail a strategic enrollment planning process than anything on campus. It is easy for people who do not believe in strategic planning, who do not want to change, or who have vested interests in the status quo to stand in the way of strategic enrollment planning and cause it to fail. It is very important that attitudes be a serious consideration for those who are in charge of the strategic planning process.

The following are some of the attitudes that can get in the way:

- There is only one right answer to any question. In fact, there may be several answers to such issues as what helps students to be successful.
• **Logical thinking:** This can be a barrier early in the process. This can kill all of the creative energies of the people involved.

• **Follow the rules and regulations:** Any rule was made to be broken. Again, this can be a problem early in the process. Also schools with their accreditation issues and faculty can be loaded with rules that must be followed.

• **We cannot afford it:** Do not accept that attitude too early in the process.

• **It is not practical:** So what? Follow any idea as long as it facilitates the success of students and the school.

• **Do not make mistakes:** We might as well all give up if this attitude were real. We should value mistakes as long as they are understood and we learn from them.

• **Shut down dissent:** Dissent often keeps people talking and improves almost any idea.

• **Play is frivolous:** Playing, for some groups, can create the energy needed to really get “outside the box”.

• **Stay inside your own area:** The strategic planning process should be a chance to break down silos and barriers that separate groups and individuals.

Much of this is summarized by James Ogilvy in an article “What Strategists can Learn from Sartre” from the *Chronicle of Higher Education*.

Two types of people generally take up residence in our schools: existentialists and essentialists. According to an essentialist, the future is already there and you need to just unfold the rules. Tradition is primary and the past rules the present. Existentialists favor individualism and choice; the future is an open-ended, indeterminate field of untried possibilities. In the work of the Center we side with the many possibilities of the future for both the school and its students. There is no tracking system in this thinking but only possibilities for everyone.

Identifying attitudes that help or hinder strategic planning should be done early in the process. This can be one of the prime early functions of a team. Perhaps starting with a discussion of the Ogilvy article is a very good way to start.

**Be Systematic**

Before talking about the team approach, let’s address the issue of being systematic. This is important to talk about at this time since both attitudes and taking a systematic approach argue for the use of a planning team to accomplish the task.

Being systematic addresses four important agendas. These include looking at internal and external factors that impact success, looking at all of the variables that impact success, involving everyone at the school in the process, and considering the improvement of basics and what will need to change a little and what may need to be transformed.

External forces are impacting the higher education system as never before. These forces include less financial support from federal and state governments, increased accountability, demands to keep tuition down, increased opportunities to use technology, outstanding success by the for-profit sectors, more students including both traditional and adult students, an unstable economy that seems to be improving, more studies and knowledge about how people learn, demands for increasing salaries and benefits for those who work at colleges and universities, and more competition for the best students. Clearly, many of these factors impact enrollment management in negative ways and some in positive directions.

Internal forces include demands for better treatment by staff, fewer dollars to do more things, internal competition for resources, new visions being set by presidents and others, and a desire on the part of most...
Articles

who work at colleges and universities to continue to work for those organizations. We must be able to bring together the needs on campus with the needs and demands of the external environment.

All of the variables of the institution that impact enrollment and student success must be involved. We must consider the academic and student development product, the experience of students, financial aid, marketing activities, communication strategies, and organizational issues. Organizational issues include leadership, technology, knowledge management, enrollment plans, structure, training, metrics to monitor and improve the enrollment program and, most importantly, the culture of the school. Strategic enrollment management means more than marketing and communication with students; it includes everything at the school. A diagram included with this newsletter indicates a way of viewing these many variables and their relationships.

All groups contribute to the success of students and the school. While the faculty of a school certainly has a key impact on the success of students, they cannot do their work without the help of the staff. In addition, we know that a great deal of learning occurs outside the classroom. This means that everyone offers opportunities for learning to students, and this learning can occur anywhere at any time.

The school must expect to change as a result of a strategic enrollment project. These changes may involve a modification of the basic things that a school does such as talking with potential students, advising, handling credentials, or providing enough parking spaces and good food. Something may change a little, some may change a lot, but we will still recognize the basic theme such as the assigning of aid. We should also expect that some things may change and not be recognized as a typical college experience. This can include what happens in the classroom where many students now learn on line or learn through a blend of personal and on-line opportunities. The role of faculty and the switch from a teaching environment to a learning-centered environment are examples of potential transformations. Things will be different, and we need to be prepared to expect that as the planning process unfolds.

Knowledge Management and Culture

Knowledge management and the culture of the school are the two most critical areas to a successful strategic enrollment plan. Each of these areas has been covered in previous issues of this newsletter. Without the ability to use data and organize that data into effective knowledge, strategic planning is uninformed and likely off target. If knowledge is present, it needs to be shared and enhanced through the work of an effective culture. When all is done and the right strategies are in place and implemented, the culture has played a key role in producing the end result and getting things implemented.

The Team

The importance of a team has been stressed throughout this newsletter. The team defines the most important issues, finds and works with data to produce the critical knowledge base for successful strategic enrollment planning, addresses the most critical issues of implementation, and evaluates the results through the use of the right metrics to keep the program on track for the short and long term. This is not just an ordinary team but a team that has the right composition, is acting using the right process, and must have the right skills.

The composition of the team must be cross functional. Team members should come from all levels of the organization. Everyone from the people maintaining the buildings to the vice presidents need to be represented, and this team is representative of all those levels. The team must be viewed as having the
knowledge of the organization and the external world to successfully develop, implement, and maintain a successful enrollment effort.

The team should use the learning team concepts introduced by Peter Senge. Teams can be viewed as problem solving, action oriented, temporary, and permanent. This is a permanent team for enrollment that functions as a learning team for the school.

Training and development of the enrollment team is essential. Teams of this type do not just start to work. Learning teams need to develop skills in key areas and the team should benefit from training in those areas. These include:

- **Systems thinking**: Colleges and universities are systems and the end result of any successful effort happens because the whole system was involved. This is what we mean when we say that the strategic enrollment effort must involve all of the key variables.
- **Personal mastery**: This involves seeking individual visions for the future, looking at conditions from a realistic point of view, and making a commitment to the results one wants. Probably the work of Stephen Covey is our best example of a system for personal mastery.
- **Mental models**: This entails making visible our internal models for virtually everything that is addressed. This includes how we feel about students, how students make decisions, and what the elements are of a successful student success program.
- **Shared Vision**: Building the network and the community that supports effective enrollment and student success outcomes. The team becomes a model for how the school should function. The stronger the shared vision of the team the stronger the overall enrollment effort.
- **Team Learning**: This area includes all of the skills of a successful team in developing ideas and actions. This includes the broad area of dialogue, probably the most important element of a successful learning team effort.

The training program for the team should address these elements and can be done while the team begins the process of strategic enrollment development for a school. A program for this effort is available from the enrollment center and is done on-line.

**Key Internal questions for Strategic Enrollment Planning**

- Does the vision for our school reflect the realities of today's teaching and work environments?
- How do our curriculum and programs meet the needs of the areas around us and our current and future geographic targets?
- Are we focused on teaching or on learning?
- Does the faculty use various strategies in their work with students or is the approach mainly lecture?
- Do we create the right kind of experiences for students from the point of inquiry to the point of graduation?
- Is the financial aid program responsive to the needs of all students both potential and present? Are we shifting to a financial planning approach to the process?
- Do we have the appropriate marketing mix?
- Do we communicate with potential and present students in such a way as to create and maintain energy and interest in the school?
- Is the structure for enrollment management and student success appropriate?
- Is the leadership for enrollment management and student success strong?
- Do we have a strong knowledge management system?
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Is the technology adequate to support the administrative, communication, and academic needs of the school?
Are the metrics that we review on a regular basis adequate to meet the needs of the enrollment management and student success areas?
Do we offer training and staff development programs that keep the staff and faculty up-to-date in terms of their knowledge and skills for the support of enrollment management and student success?
Is the planning process adequate to support short and long-term goals in the areas of enrollment management and student success?
Do we have a dynamic and supportive culture that can create and improve each year the enrollment management and student success programs?

Key External Questions for Strategic Enrollment Planning

What are the needs of the communities, organizations that we serve?
Are there new communities, organizations and groups that we might serve?
Do we cover all demographics including numbers, ages, ethnic groups, incomes, preparation for college level work, attendance rates, etc?
What are the trends in terms of teaching and learning?
What will the impact of the economy be?
What are the potential trends in terms of local, state, and federal governments?
What is likely to happen in terms of the enrollment of international students?
How will developments in technology impact our enrollments and student success programs?
What are organizations and businesses looking for in terms of the preparation of people who work for them?
What are the attitudes of students and the public about education and how will they impact your school?
What are the trends in terms of the attitudes of our staff? How will that impact the way our school addresses their needs?
What are the most likely, the best, and the worst –case scenarios in terms of our enrollment and the success of our students?

Our Next Issue will continue work on knowledge management and student success

Our WebLog and General Notes

You may view our weblog daily at http://enrollment.blogspot.com. Items are frequently added to this site for review. Each day we post our notes for the day collected from many sources. They are not organized in any particular way but they do represent what we feel are important themes to enrollment management and student success.

Articles or Thoughts on Some Key Issues Related to Enrollment Management and Student Success

Minnesota State Senator: College Closings Should Be on Table - Minneapolis Star Tribune
Minneapolis may need to cut the number of public college campuses in the state, a

The Enrollment Management Center, Inc.
Republican state senator said Monday. Sen. Geoff Michel of Edina said he will introduce legislation next year to set up a commission to recommend campus closings.

**Prepaid College Plans Run into Financial Gaps - USA Today**
For parents across the country, state-sponsored prepaid college tuition plans offer the promise of a reasonably priced education for their children. But a growing number of states are discovering it's a promise they can no longer afford to keep. Five states have suspended or closed their prepaid tuition plans. Others have warned that if tuition rates continue to soar, they may also be forced to close.

**Students Overrun with College Guidebook Advice - CNN.com**
An ever-growing array of college guides offer admissions advice and rate schools on almost any criterion--academics, parties, even a Web site devoted to the quantity and quality of squirrels on the nation's campuses.

**HOPE Panel Readies Report - The Atlanta Journal-Constitution**
Officials in Georgia are suggesting a host of changes in order to keep the state's HOPE scholarship program alive. The HOPE program--known for providing financial support to incoming college students--is at a key point in its financial survival.

LESSONS IN GROWTH: As its online enrollment has soared, a community college in Minnesota has learned how to manage the demand.

--> SEE [http://chronicle.com/weekly/v50/i17/17a03101.htm](http://chronicle.com/weekly/v50/i17/17a03101.htm)

OVERCOMING THE ODDS: M. Garrett Bauman, a professor of English at Monroe Community College in New York, stands in awe of what some students have survived to get to college -- and to stay there.

--> SEE [http://chronicle.com/weekly/v50/i16/16b00501.htm](http://chronicle.com/weekly/v50/i16/16b00501.htm)

**Things to Read or Do**

**Reading**


Articles


American Association of College Registrars and Admissions Officers: This organization offers many programs and services in the area of Strategic Enrollment Management (SEM).

Web Sites

www.aacrao.org/sem_monthly/index.htm

www.enrollment-management.com
Articles

Review Our Model

This model has been used very successfully to develop positive enrollment and student success efforts.
Articles

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Linda is a very good resource for improving marketing at your school and works with us on enrollment management issues.

For Call Services consider Global Response
Global Response is a nationally recognized outbound and inbound call center, specializing in the development and results-driven teleservices campaigns for colleges and universities, that increase new student enrollment, increase retention rates of current students, help attract students of better quality and shorten the qualification process, all while saving time and money.

For more information please contact Michael Moskowitz at 954-969-2487 or via e-mail at mikem@globalresponse.com.

For technical services and consulting consider Think Technologies located in Coral Springs FL. They can be located at www.thinktechnologies.com. Products include Content Management and training software. Services include application development, web development, new media development and e-learning tools. Think Technologies, Inc. 7522 Wiles Road Suite 213 Coral Springs, FL 33067. 1-866-87-THINK phone (954) 345-7839 fax (954) 345-7846

Each of these vendors has done exceptional work for us or for our client schools. We recommend them highly.
Staff Development

It has been our impression, over the last two years, that it is very difficult to get staff at schools to focus on learning new things. There are several reasons for this including the lack of time for almost anything except doing their job. The second reason seems to be the fact that learning something new can cause people to be insecure in their work. What seems to be working now is very comfortable. Doing something in a new way requires new thinking, acting, and, sometimes, concern about the outcome. This type of situation is very dangerous.

Schools are now constantly challenged to do things in new ways.
- State and Federal governments are asking for more accountability and taking funds away.
- Many schools only graduate half of their students.
- Many schools are graduating students who feel their course did not help them in their jobs or life.

