

# Enrollment MANAGEMENT

REPORT

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Practical Guidance in Recruitment, Admissions, Retention & Financial Aid

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## SNAPSHOTS

### IDEA FILE

Attract students with fun scholarship contests; consider whether your institution is ready for robot tour guides; craft a creative deal to acquire more space; and schedule extra classes to accommodate surprising enrollment numbers. **Page 2**

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## COVER STORY

### Plan carefully, set goals at beginning of Web site redesign

If your unit is embarking on a Web site redesign, you're probably excited about all the cool features new technologies will allow you to incorporate.

But adding those comes at the very end of the process, said Jack Spaulding, account director for Planit. His agency recently launched new Web sites for several institutions, including the University of Arkansas' College of Engineering and Johns Hopkins University's alumni office.

To create the most effective Web site possible, learn the planning process Planit's Web designers use to help institutions reach their goals. **Full story, pages 4-5.**

#### See what makes a Web site work

Review the features that a Web site should include for it to help you accomplish your goals. **See page 4.**

## HIGHLIGHTS

### Follow proven steps to evaluate programs

Improving your retention efforts requires understanding whether or not your programs work. Capella University used the Plan, Test, Measure, Evaluate method to create and monitor a Supplemental Instruction program. Use the PTME method to determine the effectiveness of your institution's retention initiatives. **Page 3**

### Create an enrollment strategy with a comprehensive tool

When enrollment began to drop at Florida Keys Community College, officials created an enrollment strategy from scratch. SunGard Higher Education's Banner Enrollment Management Suite was an important component of their efforts. Officials increased communications with prospective students, tracked the success of marketing efforts, and helped students find roommates using the software. **Pages 6-7**

### Begin retention efforts before students arrive

Admitted students are more likely to stick with their college decision if they feel like they are part of the campus. Bridget O'Connor, vice president of enrollment management and communications at St. Norbert College, sends regular messages in various media to students who have made deposits. Plus, entering students can join a Facebook group, and they meet in person at a two-day orientation over the summer. **Page 12**

## Attract students, publicity with scholarship contests

Encouraging prospective students to become engaged with your institution increases the likelihood that they will enroll. And applying for scholarships gets them excited about becoming students.

The Art Institutes host several scholarship competitions that offer high school students a chance to have fun while they showcase their talents. Winners in the Best Teen Chef Competition receive scholarships based on the results of a nationwide cook-off.

In addition to scholarships, two grand prize winners in the Passion for Fashion Competition get a trip to New York for Fashion Week with a “meet-and-greet” at *Seventeen* magazine.

To learn more, visit [www.artinstitutes.edu/competitions/high-school.aspx](http://www.artinstitutes.edu/competitions/high-school.aspx). ■



## Highlight technology expertise with robot tour guides

You don't want your campus tour guides to come across as robotic. Unless they really are robots, that is.

At National Taiwan University, an artificial intelligence robot is conducting campus tours this fall. It was developed on campus by a team led by NTU's secretary general.

Visitors can select destinations they wish to visit by using a touch-screen panel. The robot uses GPS to navigate. Plus it has laser and ultrasound systems that help it interpret its surroundings. Besides guiding visitors around campus, it can show video clips on a monitor screen.

To learn more, you may visit [www.ntu.edu.tw/engv4/highlights/2007/he071001\\_3.html](http://www.ntu.edu.tw/engv4/highlights/2007/he071001_3.html). ■



## Increase enrollment by exchanging scholarships for space

If your institution needs more students but finding space for them is a challenge, consider an arrangement like the one officials at Finlandia University in Michigan worked out with the local school district.

The public school district moved students out of a building next to Finlandia's campus. The building and athletic fields next to it met Finlandia's needs for more space, but the institution could not afford to buy them, reports the Associated Press.

School district officials agreed to trade the property for scholarships for local students. For the next 12 years, graduates of Hancock Central High School who are eligible for admission to Finlandia will receive full-tuition scholarships. This fall, 25 of the high school's 55 recent graduates accepted the offer.

Institution officials anticipate that the additional space will help enrollment to grow from 550 to 700. ■



## Consider adding late-night classes to address enrollment boom

The challenging economy has brought more students than administrators predicted to many institutions, especially community colleges. If you're seeking ways to accommodate additional students at your institution, the creative efforts officials at Bunker Hill Community College tried could inspire you.

With enrollment up 23 percent over last year and still climbing, officials decided at an emergency meeting a few days before the semester began to add 40 classes to the schedule. Two of the classes begin at midnight.

