Communication Piece: The impact of the Higher Education Opportunity Act of 2008 on Operations

Southern New Hampshire University

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Communication Piece on the impact of the Higher Education Opportunity Act of 2008 on Operations.

Introduction

In the country today, there are numerous issues discussed over the years. One of the most common problems which have received a lot of attention for long is education. Education has one of the most vital tool and area of the economy. The primary reason for the consideration of education as a critical sector of the economy focuses on the idea that schools usually create elite people who are helpful in the country. The reauthorization of the Higher Education Opportunity Act of 2008 has created a platform for the school administration and community to engage amongst each other to achieve maximum benefits, especially to the students. This Act has been designed to benefit the learners while ensuring that schools undertake their operations with the required level of efficiency and transparency (Madaus, Kowitt & Lalor, 2012). The Act contains numerous provisions which, in this case, dictate the overall perceptions and actions which should be undertaken to achieve maximum benefits for the learners. However, compliance with the suggested directives and provisions may require the institution in this context to introduce changes in the operations carried out on the day to day basis.

Numerous ways can be used to communicate the change and its implications on the institution. For instance, emails, memos, and postcards are useful tools in this context. However, based on the idea behind the desire to ensure that the entire community understands the implications of the changes, it is essential to use a formal letter as the ultimate communications piece. The significance of this piece is that it helps to maintain not only professionalism but also the overall levels of formality when discussing such issues (Zumeta, Breneman, Callan & Finney, 2012). Each party in the community selected will have a formal interpretation of the content provided through the letter making it easy to focus on accomplishing a common goal.

The communications piece selected

As mentioned above, this section selects a formal letter as the ultimatecommunicationspiece to use. This piece will be helpful as it will allow the Director of Communications of the Roger Williams University to draft and deliver the change. It will also enable him to communicate the potential impacts on the institution to the relevant stakeholders such as students, school administration, faculty, and staff members. Lastly, it allows the communication of the expected benefits from the proposed changes, which will significantly help in overcoming any potential resistance against them.

Formal Letter

**Director of Communications**

**Roger Williams University**

**One Old Ferry Rd Bristol, RI 02809**

**Date: 09/28/2008**

**Community Stakeholders (Students, Administration, staff, and faculty)**

**Roger Williams University**

**One Old Ferry Rd Bristol, RI 02809**

**Dear sir/madam**

The adoption of the Higher Education Opportunity Act of 2008 has provided many allocations which affect the institution. The failure of the institution to comply with the changes proposed by the Act may attract penalties, fines, and sanctions, reducing the federal funding. The aim of the proposed changes through the Act focuses mainly on the desire to create a conducive platform for improved access to education resources for the learners. The students, in this case, are the primary beneficiaries of the proposed changes. Each stakeholder in this community needs to understand the implications of the changes to the operations of the school. This information will help in creating avenues for collaboration and increased communication amongst the stakeholders leading to a strategic way of guaranteeing positive outcomes at affordable costs for the learners (Zumeta, Breneman, Callan & Finney, 2012).

The primary requirement for the Act is that the school must work together with textbook publishers, authors, faculty members, teachers, and students in determining the most cost-effective and reliable way of achieving learning resources. One of the provisions of the Act is that schools should ensure that they provide high-quality education to the learners. The government has offered various grants and fundings to support cost-effective and affordable higher education services to the learners. It is the role of the school administrator to organize ways which learners, according to Sec. 133 of the Textbook Information receive affordable and reliable course materials on time.

Further, another provision for the Act is that students with intellectual disabilities need to be considered in the curriculums and learning exercises. The role of the administration is to create a platform for accommodating the various students, reducing the risks of discrimination in the institution.

To implement these changes, the Act suggests that collaboration is vital in the process. The administration of the institution will need to rally support from the other stakeholders to ensure that the proposed changes implemented in the long run (Healey, 2014). The adoption of the changes will result in a reduction in the costs of education for the learners while guaranteeing better education quality.

Further, the students need to be guided on the aspects of loans and grants as far as affordable education programs are concerned. Before applying for any grant or loan, learners must be aware of the implications of each option, especially when it comes to repayments. Therefore, the administration needs to instruct the staff and faculty stakeholders to educate the learners about the implications of the available options. Therefore, this piece suggests that the school create a new procedure which requires the facility and teachers to guide the learners when making decisions about the funding option to select. Also, the teachers will be responsible for ensuring that the intellectually disadvantaged students receive a quality education through an engaging and accommodating setting. The administration is required to work with the external stakeholders like suppliers to obtain textbooks and course materials at reduced costs which are affordable to the students (Abankina, Abankina, Filatova, Nikolayenko & Seroshtan, 2012).

The implementation and observation of these changes will eliminate the chances of penalties, fines and but not limited to the funding limits of the institution.

**Sincerely,**

**Director of Communication**

**Roger Williams University**

Connection of the communication piece to the aspects of adult learning theory

Various aspects have informed the creation of the communication piece in the section above. For instance, adult learning theory has been one of the significant aspects which have informed the process. For example, the creation of the communication piece is driven by the idea that the primary target stakeholders are the school administrators, faculty and staff. In short, the primary target for the message contained in the piece is adults. The adults learning theory defines the abilities of the mentioned stakeholders to understand and interpret the proposed changes. The adults, in this case, may explain the changes differently as compared to children. The level of understanding of the complex issues which revolve around the management of a school can be difficult for the children to understand.

Adults are exposed to these areas of interest daily have a high chance of understanding and interpreting the changes provided to the benefit of the institution. The piece of communication introduces a high-level overview of the requirements of the Higher Education Opportunity Act. Since the theory assumes that adults are problem-oriented, it is easy for the target stakeholders to relate the requirements and regulations to the problems which the students and the institution encounter. Also, the theory assumes that the adults exhibit the required levels of experience, are internally motivated, are ready to learn and are usually self-directed (Zepeda, Parylo & Bengtson, 2014).

These attributes make it easy to provide high-level changes and provisions, such as creating avenues for educating students on the implications of loan and funding programs offered by the government. The other area providing extensive assistance for this theory is the desire to create a platform for engaging learners to select cost-effective and affordable course material before each semester starts.

Factors considered when creating the communication piece

When developing the communication piece defined and presented above, one of the factors considered in the process revolves around the principles of the adult learning theory. For instance, the determination of the overall level of understanding for the target stakeholders should be informed by the principles of the adult learning theory. The basic principles, in this case, portray the target audiences as problem-oriented. Being problem-oriented creates a platform for increased visibility into the potential challenges which the institution faces at the moment in connection with the proposed changes. The second principle portrays the target audiences as parties who have enough experience of the presented ideas. Being internally motivated, driven and ready to learn are the other principles. These principles claim that the target audiences are internally driven, maximizing the learning and interpretation process.

References

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