Quoting from a recent Chronicle article:

- Student quoted “At least I got a scholarship, I really would have felt ripped off if I had to pay for a lot of my classes. So many classes taught weird theories that only the professor cared about.”
- Colleges are oblivious to the job market

Take My Advice
Marty Nemiko
The Chronicle Review
July 4, 2003

In addition, Why is it that for-profit schools can make a profit and not-for-profit schools continue to struggle? Many reasons are behind these comments but one that could be addressed is developing the ability for schools, and the individuals that make up the academic community at those schools, to learn. This could change, immediately, how business is done. Schools could become more responsive to the changes around them and better at helping each student succeed.

Schools Need to Be Better at Learning and Change
Each day we read about or find in other ways ideas that schools need to consider for their future. The ability to collect data, transform that data into information, and then create new knowledge that impacts students and institutional success is critical. This is one of the reasons we have been encouraging our clients to develop learning teams and to focus on developing skills at dialogue.

Edgar Schein summarizes the need for this as follows:
- Because of the increasing rate of change in the environment, organizations face an increasing need for rapid learning.
- Because of the growth of technological complexity in all functions, organizational structures and designs are moving toward knowledge-based, distributed information forms.
- Consequently, organizations of all sizes will show a greater tendency to break down into subunits of various sorts, based on technology, products, markets, geographies, occupational communities, and other factors not yet known.
- The subunits of organizations are more and more likely to develop their own subcultures (implying different languages and different assumptions about reality, i.e., different learning models) because of their shared core technologies and their different learning experiences.
- Organizational effectiveness is therefore increasingly dependent on valid communication across subcultural boundaries. Integration across subcultures (the essential coordination problem) will increasingly hinge on the ability to develop an overarching language and mental model.
- Any form of organizational learning, therefore, will require the evolution of shared mental models that cut across the subcultures of the organization.
- The evolution of new shared models is inhibited by current cultural rules above interaction and communication, making dialogue a necessary first step in learning.

On Dialogue, Culture, and Organizational Learning
From Reflections: The SOL Journal on Knowledge, Learning, and Change. Volume 4, Number 4 by Edgar Schein.

Steps to Building Better Futures Through Learning and the Use of Learning Teams

Developing a learning program for individuals and for groups is essential as a part of creating an effective response to today’s challenges. This involves many specific strategies
including the following:

- Leadership must encourage and insist on individual learning each year.
- Leadership must expect that there will be some learning on the part of all staff and administration at the school.
- Leadership must reward these efforts.
- Leadership should put into place a learning team that can contribute ideas, direction, action and advice on a continuing basis.
- Data must be easily available to all.
- Some training should be done in knowledge management and the process of converting data into actionable knowledge.
- Learning teams should undergo training and development in activities key to the success of these teams.

Staff development for individuals might include the following:

- **Relationship Management**: How to work with students, those who influence students, and others to achieve mutual goals.
- **Enrollment Management**: How to apply the ideas of enrollment management to the success of any school.
- **Knowledge Management**: How to use data to create new actions that impact student and institutional success.

Team development might include the ideas of Senge around the workings of learning teams including:

- Learning to work with systems.
- Developing systems approaches
- Working as a team.
- How to have effective dialogue.

Many of these courses and advice on developing learning programs are available from the Enrollment Management Center. Many of these courses are on line and available 24/7 to any school and its staff.
Notes from our Weblog

* LIFELIKE AT A DISTANCE: At a videoconference class at the University of Arizona's business school, if a student in California is eating a bag of potato chips, the students in Tucson hear it. --> SEE http://chronicle.com/weekly/v49/i43/43a02401.htm

Note: Video conferencing should be a part of all programs today. It does take some time to learn and use properly but represents a school as having the desire to serve students’ needs in a variety of ways. This should be part of a blended approach to learning.

* THE UNIVERSITY OF PHOENIX, the nation's largest for-profit university, is expected to receive approval today from the New Jersey Commission on Higher Education to open a campus in the state, five years after it withdrew a similar application amid heated opposition. --> SEE http://chronicle.com/daily/2003/06/2003062704n.htm

GOING GLOBAL: For-profit education companies are taking their turf battle overseas by buying colleges and creating networks with local partners. --> SEE http://chronicle.com/weekly/v49/i42/42a02101.htm

-- SYLVAN STEPS IN: The University of the Americas, in Chile, is producing big profits after being bought, but it is also reaping scorn along the way amid questions about its quality. --> SEE http://chronicle.com/weekly/v49/i42/42a02301.htm

The for-profit schools are doing very well. Why do the Universities and Colleges continue to struggle with budget woes? Phoenix is going to have to wait until September for approval but it looks like this will
happen. How are other schools in New Jersey coping with this?

* TRUSTEES OF THE STATE UNIVERSITY OF NEW YORK voted on Monday to raise tuition this fall by 28 percent for in-state undergraduates. A week earlier, trustees of the City University of New York agreed to increase tuition rates for in-state students by 25 percent at senior colleges and by 12 percent at community colleges.


This is a large increase compared to what some of our client schools are doing.

* WOOD COLLEGE, a two-year private college in Mississippi that lost its accreditation in March 2002, will temporarily close next week as it ends its academic programs and reinvents itself as a leadership institute and campus for retreats.


* EDUCATION MANAGEMENT CORPORATION will pay $112.5-million in cash to buy 18 junior colleges with locations in eight states and a total enrollment of 5,800 students. The purchase, announced on Tuesday, is the Pittsburgh-based company's third in the past two months.

--> SEE http://chronicle.com/daily/2003/06/2003062502n.htm

MAGAZINES & JOURNALS

A glance at the June 2003 issue of "Arts and Humanities in Higher Education":

Online teaching cannot teach wisdom
Online teaching cannot impart such key elements of a "global liberal-arts education" as the Socratic ideal of virtue, argues Charles Ess, a professor of philosophy, religion, and interdisciplinary studies at Drury University. Despite large claims made for distance education during the 1990s, he writes, online teaching is playing at best a supporting role in liberal-arts instruction, whose "global and pluralistic"
goals, he says, are far more effectively pursued in classroom settings.

In the 1990s, some advocates of online education went so far as to proclaim that low-cost computer-mediated teaching would eliminate traditional universities, he says. But online education has proved more expensive and more difficult to implement than early proponents thought. Among its deficits, he says, are its tendency to foster the cultural values and communication preferences of predominantly Western course creators, at the risk of a kind of "computer-mediated colonization."

Part of what is missing in online learning is "embodiment," writes Mr. Ess. He notes that the theorist Hubert Dreyfus, of the University of California at Berkeley, has shown that "the body was not so easily divorced from the mind and simply left behind at the terminal." In fact, Mr. Ess argues, if students are to acquire Aristotelian "phronesis," or judgment crucial to professional success, but also ethical and political thought, they need to interact with "human teachers who incarnate" certain skills and judgment. Students may readily learn basic information and maxims online, he suggests, but to learn to make finer judgments, especially when confronted by uncertainty, urgency, or vulnerability, they need the guidance and example of teachers "as embodied beings" who can model expertise, mastery, and practical wisdom.

Fortunately, concludes Mr. Ess, online educators are recognizing these limitations, and are turning to "blended classrooms" that combine the advantages of both disembodied and embodied teaching of "the human characteristics and skills crucial for cross-cultural dialogue and mutual understanding."

The article is available online to members of subscribing institutions, at http://www.sagepub.com/journal.aspx?pid=298
Things to Read or Do

- Read the most recent issue of Reflections: The SOL Journal. Volume 4 Number 4 Summer 2003.
- Inquire at The Enrollment Management Center about courses for your school.

If you do not wish to receive this newsletter, please send us an email with Unsubscribe in the Subject line.

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Linda is a very good resource for improving marketing at your school and works with us on enrollment management issues.
Staff Development: A Critical Part of Your Enrollment and Student Success Program.

Topics Summary: This new section associates topics with pages in this particular newsletter. We are in the process of building a topic summary for the last few editions.

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What is it that will make a difference for many schools in the future? Better publications, more marketing, new buildings? Certainly these areas can make a difference, but these are not the area that can have the biggest impact. The biggest impact comes from the quality of the way everyone at your school works with each student.

The development of staff and faculty must be a priority for any successful enrollment management and student success program today. This is a period when everyone at your school must have the best skills, up-to-date knowledge, and positive and powerful attitudes about your success and the success of your students. Your people generally do not come to you with knowledge about students and how they grow, for example, yet without that your personnel can be handicapped in terms of helping students and parents. Improving your training and development programs should get a priority.

While each program area has special knowledge areas, there are some themes that we believe everyone should be skilled in. Financial aid, registration, admitting a student are all examples of
areas that have some very specific skill and knowledge areas. People working in these areas must be up to date in those specific items. The following are some areas in which everyone at the school should be involved in terms of developmental efforts:

- Relationship management with students and parents.
- Using data and developing knowledge.
- Student development fundamentals.
- Customer service and developing the best experience for students.
- Enrollment Management and marketing the school on a daily basis.

**Relationship Management**

This is a key development area for every one at the school with a special emphasis for certain offices. The admissions office and its recruiters need a special emphasis in this area. On a daily basis, people in that office need to develop relationships with a diversity of students, parents, and people on campus. But, this area is very important for all staff and faculty as the very essence of the work of a school is through its work with people.

Key content areas for relationship management are:

- Developing the skills of listening and questioning. Everyone feels they do these areas well, but it is surprising how many people lack good skills in this area when they need to demonstrate them. Just learning that it is ok to listen and that one cannot always have an answer can make a big difference in how people function.
- Knowledge areas to develop include such areas as knowing the school better, knowing more about the people at the school including the faculty, knowing about students in general. In one of our schools a workshop was conducted on the Millennial Generation. The response to this workshop was very positive. In another situation, a presentation was done about learning disabled students. This session was also received in a very positive fashion.
- It can be helpful to have a specific process to use with students. This type of approach provides a way of evaluating interactions and improving on a day to day basis. The approach that we use involves breaking all interactions into four distinct actions. These include; make a connection, find out what the person wants, find out what the problem may be, respond.
- Attitudes that are important are an extreme pride in the school and a desire to be truly helpful to each and every student that makes contact with staff.

**Using Data and Developing Knowledge**

Schools that learn how to do things differently each day are bound to be successful. This brings the concepts of knowledge management to every situation we deal with each day. The more staff know how to use data to create new knowledge about students and doing their work in general, the more likely the school is to be successful.

Key content areas for knowledge management are:

- What data is available
- How to use software associated with the data. In one case the software was Microsoft Access and the training involved how to use this particular software. People who did not take the course were not allowed to get at the data.
• How to convert data into useful ideas. This includes work with modeling and some “light” statistics.
• Developing the importance of reading and looking at articles and books. Also, we emphasized sharing in the particular session.
• Identifying people’s models of “how things work.” This includes such areas as how students learn, make decisions, or how the staff impacts a student. The sharing of models is very important.
• Finding ways to share data, information, and knowledge. Knowledge is more complete if one goes at developing it from several points of view.
• Attitudes associated with the use of data and knowledge management are very difficult to develop. One approach is to circulate good examples of how data and knowledge has helped the school and/or students.

Student Development Fundamentals

As we focus more on the success of students, it is important that we be able to assist every student that may desire help. This is a complicated issue. Students are very different and our assumptions or models about what make a student successful are so incomplete. There are many conflicting models, for example, about how students develop and student success in general. The student asking for help needs assistance from people who can, to some degree, fit the issue into some sort of framework that allows good feedback and advice. Since the student can go to anyone on a campus for help, it is critical that general knowledge about student’s success factors be widespread.

Key content areas for student development are:

• Develop a model for student success. This allows people to think about issues from a structure. The model we use is to assume that student success is related to one of three areas: academic readiness, personal readiness, or financial readiness. This assumes that academic qualifications are not the only reason a student might have a problem.
• Develop an appreciation of various concepts of how people learn. This can vary from ideas about multiple intelligences to specific learning styles.
• Develop some appreciation for such ideas as emotional intelligence to personality types and their importance in student success.
• Develop some appreciation of concepts of student development. Understand how these might vary by gender or ethnic groups.

We are not suggesting that people become experts in these areas, but they become familiar enough to make referrals or to provide a student with different ways to think about their challenges and different avenues for developing solutions.

Customer Service and Developing the Best Experience for Students

Customer relationship management has become a buzzword for all types of organizations. Unfortunately, many faculty and staff at schools object to the word customer. They do not see a student as a customer purchasing a product. For that reason, we have tended to focus on the word experience. The experiences that a student has should always enhance their ability to succeed. We should avoid producing experiences that make the student less productive and less positive about themselves. If we think about our contacts with students in that way we can construct the experiences every day that can maximize success for everyone.
Key content areas for service and experience are:

- Focus on the idea of experiences. Have people describe experiences that have been positive and experiences that have been negative. This type of processing can develop an appreciation for the importance of this type of thinking.
- Incorporate elements of the relationship management program into customer service. Listening and questioning skills could be very important here.
- Help people develop the skill to understand their reactions to situations so that they can be more resourceful to students. A student who is impolite can set off all sorts of emotions in staff and faculty. Developing the capacity to recognize the emotions and work with them can be helpful.
- Develop a vision that experiences are important.
- Develop a way to track bad and good experiences. Analyze each so that there can be continuous improvement in these areas.