Officials had already added 108 class sections. ■



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## Develop, evaluate programs using proven system

To ensure that the retention efforts you create help you meet enrollment goals in a cost-effective way, determine how you'll measure their success.

Try the Plan, Test, Measure, Evaluate strategy Capella University officials used to start a successful Supplemental Instruction program.

Capella officials started using PTME, which was first developed in the business world, several years ago, said Trenda Boyum-Breen, Capella's director of academic support. She spoke at the American College Personnel Association's annual convention.

Kathe Pelletier, Capella's director of university learning resources, applied PTME to the SI program. "You can use it to develop and evaluate any program," she said.

The SI program consists of online, peer-assisted study sessions led by students who excelled in historically difficult classes.

Capella officials used PTME to verify that students who participated in SI received fewer D, F or W grades (7.7 percent) than nonparticipants (31 percent). And SI participants earned A, B and C grades at higher rates (92 percent) than nonparticipants (69 percent).

PTME consists of the following stages:

➤ **Plan.** "Planning is critical to get a seat at the executive table for making program decisions," Boyum-Breen said.

To create a well-designed plan:

- Identify decision-makers. "Know who will be making funding decisions, and understand their positions and expectations," Pelletier said.

- Review the literature.

- Review institutional history. Determine the results of similar programs that were tried before.

- Determine the rationale. Define why the program you are advocating for is necessary and specify benefits. Also identify problems and how you will mitigate them.

- Establish benchmarks. Identify measurable objectives. In many cases you can demonstrate indirect benefits, Pelletier noted. "For instance, you

can show through surveys how a tutoring program improves self-esteem, which leads to better grades and persistence," she said.

- Conduct a cost/benefit analysis. Determine return on investment. The formula is incremental revenue minus program cost or expenses. For the SI program,

Pelletier looked at how it would enhance retention and prevent loss of tuition dollars.

- Address program design requirements. These include data collection/infrastructure, financial feasibility, technology infrastructure, staffing needs, reporting requirements and required interdependences (departments, timing, etc.).

➤ **Test.** "Documenta-

tion is important because your dream state might be quite different from reality," Pelletier said. She noted how Capella experienced a low response to marketing fliers. "We found out the machine that sealed the envelopes wasn't working and the fliers fell out."

Testing requires that you:

- Identify what you are doing. Track results once your pilot or program is under way.

- List findings. "Document factors or events that could impact results," Pelletier said.

- Determine documentation methods. These may include surveys, grade data and faculty input.

➤ **Measure.** Track what happens by:

- Measuring results. Include expected and surprise results. Compare results to targets and to the previous year's data or other periods.

- Considering how you will display results. This might include narrative, charts and graphs.

- Establishing a plan to communicate results. Consider frequency and method.

➤ **Evaluate.** Determine success by:

- Deciding whether to expand the program. Determine if you have resources available.

- Developing an exit strategy. Decide how you'll respond to unfavorable results. "Anytime you take away an existing program or service, students will be unhappy," Pelletier said.

E-mail Kathe Pelletier at [kathe.pelletier@capella.edu](mailto:kathe.pelletier@capella.edu) or Trenda Boyum-Breen at [trenda.boyumbreen@capella.edu](mailto:trenda.boyumbreen@capella.edu). ■

### Take 5 to ensure program effectiveness

Consider the Plan, Test, Measure, Evaluate strategy to determine if your programs meet their goals and are cost-effective.

1. **Implement** the PTME system to evaluate initiatives.

2. **Plan** your program with help from campus experts.

3. **Test** your efforts and document the results.

4. **Measure** results and communicate them to constituents using an established plan.

5. **Evaluate** whether the program is working well enough to be expanded or if it should end. ■

## Plan thoughtfully for a high-impact Web site

When college officials begin discussions with Web designers at Planit, they often start off with “Give me a cool design,” said account director Jack Spaulding. “We encourage them to back up to a 30,000-foot level,” he said.

They need to think about their brand, their audience, and the success metrics they will use to evaluate the site. The latest bells and whistles come later, Spaulding said. “What is critical is starting the process at an earlier point,” he added.

If you want your new site to have the maximum impact, consider using the Planit process.

When Planit has a contract to design a new site for an institution, team members start by visiting the campus. They walk around and get a feel for the

institution and its surroundings.

They also meet with members of the campus community who can provide insight into what the design should contain. Participants might include communications staff, deans, faculty and students. Together they brainstorm answers to questions including:

- What are your goals?
- Who do you think your audience is?
- What should the tone be?
- How will you measure the Web site’s success?
- What is required in the site?
- Where can liberties be taken?