**Enrollment Management and Marketing the School**

Developing a widespread understanding of enrollment management and marketing goes a long way to producing success in terms of enrollment and students. Each person at the school can develop an understanding of their role and the role of others in success. The most successful schools are those in which everyone knows they play an important role.

Key content areas for enrollment management and marketing development of staff are:

- Develop the basics of enrollment management. This includes what is generally important.
- Develop an understanding of the importance of everyone in the success of a student. Use scenarios to develop this understanding.
- Share the marketing plan with each person.
- Share all of the marketing materials with each person. Get their reactions to the materials.
- Help people learn about the important things that the school does.
- Develop faculty and staff profiles and share and discuss them in the training program.
- Develop people's understanding that they market the school every day.

**Training Methods**

The enrollment manager and the person on campus who is in charge of the training programs should develop training programs in these areas. It is important that all of these efforts be focused on the idea of addressing basic enrollment issues and on making students successful. The following might be considered in terms of methods:

- Produce workshops that address each of these areas. Make the workshop participatory and active.
- Produce on-line programs that can make these areas available any time the staff or faculty would like to take the course.
Articles

- Create blended efforts that combine on-line and workshops approaches. This can reduce the amount of time needed for workshops and assure people that there will be some times when people will get together.
- Share written materials and create opportunities for people to discuss them. The opportunities to share materials can also be done on and off line.
- Have discussion session at lunch or breakfast.
- Make certain that the training effort involves everyone at the school.
- Create an assessment for each program so that you can be assured that people have some grasp of the information and ideas provided.
- Allow people to provide feedback on each course. This allows for the continuous improvement of each course.
- Create a recognition and reward system so that people are proud of taking the courses and accumulating new skills, knowledge, and attitudes.

Making the Training Effort Successful

Probably the most important aspect of a successful program is to have someone leading it who values the importance of training and has the capacity to be the cheerleader and motivator to keep training and staff development efforts positive and aggressive. This should be a senior person with the authority, personality, and the resources to make skills, knowledge, and attitude development a key value for the school. This person continuously increases the value of the people working for the school.

More Detailed Information about Training Programs

If you would like to know more about any of these areas, The Enrollment Management Center offers on campus and on-line versions of all of the areas mentioned above. Please write, call (813.672.8668), or email (tampaclown@enrollment-management.com) for more information.

Our WebLog and General Notes

You may view our weblog daily at http://enrollment.blogspot.com. Items are frequently added to this site for review. Usually, each day we post our notes for the day collected from many sources. They are not organized in any particular way but they do represent what we feel are important themes to enrollment management and student success.

These are skills that employers are increasingly demanding, according to Syracuse University public-affairs professor Bill Coplin, author of 10 THINGS EMPLOYERS WANT YOU TO LEARN IN COLLEGE. The top 10 skills:

* Work ethic, including self-motivation and time management.
* Physical skills, e.g., maintaining one's health and good appearance.
* Verbal (oral) communication, including one-on-one and in a group.
* Written communication, including editing and proofing one's work.
* Working directly with people, relationship building, and team work.
* Influencing people, including effective salesmanship and leadership.
* Gathering information through various media and keeping it organized.
Articles

* Using quantitative tools, e.g., statistics, graphs, or spreadsheets.
* Asking and answering the right questions, evaluating information, and applying knowledge.
* Solving problems, including identifying problems, developing possible solutions, and launching solutions.

Coplin offers advice for the course work and non-course work college students might undertake to develop these critical workplace skills.

ORDER the book:
http://www.amazon.com/exec/obidos/ASIN/1580085245/thefuturistbooks

4.1 Percent Fewer Freshmen Apply to University of California - Los Angeles Times
For the first time in more than a decade, the number of high school seniors applying to the University of California declined this year, a drop university officials attributed in part to increased student fees and toughened immigration policies for foreign students. Overall, the number of freshman applicants for the fall of 2004 fell 4.1 percent from last year, a trend fueled by an 18.2 percent decrease among international students, according to statistics released Tuesday. A total of 73,794 applied.

Christian Colleges are Booming--and Reinventing the Meaning of a Faith-based Education - Time
Enrollment in the nation's 104 "intentionally Christ-centered colleges," as the Council for Christian Colleges and Universities calls them, has risen 27 percent since 1997. That's more than three times as fast as the growth at all four-year schools. Enrollment at California's Azusa Pacific University, the second largest evangelical Christian college, is booming. Its student population is up 53 percent over the same period--and it is becoming a model for how a Christian college can reinvent itself in a modern age.

Students Apply, Over and Over, to College Search - Minneapolis Star Tribune
Jill Applebaum, a senior in Minnesota's Hopkins High School, applied to 10 colleges and universities last fall. She would have been uncomfortable with any fewer. Fearful of being rejected by the school of their choice, high school students are hedging their bets by applying to lots of places. At high schools like Hopkins, it's common for good students to apply to five or six schools. Some private high schools report that students send applications to as many as 15 colleges.

High-Tech Degrees Don't Guarantee Jobs - Associated Press
College seniors are finding that a high-tech degree isn't the job guarantee that many thought it would be. A recent report from Forrester Research has projected that as many as 3.3 million American white collar tech jobs will go to overseas workers by 2015.

Cal State Tries to Spot Remedial Woes Earlier - Contra Costa Times
A sizable majority of California State University's incoming freshmen, woefully
Articles

unprepared for college, still need remedial math and English. Systemwide, 58 percent of freshmen who entered in fall 2003 needed remedial help in math, English or both. The proportion is down a percentage point from the year before, but it's a far cry from Cal State trustees' goal of reducing the portion of incoming freshmen who need remedial education to no more than 10 percent by 2007. The problem costs the 23-campus Cal State system money because it must divert resources that could be spent on more advanced course work. And it costs students money because remedial classes don't count toward graduation but students must pay to enroll in them. The university this spring is launching a new test that high school juniors can take to determine whether they need help with math and English before they graduate.

Hispanics Boost Enrollment in High School - USA Today
With Hispanics graduating from high school in numbers that will keep increasing for years, the head of a higher education group that released a report on the trend says colleges need to step up efforts to accommodate the nation's largest minority. The Western Interstate Commission for Higher Education projects that Hispanics will account for 21 percent of the country's public high school graduates in 2008, up from 17 percent in 2002.

Things to Read or Do

Reading


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The Enrollment Management Center, Inc.
Linda is a very good resource for improving marketing at your school and works with us on enrollment management issues.

For Call Services consider Global Response. Global Response is a nationally recognized outbound and inbound call center, specializing in the development and results-driven teleservices campaigns for colleges and universities, that increase new student enrollment, increase retention rates of current students, help attract students of better quality and shorten the qualification process, all while saving time and money.

For more information please contact Michael Moskowitz at 954-969-2487 or via e-mail at mikem@globalresponse.com.

For technical services and consulting consider Think Technologies located in Coral Springs FL. They can be located at www.thinktechnologies.com. Products include Content Management and training software. Services include application development, web development, new media development and e-learning tools. Think Technologies, Inc. 7522 Wiles Road Suite 213 Coral Springs, FL 33067. 1-866-87-THINK phone (954) 345-7839 fax (954) 345-7846

Each of these vendors has done exceptional work for us or for our client schools. We recommend them highly.
HOW WILL YOUR INSTITUTION RESPOND TO CURRENT CHALLENGES?

Growth and reduced funding seems to be a critical theme for colleges and universities. How does your school respond? Is it the Newtonian “Back to Basics” or the Quantum approach?

Your answer may be critical to how your school positions itself for the future. The next few years require more than numbers; they require the knowledge of how to position your school for long-term positive results.

Innovation and the Future

Successful futures belong to those schools that are best at innovation. If a school does not innovate, it will, eventually, be on a slide downward in terms of its effectiveness and in terms of student success. Just consider a typical growth curve for an individual or an organization. This typically goes through a period of growth, a leveling off, and a decline. As the organization recognizes the leveling off, if it does, there are two
reactions to this period. The first is “back to basics thinking” that involves more control and cuts. As pressures mount for more funding, accountability, limited resources, this school takes control. The second approach is the quantum approach. This approach is designed to come out of the challenge with more strength. This is a period of creativity and action. This leads to a new period of success. The school that learns this lesson continually undergoes these periods of innovation to consistently be successful for itself and its students. The former schools are following a “Newtonian” approach while the latter are following a “quantum” approach. Supporting the innovative approach is the existence of a strong knowledge management system and a process for sharing knowledge and using it to create new directions on a continuous basis.

**Successful Staff and Faculty Lead to Success for the School**

The Third phase in the quantum approach requires that everyone be an innovator. Individuals might have been hired to do the tasks that someone has given them. The expectation for them is to just do it in the same way each year and do not ask many questions. It will take more than people doing what they are told for a school to succeed in the future. The future of institutional and student success requires that each individual at the school think and act on that thinking. Rather than automatons, there need to be people who do whatever is right each day. When that activity becomes successful and is shared with others, the school moves in slightly new directions each and every day. Whenever a problem is solved or an opportunity is found, and many problems do present opportunities, there is a chance for success that may not have existed before. This situation requires that the school foster each of the steps of managing knowledge. This also means that this must be done from individuals to teams of people addressing the future of the school in general.

This means that working with data and developing knowledge are no longer the activities of one or two people or an office of institutional research. It means that everyone creates and uses data every day.

**The Four P’s Of Knowledge Management**
Zack (2003, see below) points out in a recent article that a knowledge organization needs to look at four specific themes:

1. **Processes**: How does your organization apply its current knowledge and how do you create new knowledge?
2. **Place**: Continued interaction with all sources of new knowledge is the key here. Whether it is coming from publications or from individuals or other organizations.
3. **Purpose**: How does the knowledge management program fit with the institution’s overall strategy?
4. **Perspective**: Sharing data, information, and knowledge is a core value in the culture.

These will be addressed in more detail in the next issue of this newsletter.

For now, consider how you would address the following growth curve in terms of your success. This is not enrollment success, but the success of your school.

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**Our Web Log**

You may view our weblog daily at [http://enrollment.blogspot.com](http://enrollment.blogspot.com). Items are...
Articles

You may want to look at our Weblog (Blog) to follow more frequent collections of information that may be critical to your success.

**Things to Read or Do**

- Many of the models used in this newsletter may be found at the following web sight. [www.farsightgroup.com/index](http://www.farsightgroup.com/index).

If you do not wish to receive this newsletter, please send us an email with Unsubscribe in the Subject line.

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Linda is a very good resource for improving marketing at your school and works with us on enrollment management issues.
Producing an Internal Entrepreneurship and Innovation: Its Importance and How to Facilitate It

The production of innovations is important to institutional, enrollment and student success. Doing everything right is necessary but not sufficient to maintain the growth of a school in terms of quality, attracting students, and ensuring that students succeed. The array of challenges facing colleges and universities demand new directions in practically every aspect of a school's function. Some of these challenges are:

- Decreasing revenue base
- Increasing costs
- Labor Issues
- More students
- Increased demand for accountability
- Increased demand for student success
- The success of for-profit schools
- Competition Generally
Addressing any one of these would be a challenge. Addressing them all, as most schools need to do, is nearly impossible. This is especially true if the solutions or options require the use of the old “tried and true” approaches. If schools do not innovate, many options may be lost.

It is easy to become complacent today. There are a lot of students. Most schools have more students than they can handle. In addition, most of the employees including staff and faculty, are sheltered from the realities of the world. Tenure, labor contracts, the assumption that a job at a school is a job for life are common elements of the situation at many schools. Only when a school is in deep trouble will many of the people at the school be hurt by extreme budget cuts, terminations, or worse. Sharing difficult situations with some expectation of developing productive solutions is not the norm. Schools need to learn to harness the power of people within the school to produce new and effective pathways to address student and enrollment success. This issue of the newsletter addresses the development of learning capacities for a school with an emphasis on the creation of innovations.

**Developing Innovations**

Innovations do not seem very common in the schools we have worked with. To a large degree this is because people are not encouraged to think about doing things differently. They are stretched trying to get the same work done with fewer resources. In addition, people have not taken the time nor have they been encouraged to reflect on what they are doing and how they could better serve both the institution and students. Why does this happen? Here are some things to think about:

- Only a few people are expected to have new ideas. These individuals associate in a small circle that may limit the opportunities to experience new things.
- Social networks are established solidifying communication patterns and the flow of information.
- These networks channel the flow of information and activities and can impede organizational learning.
- Expectations that the people at the top will have the new ideas.
- Person at the top expects to be the source of new ideas.
- The school is relatively closed to any new directions being used by other schools.
- Limited resources are focused on what is being done now.
- There is no place to go with a new idea.

In this list of themes related to the generation of new ideas it seems apparent that social networks are a big part of building innovation. If the social networks or networks of communication are relatively rigid, there is less of a chance that new ideas can be developed or found. Weak associations that cut across boundaries sometimes enhance this. The people who get together for coffee, drinks after work, lunch once a month, may supply an opportunity for communication to occur across boundaries in the network system. If the individuals in the networks are convinced there are limited dollars and little interest in doing things differently, there is little pressure for innovation.

A second issue is the lack of encouragement to innovate or find new ideas or ways to do things. Often the president of a school or vice president is expected to innovate and others are expected only to get things done. There is little widespread incentive. Research has shown that the best source of innovation is the middle group; those people positioned between the vice presidents and the operations. These individuals have information from the top and the operations level and can often see better ways towards enrollment and student success.
Information and knowledge about how things work and how they might work may also be in short supply. People can keep knowledge and information, or it can be limited to one particular part of the school. The more people know about students, the school, the objectives of the process, the more possibilities there are for new ideas.

So there is An Idea

If someone or a group recognizes a new idea, they should feel support to develop the idea and attempt to share and implement it. Consider the following:

- **Stress the Importance of Innovation**: The president, board, and other key people need to stress the importance of innovation in organizational and student success.
- **Recognize the issue of competition**: The new idea needs to compete for resources and support in an environment that is relatively fixed. The new idea may require money, require people to do new things, force new relationships to be developed, challenge attitudes and beliefs, upset people’s beliefs about students and education, cause some people to lose power or status. Any of these is a formidable challenge to new directions.
- **Make it clear**: Develop the new idea as much as possible. The idea should show how the new way of doing business will produce better results for students and for the institution or, especially, produce better results at a lower cost. If possible, the new idea should be referenced and should be discussed with people on campus to expand the idea and make it as complete as possible.
- **Find a champion**: The person who originated the idea should find an individual or individuals who can champion the idea at the highest levels. This is true if the idea originated at the middle or operational levels. The champion should have influence and be willing to spend the time and the energy to work toward implementation of the idea.
- **Cultivate the networks**: The champion and the individual should work the networks within the organization. These networks of communication and relationships can usually be identified. The champion and the individual should also work the weak associations.
- **Be prepared to “Tin Cup”**: “Tin cupping” refers to gathering the funds for something new. It would not be unusual for there to be limited or no new funds available for innovative ideas. Often the champion and the individual can find small amounts of money from various sources to “give something a try.” If the idea is well formulated and supported, and the assessment criteria established to call it a success, people may be willing to offer small amounts of support.
- **Spread the benefits**: It will help if the benefits of the innovation can be spread throughout many parts of the organization. This includes what the innovation does for students and what it does for various people in the organization.
- **Take it in increments**: If you have to, do small parts at a time. This is less likely to challenge people in the organization who have fixed interest in maintaining the status quo.

Making it Easier to Innovate: Outside Help and Learning Teams

Use of Outside Resources

Generating new ideas can be difficult. This may be especially true if the organization is focused on budget issues or just making it to the next term, is understaffed, and is undefended. Chances are
good that the reason these conditions exist is because of the lack of innovation or new thinking on the part of people in the organization. Under these circumstances, the use of outside resources to do a focused project on looking at the potential of the organization can be of great value. The outside resource can provide the ideas and the process for implementing the ideas at a time when others need to pay attention to the day-to-day activities of the school.

If outside resources are used consider the following:

- They should be experts in working with colleges and universities.
- Their experience with colleges and universities should be broad based. They should not be just marketing, communication, or financial aid people.
- They should show that their view of the school is systematic and that they will be looking for opportunities at all levels and parts of the school.
- They should be familiar with external factors that may impact the school in the future.
- Their reports to the school should include what should be done and some suggestions as to how to get the work done. Implementation is a key reason why many ideas and innovations never get off the ground.
- There should be a short time between the on-campus experience and the recommendations.

The Use of Learning Teams

The reader of this newsletter should note that many of the factors that either inhibit or foster innovation relate to the communication and social networks at a school. These determine the flow of information, who gets to do what, and, in some cases, who is allowed to innovate and who is not.

We have often discussed the use of learning teams in our newsletters. This type of group can be a cross-functional representation of the school and is a perfect way to address the issues of dealing with solidified communication networks and developing weak associations. These types of teams may develop to be the source of effective innovation and can play a key role in the successful implementation of many new ideas.

Key to the success of a learning team are the membership, the process and support, concepts associated with learning teams, training, and encouragement from all levels.

The following are key themes around membership:

- Who is on the team is more important than the number on the team.
- The team should consist of faculty, staff, administration, and students. Some of our teams have included board members, but this has not been the norm.
- The team should be cross functional and include people from all levels.
- The team should elect a chair.
- Only one senior person on the team. Usually this has not been the president.
- The team should have a facilitator to assist it in developing the skills needed.
- An internal web site can be used to create a virtual team. In most cases a combination of web and in-person meetings produces a blended approach.

In order for the team to succeed, the following items have been shown to be important:
The president of the school and senior staff should support the idea of the team. Presidential support is critical.

The enrollment manager should support and be willing to supply resources for the team.

The team should have a “contract” with the president about what they will do.

The team should spend some time developing themselves around the skills of a learning team.

The team should have a facilitator who can help the team in such areas as dialogue.

Diffusion of ideas is a critical aspect of team function. Ideas from the team are shared widely at the school and the responses of non-members can come back to the team through their conversations and associations with team members.

Developing a true learning team will take some time. People must be willing to give the team time and have patience with the work of the team.

Training and development of team members is very important. The development of the team is focused on six disciplines identified by Peter Senge and his group at MIT as being essential for success. These areas of development are:

- **Personal Mastery**: People need to understand the baggage and personal issues they bring to any discussion. Often, these can drive people to making poor decisions or reacting badly to the ideas and directions of others.
- **Shared Vision**: The team needs to work from an accepted and shared vision of the potential for the impact of the team on the school and on the success of students.
- **Mental Models**: Members of the team need to share the way they view things. The term marketing, for example, has different meanings to different people. Difficulties often arise because people do not share their views. Student success is another term that can have different meanings to different people.
- **Team Learning**: The ideas of the team come together to have a team meaning. This is usually different from individual meanings of members. The team learns together, for example, what student success is at a particular school and how it might be improved.
- **Dialogue**: The exchange of ideas and thoughts between people -- an open sharing and discussion without judgment that leads to new ideas and visions.
- **Systems Thinking**: Everything is related in terms of the work of colleges. There are really no independent entities. Learning to think in relationships is an important part of the training effort.

Training can be done on-line or through meetings of the team in person. Occasionally the facilitator can serve as a trainer for the team.

**From Our Scanning and Notes**

A KEY REPUBLICAN MEMBER OF CONGRESS is expected to announce shortly that he will no longer pursue a proposal that would bar colleges that raise their prices too high from participating in some federal student-aid programs.

*  GROWTH IN MEDIAN SALARIES for college and university administrators has continued to decline, according to an annual survey by the College and University Professional Association for Human Resources.  
--> SEE http://chronicle.com/daily/2004/03/2004030308n.htm

Health Costs Strain School Budgets
The rising cost of health insurance is leaving less money for school facilities maintenance, teaching positions, technology upgrades, and districts' ability to comply with the requirements of the federal No Child Left Behind Act, according to a recent survey of school business officials.

Congress Orders Thorough Study of Teacher Education Programs
Congress has mandated a wholesale cataloging of the work done by the nation's teacher-preparation programs.  
http://www.you-click.net/GoNow/a15864a98560a159004642a20

ITHACA College to Produce Business Leaders Who Care Equally About ...  
Yahoo News (press release) - USA
ITHACA, NY, March 3 /PRNewswire/ -- Ithaca College is making sweeping changes in its business school in order to produce leaders who care equally about profits ...  
<http://biz.yahoo.com/prnews/040303/nyw091_1.html>

**Corinthian Colleges sued by Former Student** - Forbes.com
Shares of Corinthian Colleges Inc., a for-profit college operator, fell more than 2 percent on Tuesday after news that a former student was suing the company and seeking class action status.

*  PARENTS IN FAMILIES who earn less than $40,000 a year will no longer be asked to pay anything toward a Harvard University education for their children, the university's president announced on Sunday. Lawrence H. Summers told a meeting of college presidents that the gap in opportunities for children from different economic backgrounds was the "most severe domestic problem in the United States," and he called on colleges and universities to take steps to ameliorate it  
--> SEE http://chronicle.com/daily/2004/03/2004030102n.htm

A glance at the March issue of "The Atlantic Monthly":
Measuring masters against the new SAT

Many of history's greatest writers would fare feebly on the essay portion of the new SAT because of the College Board's constrained grading guidelines, say three representatives of the Princeton Review: John Katzman, chief executive of the test-preparation company; Andy Lutz, its vice president for
research and development; and Erik Olson, its director of publications.

BUSINESS schools scramble to prepare students for 'outsourced' ... Canada.com - Canada

... One student, who is studying how business teams work together, questions whether software engineers can collaborate as easily across continents as across ...


Things to Read or Do

Reading


The following articles are available from the Enrollment Center for those who are interested:

• Team Mental Models: Techniques, Methods, and Analytic Approaches.
• Knowledge Creation and Social Networks in Corporate Entrepreneurship: The Renewal of Organizational Capability.

Web Sites

The SOL Journal on Knowledge, Learning, and Change.
http://mitpress.mit.edu/catalog/item/?sid=8848E994-3E8F-4A31-8DA6-93CAD9C040E1&ttype=4&tid=20

Next Newsletter

Addressing Data Issues: The Development of Enhanced Capacities to Use Institutional Data

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Linda is a very good resource for improving marketing at your school and works with us on enrollment management issues.

For Call Services consider Global Response
Global Response is a nationally recognized outbound and inbound call center, specializing in the development and results-driven teleservices campaigns for colleges and universities, that increase new student enrollment, increase retention rates of current students, help attract students of better quality and shorten the qualification process, all while saving time and money.

For more information please contact Michael Moskowitz at 954-969-2487 or via e-mail at mikem@globalresponse.com.

For technical services and consulting consider Think Technologies located in Coral Springs FL. They can be located at www.thinktechnologies.com. Products include Content Management and training software. Services include application development, web development, new media development and e-learning tools. Think Technologies, Inc. 7522 Wiles Road Suite 213 Coral Springs, FL 33067. 1-866-87-THINK phone (954) 345-7839 fax (954) 345-7846

Each of these vendors has done exceptional work for us or for our client schools. We recommend them highly.
The Enrollment Manager: Skills, Knowledge, and Attitudes Needed for Success

In this issue of our newsletter we discuss areas that should be of concern to anyone holding the position of enrollment manager. These themes represent the skills, knowledge areas, and attitude themes that we have most consistently seen in successful practitioners. It should be noted that we now recommend that the terms enrollment management and student success always be linked together. One should not exist without the other. Too often schools have tried to address enrollment issues without concern for the success of the students enrolled. This should not continue and does not need to. The “word of mouth” marketing that comes from successful students increases enrollment success.

Background: Weathering the Perfect Storm

Change and pressures are key issues confronting all higher educational institutions. The changes are occurring in the environment schools operate in and in the schools themselves. These include all of the areas below:

- **Decreasing revenue base**: Income for public schools has decreased as the economy and state and federal budgets suffered. While the economy is getting better, allocations to schools are not likely to improve quickly. This may be especially true for higher education as priorities target the K-12 system and “No student left behind” initiatives.
- **Increasing costs**: While income has decreased, costs continue to rise. Schools need to address salaries and the costs of increasing uses of technology in their systems.
- **Labor Issues**: This year there have been a number of potential and actual strikes by both faculty and staff. Staffs at colleges and universities are an important part of the success of students and will not be taken for granted in terms of salaries and benefits. In the cases where there has been labor unrest, the students at the school have generally supported the position of faculty and staff.
- **More students**: There are more students available and present in almost all schools. This has resulted in new challenges as income and costs are addressed. Community colleges have been especially hit with this phenomenon.
- **Increased diversity of students**: Diversity is increasing in terms of ethnicity, gender, age, expectations, and demands on both faculty and staff.
- **Increased demand for accountability**: Schools must account to federal, state, and local legislators for their work.
- **Increased demand for student success**: Students must succeed, and this is being shown in demands at all levels for improved graduation rates.
- **The success of for-profit schools**: The growth of all for-profit schools has been phenomenal. In the future there will be more schools and more success for these institutions.
- **Competition generally**: Schools are extremely competitive for the best students. All schools are looking for better students and students with particular skills and backgrounds.

Any one of these areas would be a challenge for any school. The impact of all of these areas can create conditions that lead to desperation and poor decisions for both the institution and students.
Having a systematic approach to the school and leadership with the ability to deal with challenge and change helps a school to “weather the storm.” The enrollment manager should play a key role in this effort.

Almost any action a school wants to take can have an impact on enrollment and student success. The enrollment manager should be the one that is responsible for the successful integration of all efforts to be certain that they enhance or, at least, do not inhibit enrollment. At the same time, any actions on the part of the school should always contribute to enhanced success of students. Given this background the following are the key themes of a successful enrollment management effort that guides the work of the enrollment manager.

Enrollment management efforts are always:

- Focused on both institutional and student success.
- Systematic
- Guided by a clear vision that includes the two themes identified above.

The following is a review of each area starting with using a systematic approach followed by a focus on student success and then the development of a clear vision.

Enrollment Management Approaches are Systematic.