Planit Web designers also carefully review what the institution already has in place. They look at blogs, online forums, and any posted information about the institution’s brand. They might also prepare profiles of typical site visitors.

Based on that information, they can create a mes-

### Review Web design proposals carefully

Officials at the University of Arkansas’ College of Engineering wanted a better way to reach their target populations of prospective students, said Leslie Lannutti, the college’s director of communications. Since the institution’s main Web site needed to meet the needs of current students, faculty and alumni, not much could be done to make it more accessible and appealing to future students, she said.

That’s why the college decided to create three separate microsites. The sites address the specific needs of prospects for undergraduate programs, graduate programs, and an entirely online master’s degree.

Planit created a template that officials can customize for the sites. Because UA is a public institution, the project was put out for bid. Although officials specified what

they wanted, the bids ranged from \$30,000 to \$200,000. When officials reviewed the bids, they discovered a wide range in what was included. Some of the proposals were skeletal, and certain items that would be needed were not included in the amount. Other companies proposed work much more elaborate than the college sought.

“You want to do your homework,” Lannutti said about the bid review process. She read the proposals carefully and asked for clarification when she wasn’t sure what was included.

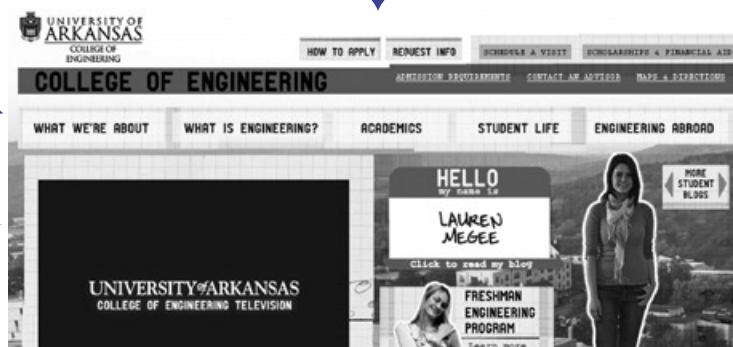
The college’s undergraduate brochures include the URL to drive students to the Web site. UA advertises the online program in professional journals.

*E-mail Lannutti at llannutt@uark.edu. Visit the Web site pictured below at [www.changeyourworld.uark.edu](http://www.changeyourworld.uark.edu).* ■

The easy-to-spot call to action solicits prospects’ contact information for the institution and encourages steps that could lead to enrollment.

Links lead visitors to valuable information.

A video and blogs provide varied formats for information delivery and keep visitors engaged.



The name tag and photos set the tone for this site meant to entice undergraduates to enroll. The happy young students portray the engineering school as fun and friendly.

saging document that identifies the “brand pillars” that make the institution unique, Spaulding said.

Once that background work is complete, Planit designers create the architecture for the site. They design a site map that helps make sense of the content. That way, they can work with institution officials to see where navigation should be streamlined and where they can provide more efficient access for visitors.

It’s like building a home, Spaulding said. You decide whether you want a five-bedroom house or

a two-bedroom apartment. You determine the best location for bathrooms and where the hallways should be located. “You don’t start by putting in the appliances and painting. You want to start with a floor plan,” Spaulding said.

And as you create the site, it’s important not to have an “If we build it, they will come” mentality, Spaulding said. Web sites need to be part of a larger marketing campaign. Print, e-mail and other communications should direct readers to the site’s URL.

Contact Spaulding at [jds@planitagency.com](mailto:jds@planitagency.com). ■

### Goals should drive Web site design

Johns Hopkins University’s alumni site was outdated. It was not designed by professionals who knew how to drive visitors from one page to another, said Sandra Gray, executive director of alumni relations.

A Web strategy committee determined specific goals they wanted to accomplish through a new Web site. Those included keeping constituents up-to-date on university news, increasing alumni participation in regional chapters, and encouraging alumni to donate money online rather than sending checks in the mail.

JHU enlisted Planit to create two microsites — one to help alumni connect with the institution and each other and one to encourage them to donate. The sites’ URLs were promoted in JHU’s communications with alumni. In the first month that the sites were active, traffic was triple what the old site drew, Gray said.

JHU officials selected Planit after reviewing about 10 proposals and asking for more in-depth presentations on three. They were impressed by the creativity and the

knowledge of site architecture they observed, Gray said.

The only problems in development came from the JHU side, Gray said. “Internally, make sure you know where you’re going and that the right people see things at every stage so that you don’t have to back up and redo work,” Gray said.