As an enrollment manager it is important that you have a systematic view of enrollment management. This means that specific areas are identified that impact enrollment and these are systematically addressed. For instance, changes in the value of the school need to be reflected in the marketing and communication efforts. It is also possible that poor value cannot be made up for through the best marketing and communication efforts. Note, also, that changes in value or effective marketing and communication efforts may be strongly dependent on technical capabilities and good planning. In addition, any change can be blocked if the culture of the institution does not want to have it happen. The successful enrollment manager must be able to work with this type of view and focus the system on student success. The focus must also be on both recruitment and retention since good recruitment efforts usually produce good student success. We will say more about our definition of student success and retention as we address this part of a successful program and enrollment manager.
The diagram above represents the system that we have used successfully for some time. If this does not fit your view, you must develop some system that works for your school.

Given this approach there are skills, knowledge areas, and attitudes that are critical to success.

**Attitudes**

Let’s start with attitudes. Probably the main attitude is that, to be successful, you need to be involved in all of these areas. Involvement does not mean power or authority to dictate or change. It means that you need to be listened to and your opinions must be valued. This happens if you have the skills and knowledge discussed below. You often need to be able to coordinate, lead discussions, present alternative points of view, or do other things that impact decisions in each of these areas. Your respect of other people and their respect of you is what accounts for your success. Without this, enrollments are not really being managed and students may not have an advocate in critical decisions that impact them. You must be confident, understand your motivations at all times, and continually keep in mind the responsibility to help both the school and the student be successful.
Skills

The following are the skills that are essential to the success of enrollment managers:

- **Deal with complexity:** The enrollment management must deal with the institutional system, different ideas, different challenges each day, the faculty, staff, students, parents. All of this has to be addressed in positive and productive ways.
- **Work with systems:** Working with systems presents a particular type of mindset. Virtually all major aspects of college or university life are related, and changes in one area may impact many other areas in positive or negative ways.
- **Working with individuals:** Working with people one-on-one is essential. Making people comfortable and keeping them resourceful is essential.
- **Working with groups:** In addition to working with individuals.
- **Listening and questioning skills:** Helping others address opportunities and solving problems. The enrollment manager does not produce all of the ideas but provides the environment in which people can develop ideas.
- **Staying focused:** Working with goals and a vision. This vision drives the rest of the institution in how it addresses enrollment and student success.
- **Analysis:** The ability to think in terms of systems. Familiar with basic statistical techniques and approaches. Should be able to use data mining software such as SPSS Clementine. Can develop feelings for reliability of data through the use of triangulation methods.
- **Planning:** Creating plans that produce actions and assessment. Can develop strategies to meet overall enrollment goals and student success. Bring people together to develop actions and the follow through to achieve the goals of the program.
- **Creativity:** Must be constantly looking for ways to achieve goals that are within the budget. Must also be ready to try new methods and approaches to achieve enrollment and student success goals.
- **Curiosity:** Must be curious about why things are working the way they are and how things could be better. Without making people discouraged, the enrollment manager must never be satisfied with the status quo of anything.
- **Persistence:** Does not give up easily. If the vision is in place and the effort seems correct and worthwhile, the enrollment manager keeps moving on many fronts. It is easy to become discouraged when going through change processes or through transformation. The enrollment manager just keeps moving forward until the school and the students are successful.
- **Time use:** Develops personal plans for each day, week, month, and year that focus the time and energy on the right things. The enrollment manager is looking at all aspects of the academic system. With that view it is difficult to address everything in the way it should be done and in the right time frame.
- **Working long hours:** Enrollment management is not a nine to five job, five days a week. There must be a consuming passion for the success of the school and its students that drives the individual enrollment manager beyond the typical week.
- **Balance:** Yet there must be time for family, friends, and oneself. It is important to feel good about yourself, know what one wants from each day, know what to avoid, and make the right decisions about the use of time each week, month, and year.
- **The ability to forage, collect, organize, report, and use:** The ability to maintain contact with those publications, events, and people who impact the success of the school and...
students. This is followed by the sorting of the most important data gathered, organizing it into packets of information, and eventually producing knowledge that helps the school and its students.

Knowledge

The following are the knowledge areas needed by enrollment managers:

- **Self**: Knowing oneself is key to success. What motivates the individual to do the job that needs to be done.
- **Recruiting**: Some experience with the recruiting aspect of enrollment. This is a difficult job and requires a “feel” for the job as well as the ability to perform it.
- **Admissions**: Experience with the process from admitting a student to having them sit in class.
- **Financial Aid**: Developing a financial plan for students. Completing the federal forms and looking at other options for students.
- **Marketing**: Understand basic terms and issues. Be able to address awareness, image, and fits issues through effective use of alternative strategies from media to direct mail.
- **Communication**: Know how to address the amount, type, and quality issues. Be able to develop the resources needed including publications and personal contact.
- **Student development**: Understand the basic theories of student development and their implications to the students enrolled at the school.
- **Learning**: Understand the basic theories of how people learn.
- **Technology**: Be able to work with technology including hardware, networking, and software.
- **Organizational development**: Be able to address the basic concepts of organizations. How do people work in organizations, ideas of motivation, control, and culture.
- **Learning teams**: Be familiar with the work of Peter Senge. Be able to help the institution develop learning teams and the capacity to be better each year.
- **Planning**: Be able to develop enrollment plans using goals, strategies, and actions. Involve as many people as possible in creating the plan.
- **Metrics and control**: Know how to create the “radar” that will allow people to know that the effort for enrollment management and student success is on target.
- **Budgeting**: Creating effective budgets and being able to follow the budget to alert others when funds may be depleted or are limiting a “must do” activity.

The enrollment manager does not have to be expert in all of the above areas but must have a feel for the areas so that he or she knows what the possibilities are. The enrollment manager cannot be sandbagged by the expert in the area.

General Themes Characteristic of Highly Successful Managers

**Comfort with Change:**

Change is at the core of all organizations today. This is certainly true of colleges and universities. When we started in this area in the seventies we could expect things to be the same for a long period of time. Some of us thought it would be the same throughout our careers. Today, without change and innovation, schools struggle. Those schools that do
well are those that focus on quality products and student success and also are willing to constantly look at innovation in what they do.

Present and Future Focus:

The enrollment manager must concentrate on the present term and what will happen in the next term or year. That is not, however, far enough into the future. The enrollment manager must be one of the leaders who is looking at least five years down the road and is willing to invest time and resources in that process.

High motivation to succeed:

Success must be on the top of the list for the enrollment manager. Success for students is the priority with success for the institution not far behind. Working in this area involves a great deal of time dealing with stress; stresses from people and goals that have been set, and the need to be self motivating in times when others may be producing barriers, or asking serious questions.

Getting the Right Skills and Knowledge:

An enrollment manager must work in several areas including research, human relations, curriculum, finance, student development, technology, and planning. New ideas are also arising from the literature and from the work of others. The enrollment manager must be willing to spend some time each day learning and improving.

Long-term Job:

Hopefully, enrollment managers can stay in their positions for long periods of time. It may take a long period to build a successful program. The enrollment manager must work toward an agreement with the school that provides the tie and the security of a solid relationship over time. The first time there is a problem, the school should not think about “dumping” the enrollment manager.

Over this year we will address most of these areas in our newsletters.

Next Issue

In the next issue we will address uses of technology. In businesses and other organizations, technology has, up till now, been focused on increasing productivity. Today, technology is supporting innovation. We address student success as a business process and explore how technology contributes to innovations in the process from handling student data to the development of skills and knowledge for faculty and staff.

Our WebLog and General Notes

You may view our weblog daily at http://enrollment.blogspot.com. Items are frequently added to this site for review. Usually, each day we post our notes for the day collected from many sources. They are not organized in any particular way but they do represent what we feel are important themes to enrollment management and student success.
General Notes

Have you noticed that application counts are down at many larger schools. You need to look at your data very carefully. This could be a year of surprises as students look for the schools they are willing to commit to.

University of Michigan Loses Minority Applicants; 23% Drop Linked to Affirmative Action Battle - The Detroit News
The number of minority high school students seeking a spot at the University of Michigan dropped sharply this year, and school officials attribute the decline in part to court-ordered changes in its admissions policy and a brewing battle over the future of affirmative action. The 23 percent decline in applications from blacks, Hispanics and American Indians came as the total number of people applying for space in the next freshman class dropped 18 percent, according to figures U-M released Monday.

Funding of higher education continues to be an issue.

The economy is generally improving. States will have more money to spend but it will not increase dramatically nor will the state allocate large new amounts of money’s to schools. While the economy is improving, employment is not.

Indicators in positive trends:
- Gross Domestic Product
- Housing Starts
- Industrial Production
- Initial Jobless Trends
- New Home Sales
- Disposable income up
- Farm Income Up
- Median Household Net Worth

Indicators in negative Trends
- Per Capita Income
- Household Income

Shaping a New Economy

Today’s economy is shaped by market forces not by principles of ecology. There needs to be more balance. The new economy will call for new industries and drastic changes in the current matrix of corporations and organizations. This will include everything from automobile production to energy sources, food sources, transportation. This will involve investments in re-training.

- Fears of CEO’s
  - Competition (68%)
  - Overregulation (59%)
  - Currency fluctuations (48%)
  - Loss of Key talent (45%)
  - Global terrorism (40%)
Corporate profits and the stock market will rise and jobs will grow.
Productivity increases keep job growth lower.

Consumer debt to disposable income ratio is at historic levels.
Small bad turn in the economy could be a problem for credit card holders.
Consumer spending a key for the economy since it makes up 70% of gross domestic product.
Consumer spending should decrease a bit as fiscal stimulus eases and households are more careful about adding to their debt.
Businesses are beginning to spend more.
Innovation will continue to be the source of international competitiveness.

Economic growth will occur globally.

**Things to Read or Do**

**Reading**

The following is a **must** read:


Other books by these authors are:

- *Blur: The Speed of Change in the Connected Economy.*
- *Future Wealth*

By Stand David:

- *Lesson for the Future.*
- *Future Perfect*
- *The Monster Under the Bed*

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Linda is a very good resource for improving marketing at your school and works with us on enrollment management issues.

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Each of these vendors has done exceptional work for us or for our client schools. We recommend them highly.
Collecting Data and Sharing Data: Two important Functions for Any Enrollment Office

Student success for any school starts with what you know about the student and what they know about you. Part of the reason for the popularity of many college rating strategies in the magazines is due to the lack of information from any other source for the school. In order to find out such items as graduation rates or retention data, students and their parents generally have to try to find the data themselves. Your school should be ready to provide that data to the student. Likewise, the college and its staff and faculty cannot work with the student if they do not know much about him or her. As with data we share about ourselves, we do not find out enough about the student to advise or assist the student. What data is collected is often not available to the staff and faculty for their work. Schools need to share more data with potential students and influentials and collect the right data about the student and make the data available.

Sharing Data with Students and Influentials

In one of our clients, the president was very worried that anything be shared that indicated the school was having problems. She felt that she did not want anyone to know that enrollment was down and certainly did not want anyone to know there were problems with drinking or that the library was missing some of the key journals that were present at a competitive school. The fact is that everyone from high school counselors to teachers in the schools knew everything. Our advice was not to try to hide things and make an honest and direct approach to students with what the school had to offer. The result was an increase of freshmen in one year from 250 to over 380 the next year. Sharing in an honest way and not dwelling on negatives can be a very effective strategy.

In a second client, the same year, a survey was run of all the freshmen with the intent of sharing the data with high school counselors. One of the freshmen thought the greatest thing about his first year was the ability to drink as much as he wanted and spend his weekends in a stupor. Again, the president did not want to share the data with the counselor as it would create the wrong impression of the school. The data was shared, and the counselor responded that he appreciated the honesty. He knew the student and knew that it would take some time to find new behaviors. He drank in high school the same way. Sharing the data in an honest way developed the feeling in the group of high school counselors that the school would be honest in all of its dealings with the public. Sharing the data turned out very positively for the school.

Sharing important information should be done each year. Our recommendation is that this be done through the use of fact sheets. Nice publications with lots of energy are important, but the facts are the facts, and we should probably treat them that way. Keep the publication simple and easy to read. Offer an option for the student to ask you questions about your school that may not be covered in the fact sheets.

Ten Things to Share

The following list of items to share is meant to give you some samples. Your school may have particular types of data that are important for your students.

1. Enrollment statistics: Include yield rates, number of applications, number of acceptances, academic statistics, geographic distribution, and enrollment by majors.
2. Graduation statistics: be honest about retention data; show what your graduates did in terms of careers or graduate schools. This is a good place to show placement rates.
3. Alumni information: what have your alumni done? How much do they support the school and in what ways?
4. Activities students really participate in: this is not a list of what is possible, but what people actually do.
5. The top 5-6 events of the year. What events were really important to students and not so important to the president and the boards of trustees?
6. The top five things students liked best about your school.
7. The top five things students liked the least about your school. Do not be afraid to talk about registration problems or meals. If they are problems, the chances are potential students will find out during a tour or from some other source long before they make their final decisions. You may want to indicate what is being done to correct these issues.
8. Financial Aid data: Indicate the number of students who receive aid of various types. What are the loan numbers?
9. Key resources: Identify the special resources that your school has. These must be resources that are really available to students. If they can not use that electron microscope in the biology department, don’t list it.
10. A few things you will not find at your school. Clearly if you are not in a big city, students cannot find that kind of environment at your school. Because there is a large city 100 miles away, there is no reason to believe that the majority of students can’t find that environment if they want to visit there.

What Do You Know About Your Students

Many schools do not know enough about their students. It has been many years since some of them revised the traditional set of data collected about the student. For some schools that have open admissions, the data is often only used for placement. Any additional use of data may be the use of the SAT or GPA to track a student. The assumption may be made that the student is defined by the SAT, and he or she never gets out of the track unless he or she happens to be found by the right faculty member. Schools that have admissions criteria are often using a limited amount of data to make certain the academic standards of the school are maintained. Evidence of this scenario is found in the current situation where Michigan schools had to hire large numbers of people to process applications. This is primarily because the schools have introduced additional essays and have to take the evaluation seriously to address diversity issues. The traditional number of staff could not cope with a serious evaluation of applications. Even with the extra staff, the schools are behind on acceptances at this time. The bottom line is that not enough is asked about students and if we were to really ask more, it would be very difficult to use the data.

When data is collected it often is used only for reporting, placement, or to show that some mandated regulation is being addressed. Placement is critical for schools that need to offer remedial work before students can enter the traditional courses. Entry tests analyzed by enrollment staff place students in the right track. Data is used to complete federal and state reports and to show the board or key administrators that certain things happened. Diversity reports, safety reports, SAT levels are all important to some administrators and faculty. One president we have worked with terrified people if it looked like the SAT levels were going to drop for the class. This SAT emphasis was made, even though the school was meant to serve an area where the students generally did not, at this point, have the best scores. Much of the use of data collection and the types of data collected are for the benefit of the school or people other than students and their individual success.

The Student Success-Centered Database
The student success-centered database should contain data that will help the student succeed. This has to start with the assumptions made or the models about what it is that contributes to success for the student. We have organized this type of data into the following general categories regarding the student:

- Academic Readiness
- Personal Readiness
- Financial Readiness

to succeed in college. Each of these areas is important and problems in any one of them could cause the student to fail or drop out. This is essentially a readiness system for student success.

**Academic Readiness**

This includes the more traditional data elements for success:

- GPA
- SAT
- Class Rank
- High School
- Curriculum followed
- Essay

For the most part, this data is relatively straightforward and can be quantified. If patterns of success of current students can be traced to these parameters, it is likely that they are good measures of success for students from the point of view of academic readiness. It is true, we think from our experience, that personal and financial readiness can impact any value put on these academic parameters. Students with very good SAT’s from good high schools can fail. They may have failed because they worried about financial issues or were not personally ready for college. Advising the student requires data from all of the areas of readiness.

**Personal Readiness**

Personal readiness for success is probably more important than academic readiness. Think about the good student who fails or the average student who surprises everyone. What happened in these situations? Clearly the academic talent of the student did not indicate the result. It was either financial or personal. Collecting and working with personal data goes a long way to help people succeed.

Personal readiness includes the goals of the student, non-academic activities, learning styles, relationships, and emotional readiness for school. Of all factors we feel that the student’s goals and his or her personal readiness may be more critical for success than academic or other personal factors.

**Goals: Your Personal Dream Weavers**

Setting goals is probably one of the most important things one can do in life and also one of the personal activities that is often ignored. Ignoring goals is not a good life strategy since goals cannot really be ignored. If you think you do not have goals or you think that you only have one or two, you are really fooling yourself and could be headed for a life of largely unrealized dreams. You have goals, and they are driving your development. They are largely unrecognized and you are driving yourself in directions that may surprise you.
Articles

– with positive or negative consequences. With clearly written goals that cover the key parts of your life, you are in a better position to achieve your dreams. Solid goals help your students develop their lives their way. Solid goals help them and you make solid choices about most aspects of life.

A solid set of goals represents the map to the future. The map may change as goals change, but the map is always there.

Goals should be developed for every aspect that is important to the student’s life. Part of their education is learning to set goals that represent a complete map. The important goal areas are:

- Mental and Educational
- Career
- Relationships
- Spiritual
- Financial
- Physical and health
- Social and cultural

Some hints to make the goal setting work for you and your students.

- **Students have goals:** We have often heard that it is difficult to get students to talk about what they want. We have found that well trained representatives can help students share their goals and dreams. Students tell us that they wait to hear what people want them to say and then say it. Students also tell us that people really do not listen to them.
- **Specificity:** Provide as much detail as possible about goals.
- **Measurable:** Describe the goal in ways that can be assessed. Self assessment should be encouraged in terms of helping a student create directions and determine when he or she is on or off track.
- **Challenging:** The student should have goals that are going to be challenging.
- **Realistic:** This is likely critical. The challenge is to make things challenging but not overpowering. Do not discourage the student.
- **Dates:** Put timetables in the goal statements.

This will be continued in a future newsletter. In these issues we will discuss financial readiness and finish the discussion of the data for personal readiness. We will also discuss how to get data and use and share it to create knowledge.

The next newsletter is devoted to Strategic Enrollment Planning.

**Our WebLog and General Notes**

You may view our weblog daily at [http://enrollment.blogspot.com](http://enrollment.blogspot.com). Items are frequently added to this site for review. Each day we post our notes for the day collected from many sources. They are not organized in any particular way but they do represent what we feel are important themes to enrollment management and student success.
Issues for Enrollment Management Success

Admissions Offices: Many admissions offices have introduced new essay strategies to their processes. The fact is, we should all be more careful and systematic about our assessments of whether a student can or cannot succeed at a particular school. This requires more time per student and more personnel to do the job well.

Diversity: Hispanic students and their parents should be getting a lot of attention. Parents of Hispanic students say that education is important but we have to understand how to reach these students and their parents. <http://www.ajc.com/metro/content/metro/gwinnett/1103/23survey.html>

Experts have gathered to look at how schools should respond:

http://chronicle.com/weekly/v50/i14/14b00601.htm

- Largest minority group at 13% of the population.
- Quickly moving into new areas
- This population is largely under served
- Least educated minority group
- This is a very diverse group in itself.
- People in the family do not know the ropes.
- Transfer from two year schools should be easier.
- Texas tries hard to work with this group.

Budgets and Funding: State and federal; budgets are beginning to look better. This does not mean that there will be more funding for higher education. There are too many other priorities including massive changes in education for elementary and secondary schools in virtually all states. Higher education must look at ways to streamline and move in new directions in terms of resources and their allocation.

Institutional Culture: faculty members fail to appreciate the work of staff and may take associates for granted. They seem to forget that the staff make it possible, in many ways, for the faculty to do their work. Note also, the number of strikes this year by staff at schools. This tends to be one of the budget problems. http://chronicle.com/weekly/v50/i12/12b00501.htm

Things to Read or Do

Reading


Web Sites Related to Learning Styles
Articles

1. **Open Text for Knowledge Management**
   Share data. Obtain accurate and current information. Improve enterprise-wide collaboration and increase productivity through access to information for employees, customers, and suppliers.
   http://www.opentext.com

2. **Knowledge Management**
   Organize, see and share info faster build understanding with visual maps.
   http://www.thebrain.com

3. **Knowledge Management - Free White Paper**
   Primus' knowledge management software reduces the cost of providing service and support in call center and help desk environments. Primus customers include 3M, 3Com, Boeing and Novell.
   http://www.primus.com

7. **Knowledge Management, Organizational Learning and Learning ...**
   ... Other Knowledge Management Articles, Books & Bibliographies. ... Fundamentals of Fuzzy Logic (Bates). Other Knowledge Management Resources on WWW. ...
   http://www.brint.com/OrgLrng.htm

8. **Knowledge Management**
   Critical ingredients for success in implementing for customer service
   http://www.egain.com/

9. **Knowledge Management**
   A Holistic Approach to Managing IT Infrastructure Across Operations
   http://www.ca.com/infrastructure/

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Each of these vendors has done exceptional work for us or for our client schools. We recommend them highly.
Part 2: Collecting Data and Sharing Data: Two important Functions for Any Enrollment Office

Topics Summary: This new section associates topics with pages in this particular newsletter. We are in the process of building a topic summary for the last few editions.

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The first part of this topic is included in the first December newsletter. If you do not have that issue, please email or call, and we will send it to you.

In the last newsletter on this topic, we discussed the three areas of readiness for students. This included academic readiness, personal readiness, and financial readiness. We covered academic readiness in that issue and started personal readiness with a discussion of goals. In that issue we also covered the need to collect more data to build a better understanding of students and the need to be able to share that information with both the student and the faculty involved with the student. In this newsletter we finish the discussion of personal readiness and discuss financial readiness and the data handling needs around student success.

In addition to having goals, personal readiness includes all of the following elements:
• **Emotional Readiness**: This is a concept created by Goleman that summarizes the overall readiness for a student in terms of success. In his books, he has claimed that this is more important than the SAT. The factors include: knowing emotions, managing emotions, motivating oneself, recognizing emotions in others, and handling relationships.

• **Learning Styles**: The student may have different styles related to learning. Kolb’s work in this area identified the following learning styles: concrete expression, abstract expression, active experimentation, and reflective observation.

• **Personality Types**: This comes from the work of Meyers/Briggs and the work of Kiersey. The types are extraversion/introversion, intuitive/sensing, thinking/feeling, and perceiving/judging.

• **Multiple Intelligences**: These include linguistic, musical, logical-mathematical, spatial, and body-kinesthetic.

• **Social Groupings**: These have been identified by Massey, et. al. to describe what may cause underachievement for students. The groupings include the theory of capital deficiency, oppositional culture, stereotype threat, peer influence, and attachment theory. These theories have been used extensively in looking at underachievement for minorities but also apply to any social group.

• **Relationships**: We know that relationships can help or hinder the student. If the family or spouse are very supportive of education and praise the learner, there is a better chance that the student will do well.

**How to Use These Factors.**

The student and the advisor or mentor should be aware of these factors for a particular student. Awareness gives the student more choices as to what to select for courses and who to select for teachers. If the student is aware, he or she can avoid moving in directions that he or she is not prepared for. If students must make choices that put them in uncomfortable circumstances, decisions can be made about how to deal with their situations.

If the faculty members, advisors, or mentors are aware of the factors, they can be of more help to the student who may be in trouble and to the student who just wants to do better. It is our observation that the data profile for the student should include data on all factors, and the faculty should understand the factors and know how to use them in the teaching/learning environment and in helping students as mentors or advisors.

**Financial Readiness**

We can all likely agree that if we are worried about money, our energies are depleted and we begin to make choices that are not, sometimes, in our best interest. The same is true of students and of parents. They must know how they are going to address financial issues and have a financial plan in place before looking for schools.

---

The financial plan should be a guide to how the costs of college are to be addressed. Components of the plan include:

- The total cost of the school including tuition, fees, travel, books, room, meals, and extras. This cost should be done for all four years of the student’s education. While this is only an estimate, one can come very close in most cases.
- What the student and parents are willing to pay out of pocket. This is helpful to have before starting to look for financial aid since it gives a better estimate of how dependent the student is on outside aid. Out-of-pocket investments can be adjusted, but it is easier to start with that figure than to expect that all costs are going to be paid.
- Federal, state, or local grants.
- Federal, state, or local work study
- Loans of all types
- Estimate the total loan for all four years.
- Any support from companies that the student works for or the parents.
- Any special awards the student may qualify for. These could be from religious or social organizations.
- Estimate payments on the loans after graduation. Is the investment in education really worth it?

Once these estimates are done, the financial issues are clearer. Stress to the student and the parents the value of knowing the facts and not hiding from the reality of the situation. This is also the point at which the student should determine that the school is the one to attend. Decisions need not and should not be made on issues of aid. If the school is not right, no financial aid package can really help the student.

The Readiness of the School

Student success is a two-way street. It is not a matter of accepting a student and expecting that student to fit whatever is there at the school. The school must accept the student it knows can succeed or adapt to new types of students. In fact, schools are faced with both choices. Schools should prepare to be successful with the students it accepts, and then use a continuous success approach to change and adapt, as the student needs help to achieve success. The following are some of the ways the school must work to be ready for student success:

- Schools need to have the program the student wants. Do not accept students if there is no chance they can be prepared. If the student wants liberal arts, for example, the school that specializes in that is a good match. If the student wants to be a computer systems specialist or electronic music expert, the school that specializes in the liberal arts may try to help the student but must be very careful about how it carries out the match.
- The vision of the school and the goals and visions of the student must match.
- The school must have the resources and the personnel to help the student financially. If the student enrolls and really does not have the financial capacity to stay, the school is partly responsible for that effort.
- Personal support resources must be present including mentors, tutors, and a way for the student to be connected to these resources when they are needed.
- Remedial resources must be available. The term remedial may not be the best one to use. These are really success resources that are applied to help the student gain skills needed for success.
• The advising program must be capable of helping the student make a wide array of choices. It is important that advising go well beyond academics and that the advising personnel have the knowledge about the student and student growth and development to do the job.
• There should be a good understanding of student development issues:
  o Cognitive theories such as Perry, Kohlberg, Gilligan, Belenky, Fowler.
  o Psycho Social theories such as Erickson, Chickering, Josselson
  o Areas that impact Achievement of students who may not meet their potential.
  o Factors related to Intellectual development
• Wide understanding and application of learning theories such as multiple intelligences, learning styles, constructivism, communities of practice, and the work of Vygotsky.
• Data and the means to identify lack of progress at early times in the student's work and to design initial programs and activities for the student.
• Understanding of work related to the impact of environment to the success of students. This includes such areas as housing and activities.
• Classroom factors:
  o Ability to provide continuous assessment and feedback.
  o Increased interaction among students
  o On-line tutorials or other ways to quickly help students keep on track.
  o Use of undergraduates as learning assistants.
• Teaching/learning systems such as the times of classes, location of classes, styles of working with students. Focus of the teaching/learning effort is to move students from passive note taking to active learning.