Gray’s biggest surprise was how much work creating the sites took. They took eight months to launch, rather than the six that were planned. And staff members spent more hours than Gray anticipated on them.

JHU officials plan to continue expanding the sites. Planit created templates for 10 different types of pages that on-campus Web developers can use for additions. Currently, they have created more than 350 pages.

For the next phase, officials want to add a secure sign-in so that viewers can see personalized pages. Then alumni can view their giving history online, print receipts for tax purposes, and see whether they paid their dues.

Contact Sandra Gray at [sgray@jhu.edu](mailto:sgray@jhu.edu). Visit the Web site below at <http://giving.jhu.edu>. ■

Visitors who need more information can find it easily through these links.



It’s impossible to miss this call to action. There’s no question that promoting on-line giving is the site’s goal.



News stories about current students, a video, and a link to an online newsletter encourage visitors to linger at the Web site. Whether you have 20 or 200,000 visitors a week, something on the site should change monthly, even if it’s just a news ticker, said Jack Spaulding, account director at Planit. If your site attracts thousands of visitors a week, it’s worth your time to invest more resources in keeping it fresh, he said. Create an editorial calendar that gives you a regular timeline for posting updated content, he said.

## Enhance recruitment strategy with technology

Florida Keys Community College never had an enrollment strategy. The Key West location, more than 100 miles off the southern tip of mainland Florida, was remote from competition. And the local area provided enough students that enrollment just wasn't an issue.

But then the area's population declined, especially after a series of major hurricanes in 2004 and 2005. And demographics changed among the population that remained in the area.

As enrollment began to drop, officials decided to act quickly, said Bryan Gilchrist, director of information technology. No one at FKCC had experience with enrollment management, so faculty and staff across campus pitched in to recruit students. The early efforts involved lots of sticky notes, spreadsheets that spanned several departments and were never up-to-date, and stacks of paper, he said.

The result was that prospective students got phone calls about the same thing from several different people. Instead of making them want to enroll, the

repetitive calls just made them angry.

FKCC hired a consultant, formed an enrollment team, and hired recruiter Elizabeth Love. And officials implemented SunGard Higher Education's Banner Enrollment Management Suite, a software package that allowed them to automate many recruitment processes and made it possible for officials to track the success of marketing initiatives. If your institution has a Banner student information system, this tool could be just what you need to make your recruitment efforts more effective.

"We're not spamming people anymore," Gilchrist said. And besides avoiding the damaging communications, the product enabled officials to expand communications to prospective students. When Love started recruiting students two years ago, prospects received two pieces of mail. With the EM Suite, FKCC has six to eight contact points with prospective students. "It's keeping us in constant contact with students," Love said.

The results have been dramatic. FKCC received more than 300 applications for this fall above the typical number. FTE is up 16 percent compared to last fall, Gilchrist said.

### Review features of Banner EM Suite

SunGard Higher Education's Banner Enrollment Management Suite provides CRM functions and reporting to help institutions recruit and retain students.

The CRM component of the suite is called Banner Relationship Management. CRM's real potential lies in institutions using it as a strategy, said Fred Weiss, senior vice president for strategy and product management and advancement and enrollment. In tough economic times, strategy is more important than ever, he said.

Weiss prefers the term "CEM" to describe what the EM Suite does. He defines that as customer engagement management, instead of using CRM — customer relationship management.

The product works with the Banner student information system and can integrate data from that system.

The reporting component, called Banner Recruiting and Admissions Performance, creates dashboards and scorecards that enable users to see where their efforts stand. The dashboard tracks a variety of data points, such as how many students are at each stage of the recruitment funnel. The scorecard provides a broader overview, tied to the institution's mission and goals, Weiss said.

The system typically takes four to seven months to implement, Weiss said. The timing depends on a number of factors, including whether the institution wants to use

it for recruiting only undergraduate students or if it also plans to recruit graduate and nontraditional students with it, he said.

SunGard's goal is to implement the software on time and on budget in a way that ensures usability, said Katie Kilfoyle from SunGard's public relations department.

At Florida Keys Community College, the CRM functions were live two months ahead of schedule, said Bryan Gilchrist, director of information technology. He attributed that to a number of factors, including having a team on campus that recognized the positive results the implementation would bring.

Also, the institution approached the implementation as a team project with SunGard. SunGard's team leader was probably the best project manager Gilchrist ever worked with, he said.

SunGard provides training and technical support, Weiss said. Customers can choose among levels of services depending on their needs, he said.

The EM Suite can be used for communications throughout the student life cycle, Weiss said. It can also track at-risk students or high performers. For example, international relations students could be targeted in a communications campaign encouraging them to study abroad, he said. ■

### Planning communications

The EM Suite hasn't meant that FKCC staff members spend fewer hours on recruiting efforts. But it has meant that their efforts are more organized and effective. For a particular campaign, Love prepares the materials for each communication. Then the automatic process takes over.

For example, a student who inquires might receive a particular e-mail first. Future e-mails and mailings are timed to keep the institution in touch with the student. Mailings automatically print out when it's time to send them. All staff members have to do is stuff the envelopes.

At first, officials had to begin a new campaign for each new group of students, said Michael Cruz, assistant information technology director. But since FKCC started using the EM Suite, SunGard added a feature to allow campaigns to pull in new prospects. For example, the program might seek data about new inquiries twice a week and begin the communications.

When students apply, planned communications let them know the status of the application, Cruz said. If they need to submit a signature page or residency documentation, they receive an e-mail telling them what is missing from the application.

The software helps with reporting and internal communications as well. For example, each week it generates a report of the application numbers. Program directors receive data about applicants to their areas on particular days each week.

Besides managing automated campaigns, the software enables staff members to record interactions with students. That way they know if a student has called about the same issue before and can review what was said, even if they were not on the call, Gilchrist said. Since a prospective student might speak with a program director or a member of the enrollment team, that avoids miscommunication and duplication of information passed on to the student.

### Evaluating marketing

Besides tracking communications with students, the EM Suite enables officials to track the success of marketing methods. Before the program was implemented, data was housed in several locations, which made pulling the relevant information together difficult. Now it's easy to see how many students specific ads yielded, Love said. That way, she can determine whether it is worthwhile to renew them the next season.

For a college that did not advertise in the past, choosing the best approaches has required some trial and error, Love said. Among the most successful efforts have been ads in national specialty magazines covering diving and boating, she said. FKCC has some unusual programs that attract those readers. The ads yielded students from Ohio, Washington state, New Jersey and Canada. "For a community college at the southernmost point in the United States, that's a really big deal," Love said.

### Enhancing functions

Officials at FKCC have found many uses for the EM Suite beyond enhancing and tracking marketing campaigns. One of Love's responsibilities is to help students find housing. FKCC does not have residence halls, so students moving to the island to enroll must find apartments or houses in the community. Love flags the data about students looking for housing. She can then use the records to help students find roommates.

The EM Suite can also help with retention efforts, Cruz said. He produces reports for financial aid, advising, financial services and the registrar. Officials are working to include financial aid information in campaigns. And several units, including the business office, are eager to use the program to send out notifications.

Contact Gilchrist at [bryan.gilchrist@fkcc.edu](mailto:bryan.gilchrist@fkcc.edu), Love at [liz.love@fkcc.edu](mailto:liz.love@fkcc.edu) and Cruz at [m.cruz@fkcc.edu](mailto:m.cruz@fkcc.edu). ■

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## Avoid common mistakes when interviewing job candidates

### MANAGING YOUR OFFICE

This regular feature provides you with guidance to help you sharpen your management skills.

The recession has led to layoffs and hiring freezes at many colleges. So it is more important than ever that you know how to hire talented people your institution will want to keep even in a depressed economy.

A key to getting the right person in the right job is the interview, said Lynn Nemser. She's president of Partners in Performance, Inc., a Pittsburgh-based HR consulting firm.

"Too often, hiring managers make common mistakes that result in bad hires," Nemser said. She spoke at a Society for Human Resource Management conference. "But there are things you can do to avoid the deadliest interviewer errors."

Use her list of typical mistakes — and how to avoid them — to help you make good hiring choices.

Nemser said many errors occur during the interview process, including:

- **Violating the Pareto principle.** The Pareto principle holds that 80 percent of effects come from 20 percent of causes. Proper Pareto interviewing requires you to listen 80 percent of the time and talk just 20 percent of the time, Nemser said. "Most violations of the Pareto principle occur because of insufficient preparation."

- **Leading the candidate.** Don't ask leading questions. "Watch what you say and your body language so you don't give away the answer or intimidate the candidate," Nemser said.

- **Asking the same things everybody does.** Coordinate with other interviewers. "Design a bank of questions. Limit two interviewers to each competency," Nemser said.

- **Making too much ado about everything.** Interviewers often ask too many questions and try to cover too many topics. "Be realistic about your time," Nemser said. Limit the interview to critical areas and focus on details, she noted. "Plan follow-up probes in advance."

- **Asking for or accepting hypotheticals.** "Ask about the real world," Nemser said. Listen for words such as "if" or "would" and require examples.