Staff Development, Data and Making Data Available

Much of what we have covered in the last newsletter and the recent one has to do with two areas: training and data.

Staff development should become a more important area at most schools. Staff, in this case, should be taken to mean faculty, administrators, and staff. Programs should be established that focus on some of the more important areas of student success including how best to work with students, developing the knowledge base around student growth, and developing the background for learning and its relationship with student success. This will be covered in more depth in a later issue of the newsletter.

Data:

Keys to the student success effort are three things:

• Building a profile for each student that supports his or her educational future. This profile should become the base for a continuous analysis of the student’s needs and capacities in terms of learning. This data must be in a location that makes it available for helping the student and for research.
• Making the data in the profile available to students and to those who help them.
• Working with the student to develop the capacity to make better and better choices about his or her future. This means that students and those working with them must get the data and be prepared to use it effectively.
Building the Profile and Storing the Data:

Every step in the student success process can prove difficult. This starts with the construction of the student profile or package and finally in the interpretation of data and converting the data to information and knowledge that can help a student or the school. The difficulties appear early in the development of the profile or collecting the data needed to truly allow students to help themselves or to receive help from faculty, mentors, or tutors. This collection of data may be opposed by those that are worried about privacy. Certainly everyone should be concerned about the collection of data, but without data one cannot move forward in any planned way. Building the process for a student success program starts with this initial project – gather what is really needed to know the student. The following actions are helpful at this stage:

- Develop a clear student success vision. This vision helps people to make sense of future needs in this area. Every action needs to be examined from the point of view of making the student successful. If it does not do this, it is not something that should receive a high priority.
- Conduct a series of discussion sessions related to learning, learning styles, student development patterns and the theories and ideas that generally are available about these issues. This provides everyone with some background to work with a student (We currently have a work table available on these concepts. If you would like to receive one please let us know.).
- Develop the data set to use for each student. This should include data related to academic, personal, and financial issues. Goals should be present in every profile. The data included depend on the beliefs of the faculty and staff about what is important in terms of helping students to succeed.
- Develop the metrics for the system and the way in which the data is collected. If learning styles or personality types are to be included, how will this data be collected?
- Collect the data.
- Build the datamart and extraction process for the system.
- Do the appropriate training and development of people to use the system effectively. The training program must include training for students.

Data to Information and Knowledge

Assuming that data is readily available to those who need to use it (this is usually not a very good assumption) you are ready to move forward in addressing many of the issues confronting your school and your students. The following are some guidelines in using the data to develop the knowledge you need to improve as a school and to help your students be successful:

- Basic to working with data for colleges and universities is the assumption that all issues are systematic. They involve the whole institution, and they involve many variables. It is unlikely that any issue relates to one or two variables.
- Given this assumption, begin the data process by building a data set. This is the complete set of data that you believe may be needed for an issue. This is true whether it is the institution you are studying, a group of students, or one student who needs help.
- In developing the data set, it is important to establish how the data is to be used. This is best accomplished by making visible the models that you and others have in your heads about students or any other aspect of institutional or student behavior. If you try to address
marketing, for example, you need to look at awareness, image, and fit. If you are going to address an individual student, you may need to look at goals, learning styles, emotional issues, financial issues, or the courses and faculty the student is currently involved with in or outside the classroom.

- Once the data set has been created and is matched against the models, the data becomes information. Information is a collection of data related to a particular issue through maps or models.
- Using the information to take action involves every bit of experience, analysis, wisdom, and insight you may have. This is also a point at which knowledge is created and this is the point at which the data, models, and information should be shared with a number of people so that the knowledge can be as complete as possible and as useful as possible.

Our next issue of the newsletter addresses, in part, the area of models.

**Our WebLog and General Notes**

You may view our weblog daily at [http://enrollment.blogspot.com](http://enrollment.blogspot.com). Items are frequently added to this site for review. Usually, each day we post our notes for the day collected from many sources. They are not organized in any particular way but they do represent what we feel are important themes to enrollment management and student success.

Making Larger Classes Work:

At the University of Massachusetts students are equipped with handheld devices that can be used in many ways. During lectures, for example, multiple choice questions could be spread throughout the lecture and, at various periods during a lecture, a question can be asked. Individuals respond with their handheld and the instructors knows how well people have gotten the point. The devises can be used to look at agreement or disagreement or to assess whether people generally have gotten the point during a lecture. The devices are also used to check attendance. The cost is $36 new.

For-profit schools are adding programs in the health sciences in record numbers. This is true of all areas including nursing. The health areas should be good directions for product development. This is especially true if the area is combined with technology or business programs. ([http://chronicle.com/weekly/v50/i19/19b01201.htm](http://chronicle.com/weekly/v50/i19/19b01201.htm))

There seems to be a lot in print in the last couple of weeks related to working with parents. This is a very important point given our concern with student success. Certainly the health of students and the rash of suicides this fall term indicate that schools and parents may need to work more closely. It would seem that this could be done in a positive way. ([http://chronicle.com/weekly/v59/i18/18b01101.htm](http://chronicle.com/weekly/v59/i18/18b01101.htm))

The following are some comments from the Campus Computing Report 2003. ²

- 24/7 access to the internet for US College students is only 1.8 million compared to 15.5 million students. Those students are primarily those who live in residence halls equipped for access.
- 14.2 % of responding schools have full wireless up and running.

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² This is a product The Campus Computing Project. See [WWW.campuscomputing.net](http://WWW.campuscomputing.net) for details.
Artic

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• Academic areas are no longer the targets for IT work. Other priorities on campuses are
drawing resources away from the teaching areas.
• 70.7% of the schools reporting have an information technology plan.
• 59.9% of reporting schools have an IT plan that acknowledges the need to acquire and
retire aging equipment and software.
• 31.3 percent of schools reporting have a plan for student portal services.
• 39% of reporting schools have a plan for distance learning.
• 33.6% of reporting schools use course management software.
• Few schools provide special recognition for those integrating technology into their
courses.
• 28.4 percent of schools have a web-based campus portal.

The report also indicated that many schools are addressing copyright issues.

Things to Read or Do

Reading

Books.
Books.
Cambridge: Harvard University Press.

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3 This contains a very good overview of many of the areas of student development.
Email: LFGlover@aol.com

Linda is a very good resource for improving marketing at your school and works with us on enrollment management issues.

For Call Services consider Global Response
Global Response is a nationally recognized outbound and inbound call center, specializing in the development and results-driven teleservices campaigns for colleges and universities, that increase new student enrollment, increase retention rates of current students, help attract students of better quality and shorten the qualification process, all while saving time and money.

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Each of these vendors has done exceptional work for us or for our client schools. We recommend them highly.
Meeting the Challenge: Basics, Change, and Transformation?

In the last issue of the newsletter we discussed the growth curve for a typical organization. This is represented below.4

![Growth Curve Diagram](chart.png)

Your institution’s response to this curve is critical. We are now at a point of challenge. This is what futurists call a wild card.5 These are events that were not entirely predictable. The current economic environment combined with increased numbers of students and demand for education represent both a threat and an opportunity. Wild cards can cause problems for organizations, and the response of the school is critical. The wrong response can cause the school to proceed on a downward path in future years. The right response can cause the school to enter another growth curve that can be sustained for long periods of time. The response must not be a control and command response but an innovative response that combines better every day.

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4 This chart is from a series of slides prepared by the Farsight Group. Information about this group may be found at [www.farsightgroup.com](http://www.farsightgroup.com).

5 Wildcards Are discussed in an article in the magazine *The Futurist*. See the article “The Wild Cards in our Future” by Edward Cornish.

6 Much of these Newsletters will draw from an article in *Change Magazine* titled “Dealing with the Future Now: Principles for Creating a Vital Campus in a Climate of Restricted Resources” by Alan Guskin and Mary Marcy, July/August 2003.

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functioning with real innovation.

**Basics, Change, and Transformation**

For many years The Enrollment Management Center has attempted to focus schools on three key agendas: address the basics, prepare and implement change, and enter into transformative activities. No one of these is sufficient for long-term success. If the basics are done extremely well, there is no guarantee they will be sufficient to adequately meet enrollment goals or attain success for each student. If the basics are not done well, however, it is likely a school may fail.

Likewise schools need to change. Schools that have entered into the distance education market, taken on adult students, or developed new programs in the health sciences have entered into change, and it has helped those schools. Change combined with solid basics can be very powerful – but not sufficient to allow a school to achieve extraordinary results for both itself and its students. Transformative activities must eventually be undertaken.

Transformation, however, is a more difficult agenda. Basics are usually rather easy as it does not require new thinking. The activities that are undertaken or improved fit the mindset of the people doing them. It is doing work as usual but more of it or with slightly modified versions. Change, likewise, usually involves moving in new directions with the same tools and actions. New directions do not mean a change in mindset. It usually means more work, some risk, and new directions.

Transformation is a different concept. Transformation involves moving into an entirely new arena with new mindsets and different views of the world of education. For example, many people find the change from a focus on teaching to a focus on learning to be a transformative event. This is a new mindset of the way to work for faculty and for students. It is needed but requires more psychological energy to do, much more work, and a change in mindset.

In this issue of the newsletter we are going to focus on basics. An issue follows this on change and an issue addressing transformation completes the discussion.
Together, we hope these newsletters spell out the new directions needed by enrollment management and student success.

**The Vision**

The following is a proposed vision adapted from an article in a recent issue of Change Magazine.\(^6\)

Create a Clear and Coherent Vision of the Future Focused on Student Success, Quality of Faculty and Staff Work Life, and Reduced Cost Per Student

We have changed the original, for now, from focus on student learning to focus on student success. As we address transformation, we will return to the area of learning. In addition, our version of the vision addresses both staff and faculty work life. In this vision statement the focus is on the future with all elements directed at student success without driving the faculty or staff to the point where their quality of life is significantly changed. The school must address concepts of student success, quality of life, and drive any decisions to lower the cost of recruiting, teaching, and developing a student. Basics, change, and transformation activities must generally relate to this vision.

**Basics**

The following chart represents many of the basics most schools should address.

### Basics Chart\(^7\)

**Value**

- Define Student Success
- Develop Student Success system

Definitions of student success should generally not be entirely based on students obtaining a degree from the school. How are all of the services offered to students and impacting student success

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\(^6\) This chart has been created using the Institutional and Student Success model developed by the Enrollment Management Center, Inc. This is a tool used to coordinate and integrate various activities associated with a successful effort.

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• Have an Excellent Advising System
The single biggest complaint of most students is the poor quality of advising. What does your school do for first-time students? Does it impact students in terms of increasing their success?

• Have an Excellent First Year Program
Faculty, in general, need to be available to students both in and outside the classroom. How much of the teaching done for students is lecture and how much involves students actively?

• Faculty are regularly available to students.
Many schools have difficulty identifying students who are struggling until they are in deep trouble. How early in the process can you identify students who need help?

• Have active learning in the classroom
What are your school’s expectations about the treatment of students? What are the expectations about the treatment of people in general? Is that happening?

• Easily identify those students in trouble both academically and personally
Students should be able to register complaints or examples of excellent service. Often, our client schools have these cards go to the president for action.

• Define customer service and have a service vision.

• Use cards to allow people to identify good or poor service

• Have financial aid focused on financial planning
Does your financial aid office help students develop a plan to pay for college? This should involve more than the grants and loans offered by the government and the states.

• Financial Aid program helps both students and the school
Is institutional aid awarded to help the school achieve its goals?

Marketing and Communication

• Marketing program is systematic and includes all marketing channels
Often marketing efforts ignore the best channels including high schools, college nights, and on-campus programs. The theme should help everyone understand the way to promote the school.

• There is a theme used in all activities
Do people at your school know what the theme is and how to use it? Often people at the school have never seen the publications used to promote the institution.

• The theme is widely known at the school

• Messages are clear and supported from both a logical and emotional perspective.
There should be four or five messages that support the theme. The messages should be easy to talk about in exciting ways.
The amount of communication is extensive. The more one communicates with interested students the better. This is especially true after application. How much communication is done by faculty or departments?