- **Asking for or accepting opinions.** Listen for phrases such as "if you ask me ..." If a candidate offers opinions, ask for what led to that opinion and for examples that support it, Nemser said.

- **Accepting generalizations.** "Get the specifics," Nemser stated. Listen for general words, such as "always," "never," "generally" and "everything." When candidates start to generalize, ask for details and use who, what, where, when and how questions.

- **Accepting the word "we."** When inquiring about past jobs or projects, use the phrase "walk me through" and ask candidates who did what, Nemser said.

- **Deciding before evaluating.** Develop and use easy interview tools, and build them into your process, Nemser said. "Coach and build your tool skills."

- **Comparing candidates.** Avoid this trap by comparing the candidate to the position's roles and responsibilities. "Only compare qualified candidates," Nemser said.

- **Halo, horns and pitchfork effects.** The halo effect occurs when one good trait makes a candidate look good in other areas. The horns or pitchfork effect occurs where a negative perception is generalized to other aspects of the candidate. "Don't make judgments based on first impressions," Nemser warned. "And don't set out to hire yourself."

*For more information, you may contact Lynn Nemser at [lnemser@nb.net](mailto:lnemser@nb.net). ■*

## Take steps to safeguard education records

Approximately 280,000 records were compromised at colleges and universities between January and July 2009, reports the Privacy Rights Clearinghouse.

The Department of Education acknowledged identity theft as a significant concern in December 2008, when it published final regulations for the Family Educational Rights and Privacy Act. It reminded educational institutions that they have a legal responsibility to implement appropriate safeguards to protect against unauthorized disclosures of education records.

### Accidental disclosures could lead to sanctions

The Family Policy Compliance Office has been following up since then in letters to colleges and universities. Mostly signed by FPCO director Paul Gammill, the letters provide advice on the ED's position regarding the safety of education records.

#### Learn more about FERPA

Sign up for Jossey-Bass' Oct. 22 online conference. For more information or to register, visit [www.ferpanar.com](http://www.ferpanar.com). ■

contained in education records to any party, by any means, including oral, written, or electronic means."

There is no reason to believe that an institution will get in trouble due to an accidental disclosure of education records. However, the situation may be different if the FPCO determines that the breach was due to inadequate training or security and that the university knew about this deficiency.

### Implement reasonable safeguards

As a first step to reduce the risk of unauthorized disclosure, Gammill recommends that educational institutions eliminate the unnecessary use of Social Security numbers, and that they develop and implement a breach notification policy.

Colleges and universities may use any reasonable method, combination of methods or technologies to ensure records' privacy. However, security measures should take into consideration the size, complexity and resources available to the institution. The context of the information should also be considered, as well as its type. For example, records containing SSNs paired with students' names and addresses should be safeguarded with the strongest measures available to the institution.

Gammill also suggests that institutions should see what others have done. Other colleges with similar recordkeeping needs could already have effective safeguards in place.

"The greater the harm that would result from unauthorized access or disclosure and the greater the likelihood that unauthorized access or disclosure will be attempted, the more protections an agency or institution should consider using to ensure that its methods are reasonable," he explains.

### Use available resources

Gammill suggests the following resources:

- The National Institute of Standards and Technology 800-100, *Information Security Handbook: A Guide for Managers* (October 2006). It's at <http://csrc.nist.gov/publications/nistpubs/800-100/SP800-100-Mar07-2007.pdf>.
- NIST 800-53, *Information Security*. This publication catalogs information security controls. It's at <http://csrc.nist.gov/publications/nistpubs/800-53-Rev1/800-53-rev1-final-clean-sz.pdf>. ■

### Adopt breach notification policy

Although the Family Educational Rights and Privacy Act does not require notification to students when their information is disclosed without authorization, the Department of Education recommends that institutions follow one or more of these steps:

- Report the incident to law enforcement authorities.
- Determine what information was compromised.
- Take steps immediately to retrieve data and prevent any further disclosures.
- Identify all affected records and students.
- Determine how the incident occurred, including which school officials had control of, and responsibility for, the compromised information.
- Review policies and procedures related to access, storage, transmission and destruction of information from education records.
- Determine whether the incident was due to lack of monitoring and oversight.
- Conduct a risk assessment analysis and identify appropriate physical, technological and administrative measures to prevent similar incidents in the future.
- Notify students that the ED's Office of Inspector General provides information for those who suspect they are victims of identity theft. It may be accessed at [www.ed.gov/about/offices/list/oig/misused/lidtheft.html](http://www.ed.gov/about/offices/list/oig/misused/lidtheft.html) and [www.ed.gov/about/offices/list/oig/misused/victim.html](http://www.ed.gov/about/offices/list/oig/misused/victim.html). ■

## AT A GLANCE

A REVIEW OF THIS MONTH'S  
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## DECEPTIVE PRACTICES

**University's deceptive practices not covered by RICO Act**

**Case name:** *Suarez-Cruz v. Caribbean University*, No. 06-1179 (FAB-CVR) (D.P.R. 08/03/09).

**Ruling:** The U.S. District Court, District of Puerto Rico dismissed Jose Suarez-Cruz's claims against Caribbean University under the Organized Crime Control Act.

**What it means:** Falsely advertising a bachelor's degree program and collecting tuition through the mail or electronic means are insufficient allegations to support a claim of violation of the civil provisions of the RICO Act.

**Summary:** Suarez-Cruz sued Caribbean University claiming that it committed wire fraud and was involved in a pattern of racketeering in violation of the RICO Act's civil provisions. He alleged that after two semesters in the university's bachelor's degree nursing program, he discovered that it was not licensed to grant such degrees in Puerto Rico.

Suarez-Cruz asserted that because the university was unable to grant the degree, his tuition was an unlawful and unauthorized debt. Therefore, the institution allegedly violated the RICO Act by accepting and processing funds from his Pell grant and from a federal nursing grant as payment for his tuition.

Caribbean University moved to dismiss the lawsuit. To state a claim for wire fraud under the RICO Act, a plaintiff must allege the time, place and content of the mail and wire communications used in perpetrating the alleged fraud. The plaintiff must also show that the acts constituted a "pattern of racketeering activity."

The U.S. District Court granted the university's motion to dismiss.

Although the court agreed with Suarez-Cruz that the institution was luring students with false promises of obtaining a bachelor's degree, none of the alleged activities met the minimum standards of pleading under the RICO Act.

Suarez-Cruz failed to state the time, place and content of the mail and electronic communications that allegedly amounted to wire fraud, the court stated. Additionally, the allegedly unlawful tuition debt was not related to any gambling or usury laws. Therefore, it was not covered by the statute.

Finally, the two episodes of collecting federal funds to pay Suarez-Cruz's tuition could not be construed as a pattern of racketeering activity. ■

## LICENSING

**Out-of-state law students challenge diploma privilege**

**Case name:** *Wiesmueller, et al. v. Kosobucki, et al.*, No. 08-2527 (7th Cir. 07/09/09).

**Ruling:** The Seventh U.S. Circuit Court of Appeals reversed the district court's order dismissing the case against the director and officers of the Wisconsin Bar Association.

**What it means:** A rule granting special privileges to graduates of state law schools may burden interstate commerce in violation of the Constitution's Commerce Clause.

**Summary:** In a class action lawsuit, two graduates of accredited out-of-state law schools alleged that Wisconsin's rules regarding attorney admissions discriminated against them in violation of the Commerce Clause of the Constitution.

The rule required that applicants seeking admission to the Wisconsin bar who had attended out-of-state law schools prove their competency by taking an examination or demonstrating that they practiced law in another state for a minimum of five years. However, graduates from Wisconsin law schools were exempted from this requirement.

The plaintiffs claimed that Wisconsin's "diploma privilege" improperly burdened interstate commerce. After the U.S. district court dismissed their claim, the plaintiffs appealed.

The Seventh Circuit decided that the case was dismissed prematurely.

The panel concluded that the fact that the diploma privilege could influence an aspiring lawyer's decision about where to study and where to live as a student was enough to bring the case within the Commerce

Clause's scope.

The court stated that, while regulating the practice of law was a legitimate government function, it was not exempt from scrutiny under the Commerce Clause.

The panel remanded the case to the district court, holding that the plaintiffs were denied an opportunity to try to prove their case. ■

**ADMISSIONS**

**Students win 1st round in deceptive enrollment practices case**

**Case name:** *Blake v. Career Education Corporation, et al.*, No. 4:08CV00821 ERW (E.D. Mo. 08/17/09).

**Ruling:** The U.S. District Court, Eastern District of Missouri denied in part and granted in part the defendants' motion to dismiss a lawsuit filed by several former students under the Missouri Merchandising Practices Act.

**What it means:** Specific allegations of deceptive enrollment practices that can be objectively verified by examining historical documents are not precluded by the educational malpractice doctrine.

**Summary:** Several former students filed suit against Career Education Corporation and Sanford Brown College under the MMPA. They claimed that a pattern and practice of deception, fraud and misrepresentation was used to entice potential students to enroll in criminal justice degree programs.