The type of communication is well defined with an emphasis on personal contact. How much communication is done by letters, email, or personal contact?

Marketing and communication activities are targeted at the right students. Geodemographic methods should be used for marketing, communication, and the development of programs and services.

Organizational Readiness

There is enrollment and student success leadership. Who is responsible for and supplies the energy and vision to these programs?

The technology available can support programs and activities including knowledge management. How flexible is the technology? Is the Web site a Portal? Is there a Datamart?

There is a knowledge management program. How is data converted into useful information that is formulated into effective actions for student success?

Enrollment and student success planning is done resulting in a plan that is followed each year. Can you look at a plan? Are you satisfied with the planning process?

Metrics or reports are available to follow all aspects of the enrollment and student success program. How do you know things are OK with inquiries, applicants, enrollments, lost students, marketing, and student success?

Training and faculty/staff development is stressed each year. Are you able to develop the skills, knowledge, and attitudes needed for successful institutional and student efforts?

The culture is highly energetic, there is a high level of trust, and there are excellent communication systems under a system of shared leadership. This is the key factor as the school moves from basics to transformation.

Our WebLog

You may view our weblog daily at http://enrollment.blogspot.com. Items are frequently added to this site for review.

You may want to look at our Weblog (Blog) to follow more frequent collections of information that may be critical to your success.
Things to Read or Do


If you do not wish to receive this newsletter, please send us an email with Unsubscribe in the Subject line.

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Linda is a very good resource for improving marketing at your school and works with us on enrollment management issues.

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Meeting the Challenge: Basics, Change, and Transformation?

In the last issue of the newsletter we again discussed the growth curve for a typical organization. This is represented below.

Your institution’s response to this curve is critical. We are now at a point of challenge. This is what futurists call a wild card. These are events that were not entirely predictable. The current economic environment combined with increased numbers of students and demand for education represent both a threat and an opportunity.

Culture, a Critical Aspect of Transformation

In the last issue of the newsletter we talked about change and the general role of culture. In regard to change we suggested that change generally involves doing something different but not something that is outside of the overall paradigm of education. We suggested that culture becomes critical in terms of getting change to work, and it becomes even more
important as we move into transformation.

In this issue of the newsletter we will establish a working definition of culture and develop the way in which culture may be improved or maintained in a positive state.

The recent report on the Columbia disaster emphasizes the importance of culture. If one reads the report, it becomes apparent that the combination was a serious problem. The report refers to the engineering culture and the safety culture having very different goals. In the case of schools one can look at several cultures such as academic, financial aid, student, faculty, and staff. These cultures can clash in terms of what they want out of the school, their job, and the future. This can make it very difficult but not impossible to change if the leadership really wants to make that happen.

**Describing Culture**

We have been concerned about culture for many years and the impact of culture on enrollment success. As our clients know, addressing culture has been one of the key aspects of each project and an aspect of each project that has been most difficult to address. Even during our Potentials Analysis, we can get a good feel for the culture and aspects of the culture that may be important in improving organizational success.

In the initial view We try to get a “reading” on the following culture elements:

- **Locus of Power**: Is power located in one person or is there shared power? Do individuals and groups feel empowered?
- **Silo or Network Systems**: Do people work across offices or do people remain within small groups in terms of projects or general interaction?
- **Closed or Open Institution**: Are people open to new ideas? What evidence is available that indicates that the school has searched out new ideas and used new approaches in their work with students?
- **Communication**: How does information flow through the organization? How hard is it to know what is going on? Are people open to both praise and criticism? Do people at the top really listen to others?
- **Care, Trust, Liking**: Do people care for each other? What is the level of trust and sharing between people?
In addition to these areas one can try to determine what the weather has been like. Have there been storms? Is the weather particularly stable most of the time or have there been problems that send people running for cover?

It is the combination of these factors that determines how easy it is to do something different. In terms of transformation the climate determines how far from the norm a school is willing to go. In terms of student’s success, we believe that the climate of the school plays a key role in how the school feels and whether students succeed or fail at that school.

The chart below reflects how climate might be pictured at an institution. The most desirable point is always on the right. The shaded areas indicate where the school is.

<table>
<thead>
<tr>
<th>Factor</th>
<th>LEAST DESIRED</th>
<th>MOST DESIRED</th>
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<tbody>
<tr>
<td>Locus of Power: Top – Distributed</td>
<td></td>
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<tr>
<td>Silo – Network: Systems</td>
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<tr>
<td>Systems</td>
<td></td>
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<tr>
<td>Closed – Open: Systems</td>
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<tr>
<td>Communication: Flow of Information: Low – High</td>
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<tr>
<td>Desire to Succeed: Low – High</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Care, Trust, Liking Low – High</td>
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<td></td>
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</tbody>
</table>

In terms of your school, where would you place your school regarding its culture for student and institutional success.

**Influencing Culture: Building a Culture of Success**

It is not unusual to find work needing to be done on an institution’s culture. If that is the case, changing the culture is everyone’s job. A poor culture, for example, one in which trust or care are low, cannot be attributed to the actions of one person. Everyone contributed to the situation and everyone
needs to work hard to make a more positive culture in terms of those dimensions. It is critical to note, however, that the leaders of the organization must be willing to look at the culture issue and must be ready to support and work toward the change. In one of our client schools, the faculty wanted to see a change in the culture and supported work in enrollment management for that reason. The president and others also supported that idea and the culture did improve substantially. In another school, the President refused to consider the idea of culture change and the effort failed, leaving a good many people defensive and more concerned with issues of retaliation.

For leaders to support addressing culture issues, there must be a plan and process to address these issues. The following is suggested in terms of developing the kinds of change that are generally needed when culture change is part of the success agenda.

**Use of Learning Teams**

In all of our longer projects we have worked with learning teams built and developed along the lines of those suggested by Peter Senge in his books on this subject. This type of team can make a general contribution to the institution in terms of its being cross-functional, is developed to be a learning team, and can address the institution’s culture if it finds that to be an area of concern. If the team, once formed, does not find the culture of a school to be a major issue, it is unlikely that any approach to change it would be successful. If the team finds this to be an area that should be addressed, the team is one of the only ways we know to be able to address the area.

A successful effort to address the culture through the use of the team should have the following characteristics:

- The team should be cross-functional and include people from various levels.
- The team should not include the president.
- The president must support the team concept.
- Training should be done so that the team develops the skills and knowledge needed to have a successful team.
- Data and information of any kind should be available.
- The team should be allowed to address any area
of the college.

- The leadership of the team should be elected. Often the leadership can be a steering committee.
- Agreements should be made in terms of the overall output of the team and how it will be used.

This type of approach has been very successful at our client schools. In general it has succeeded when it has the full support of the leadership of the school and is free to address any issues they feel may influence student or institutional success. The approach has failed in the single situation where there was limited or no support from the President of the school. In those situations, more problems may be created than can be solved by the school.

Our WebLog and General Notes

You may view our weblog daily at http://enrollment.blogspot.com. Items are frequently added to this site for review.

You may want to look at our Weblog (Blog) to follow more frequent collections of information that may be critical to your success. Please note that we have not posted to the log since our move. We will begin posting again this week. All archives are available.

* Students, Schools Grapple With Tuition Hikes

As students return to colleges across the country, they will face tuition increases at four-year public colleges in 49 states, according to the Associated Press. Mississippi was the only exception. Public Agenda examines attitudes about the cost of a college education in our issue guide on Higher Education.

- Red Flags on Higher Education: Paying the Bill

When it comes to paying for college, the public sends distinctly mixed signals about how serious the problem is and frankly admits its own lack of knowledge. Half of parents say they're "very concerned" about saving enough to send their child to college, and majorities of Americans say government needs to do more to make college more affordable. Yet a majority also says that
"almost anyone who needs financial help to go to college can get loans or financial aid" and that if "someone really wants to go to college, they can find a way to pay for it." Surveys also show that while majorities say in general they know "a lot" or "a good amount" about what it costs to go to college, Americans are unsure of what college actually costs when given specific estimates.

Read the full article at: http://www.publicagenda.org/issues/red_flags.cfm?issue_type=higher_education

Red Flags
About this Section

The Red Flags section offers guidance on areas of public opinion research where findings may be misleading, unstable, or easily misinterpreted.

Public Agenda uses several indicators to judge when survey results should be reported and used cautiously:

- Results change when survey questions are reworded slightly
- Results change when implications or trade-offs of a policy are pointed out.
- Results may be misleading if reported in isolation or out of context
- Other research suggests that people have incomplete or inaccurate knowledge in this area.

- Affirmative Action: What a Difference a Word Makes. Survey responses on affirmative action and increasing diversity on campus vary dramatically depending on how questions are worded and whether they emphasize the goal of diversity or focus explicitly on the issue of preferences. Surveys also suggest that many Americans may not completely understand much of the legal debate and press coverage of the issue. For example, surveys show that Americans have different definitions of what the words "affirmative action" mean and fairly large numbers say they aren't sure. Majorities of Americans say they support programs that offer "assistance" for minorities in college admissions or jobs, but support drops dramatically if the question is reworded to ask about "preferences." Most Americans say it is important for colleges to have a racially diverse student body, and more than half say "affirmative action" in college admissions should continue. At the same time only one in five say they believe that minority representation in higher education would decline if it were eliminated. Strong majorities of African-Americans, Hispanics, Asians, and whites say college admissions and job promotions should be based "strictly on merit," but minorities are far more likely to say that colleges and employers should
make an "extra effort" to recruit qualified minorities.

- Americans have different definitions of what affirmative action means and many say they aren't sure
- Strong majorities support programs to provide "assistance" for women and minorities in college admissions, but support falls dramatically when the question refers to "preference"
- Most say it's important for colleges to be racially diverse and more than half say affirmative action should continue
- Only one-quarter of Americans say minority representation in higher education would decline without affirmative action
- Both minorities and whites say college admissions should be "strictly on merit," but minorities are much more likely to favor "extra efforts" to recruit minorities

- Paying the Bill. When it comes to paying for college, the public sends distinctly mixed signals about how serious the problem is and frankly admits its own lack of knowledge. Half of parents say they're "very concerned" about saving enough to send their child to college, and majorities of Americans say government needs to do more to make college more affordable. Yet a majority also says that "almost anyone who needs financial help to go to college can get loans or financial aid" and that if "someone really wants to go to college, they can find a way to pay for it. Surveys also show that while majorities say in general they know "a lot" or "a good amount" about what it costs to go to college, Americans are unsure of what college actually costs when given specific estimates.

- Slightly more than half of Americans with children say they are "very concerned" about being able to save enough money to put a child through college
- Majorities say government should offer tax breaks and opportunities to work for financial aid more often to make college more affordable
- Most people say that almost anyone can get financial aid or loans and that if someone really wants to go to college they can find a way to pay for it
- Majorities say in general they know "a lot" or "a good amount" about what it costs to attend college, but when given specific estimates Americans are divided on what college actually costs

- Does Everyone Need to Go to College? There are some contradictions in the public's thinking about the necessity of a college education. Two-thirds of the public says it's possible to be successful in the work world without a college education and nearly half say there are too many students in college who don't belong there. Yet six in 10 parents say they consider going to college "absolutely necessary" for their own
Minority parents are even more likely to value a college degree than the general public. Nearly two-thirds of Hispanic parents and almost half of African American parents consider a college education "the one thing that can most help a young person succeed," compared to about a third of white parents and the general public.

- Two-thirds say it's possible to be successful in today's work world without a college education
- Slightly more than half of the public says their job does not require a college degree
- Nearly half of Americans say there are too many students in college who don't belong there
- Six in 10 parents of high school students say a college education is absolutely necessary for their child
- Among parents, Hispanics are the most likely to say a college education is the one thing that can help young people succeed

- You Get Back What You Put In. Many experts worry about the fact that so many college students need remedial help or even drop out because they're struggling with their studies. Most professors tell Public Agenda that incoming freshmen aren't prepared for college work. When it comes to whether college students succeed in class, however, surveys find the public believes it's primarily up to the student to keep up. Strong majorities say it's mostly the student's responsibility to keep up with their studies and that the benefit a student gets from college depends on how much effort they put in. That doesn't mean the public absolves the college of all responsibility - nearly seven in 10 say a college should give extra counseling to a student who slacks off. But when asked to set priorities for college administrators, the public ranks cutting dropout rates and providing extra tutoring much lower than controlling costs or finding the best faculty.

- Most college professors doubt high school graduates have the skills needed to succeed in college
- Majoreties say the benefit of a college education depends on how much effort the student puts in and it is the student's responsibility to keep up with the workload
- Two-thirds say colleges should counsel students who slack off, but helping students is not as high a priority as controlling costs or attracting the best teachers

From Public Agenda

Things to Read or Do

The Enrollment Management Center, Inc.
Articles

- SOL: http://www.solonline.org/ This is the Society for Organizational Learning. The organization published a great deal of material relating to learning systems and is associated with the work of Peter Senge.

If you do not wish to receive this newsletter, please send us an email with Unsubscribe in the Subject line.

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Each of these vendors has done exceptional work for us or for our client schools. We recommend them highly.