CEC and Sanford Brown moved to dismiss the action. They asserted that the claims were barred

by the educational malpractice doctrine. Courts generally agree that educational institutions are not bound by a legal duty to offer a particular quality of educational services.

The students countered that their case did not involve educational malpractice but a violation of the MMPA. They claimed that the alleged misrepresentations were specific promises made by admissions representatives at Sanford Brown.

The court held that it would dismiss only those allegations that required analysis of educational and pedagogical factors or administrative policies governing instruction.

It preserved the claims concerning alleged misrepresentations by the institutions or their employees that:

1. A degree from Sanford Brown College provided a sufficient foundation for law school and that the credits could be transferred to most major universities in Missouri.
2. Tuition would be a set amount, and the cost of books was included in tuition.
3. Students would be offered hands-on training.
4. A student needed to enroll quickly because a class was almost full.
5. Graduates could expect to earn between \$40,000 and \$47,000, and most students found jobs within one month of graduation.

The court found that these allegations were similar to statements of fact. They could be objectively verified by examining historical records. And they could also be used to prove a pattern or practice of deception, fraud and misrepresentation under the MMPA. ■

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BRIDGET O'CONNOR, VICE PRESIDENT FOR ENROLLMENT MANAGEMENT AND COMMUNICATIONS,  
ST. NORBERT COLLEGE

## Build connections to attract, retain students

Bridget O'Connor wants students to feel like they're part of St. Norbert College as soon as they make enrollment deposits. She is vice president for enrollment management and communications at her alma mater in Wisconsin.



BRIDGET O'CONNOR

Her goal is to ensure that students who commit to the institution enroll and that those who enroll stay to graduate.

Once students make deposits, St. Norbert officials contact them a minimum of once per week until the fall semester begins. The communications include e-mails about orientation and registration, postcards about on-campus summer events, cards congratulating them on their graduation, and invitations to events in their region for admitted students.

This past summer, officials worked to ensure that the students who had made deposits didn't change their minds because they worried that a private college would be too expensive.

St. Norbert officials were proactive about making sure families understood the financial aid process and knew about payment options and work-study programs. Also, the college offered the largest financial aid and scholarship packages in its history.

"We tried to make sure that St. Norbert was both a dream school and an affordable option," O'Connor said.

Social media have helped students form bonds before they arrive, she said. Student interns invited entering students to join the Class of 2013 Facebook group.

Two students hosted the group and answered questions. If they weren't sure how to respond, they consulted with admissions officials to make sure the entering students got the right answers. Some students found roommates through the group or arranged in-person meetings with others in their region.

By the time students arrived on campus for orientation, they felt like they already knew people. "From a retention standpoint, that's so valuable," O'Connor said. The students had less anxiety coming onto campus with some connections already formed.

Incoming students also built their connection to the campus through a two-day orientation program during the summer. They chose among four times, and their parents could also stay on campus. The students took placement exams, met with their advisors, and registered for classes.

The events were mainly planned by student affairs, but academic affairs and enrollment management were partners in making sure that students received the information and welcome they needed, O'Connor said.

New students also arrived on campus in the fall before the returning students for welcome week activities.

Once students enroll, retention efforts continue. A committee serves as an early warning group, O'Connor said. Faculty members send e-mails to the committee if a student is not showing up for class or otherwise seems to be having trouble.

Others on campus are also encouraged to share information if a student shows signs of trouble. Residence hall staff can frequently spot problems. And St. Norbert officials work through student government to "get out the message to students that they're partners with us in making sure their classmates stay their classmates," O'Connor said.

*E-mail O'Connor at [bridget.oconnor@snc.edu](mailto:bridget.oconnor@snc.edu).* ■

### Combine enrollment, marketing for effective operations

Bridget O'Connor's career didn't immediately seem to be leading her into enrollment management after she graduated from St. Norbert College in Wisconsin. She worked in public relations and marketing for agencies, private organizations, and the University of Minnesota Foundation. When she returned to St. Norbert eight years ago, her job was to create an in-house public relations unit.

She and others on campus realized that public relations and enrollment management belong together. As vice president for enrollment and communications, O'Connor's unit is structured around the "five Rs"—recruit, retain, reconnect with alumni, reputation and recognition.

It's not enough just to get students to come in the door and stay, she said. Enrollment is enhanced when the college achieves recognition and boosts its reputation, she said. When faculty and staff members understand that, they realize that it's everyone's job to improve the institution and attract students, O'Connor said. ■