

## **Chapter 0: Alignment with College**

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*“How is your unit aligned with the college’s goals?”*

*Answer this question by describing how your services support the following:*

➤ Core Values (6)

▪ Learning

While much of our work is to assist students with the “business” of attending college, we approach this as an educational experience and do what we can to teach students along the way. As the Director, I take the time when discussing a student’s past due balance to educate them about the collections process and how important it is to pay attention to notices indicating that a balance still remains.

▪ Diversity

We make every possible effort in filling open positions within our department to attract and hire individuals that add to the diversity of the college. Staff attends diversity workshops and events on campus as much as we can, given our workloads and shortage of staff to complete the work. We work together to continually be sensitive to our language and actions to insure that we are being culturally sensitive as a department.

▪ Innovation

I believe that Enrollment Services has been a leader on campus on embracing new technologies such as Banner and the internet to serve students better. We want students to “Get on-line, instead of standing in-line”. As a staff we are constantly looking for ways to maximize resources and to find short cuts that positively impact students and our work processes.

An example of this was the Bookstore Voucher process, which has continued to become simpler for students and staff, therefore decreasing line waiting time. Three years ago when I assumed the Director position, there was a line into the Bookstore for students to wait for two people to fill out by hand a voucher for students to use to charge their books. Now the line is over in Student Services and the student prints their “Bookstore Student Schedule” from ExpressLane, hands it to one of four Bookstore staff sitting at laptops, it is stamped and that becomes the voucher for the day. With the exception of the first day of the Bookstore opening, the lines have become extremely small and definitely manageable.

▪ Collaboration and Partnership

I believe that the implementation of the Student Module of Banner is a fine example of this. As the lead for the project, I systematically over the course of the one and half years of implementation worked diligently with Faculty Council, Peer to Peer and the Divisional Chairs to brainstorm how we would use the new tool and to work together when making

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significant changes to our practices and policies.

The High School and Community Relations unit within Enrollment Services, managed by Karen Edmonds, is a shining example of how we can best partner with other units on campus as well as the community. Karen visits every high school in Lane county multiple times throughout the year and interacts with a variety of community groups throughout Eugene and Springfield to represent Lane Community College.

- Integrity

This value is the one, which a Registrar must hold most dear, and the one that I am most proud of Enrollment Services for embracing and demonstrating. As custodian of our students' academic history and the producer of the transcript, which is the verification of the students' efforts at the college, integrity is central to our purpose.

Our unit must respond to requests for exceptions to grading, billing statements, refunds and degree requirements on a daily basis. We approach each request with the understanding that what we decide is fair to all involved and does not provide any student with preferential treatment over another.

- Accessibility

Enrollment Services is the “front door” and “back door” to Lane Community College. We are responsible for setting students up to enter LCC, to assist with registration and billing, to insure that degree requirements are met and for those earning a degree or certificate to insure that they have graduated properly.

We believe that assisting students with navigating the various Enrollment Services functions supports accessibility to the college.

➤ Strategic Directions (4)

- Achieve Financial Stability

Typically the Director of Enrollment Services/Registrar at a Community College has tangential fiscal responsibilities to the college. Because I supervise Operations, which is the team of 3 staff who manage all of the institutional and student financial transactions for the college, I have significant fiscal responsibility.

I expect our unit to take incredible responsibility for decreasing the astronomical outstanding debt students have to LCC. In the past three years we have made significant changes to our credit policy to facilitate this and I believe it is now making a difference. Student and staff can no longer use Enrollment Services/Students First! as a bank. Students can no longer charge non-class related items in the Bookstore until their second term at the college. Students must pay off

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their past term balances before registering for the next term, with very the only exceptions to this being made for students where the institution had made an error which did not allow them to

pay in time. Finally, students are no longer able to pay LCC when their account has been sent to a collection agency; therefore we are not carrying the collection agency charges on our accounts receivable any longer, which significantly enhanced our debt numbers.

My goal for 2004 is to revamp the refund request process to only reviewing requests received by the eighth week of the term, as COPPS policy mandates. Students make requests that can be as much as ten years old and we no longer have the staffing and time to review requests that should have been managed in the past. I believe that by making changes to the actual refund request form and changing student expectations we will see more payments coming in on past debts and fewer requests being approved to remove charges or to refund payments.

- Enhance College Climate

The advent of ExpressLane as tool to facilitate a student managing the business of attending LCC is going to revolutionize how students use Students First! and our relationships with students. We believe that once the tool has been in use for at least four terms that students will begin to use Students First! and other units within Enrollment Services for managing exceptions or special requests, as opposed to routine activities.

This will allow Enrollment Services staff to focus on those with unique needs and situations and hopefully to reduce the long waits on the telephone and in-line at Students First!

- Build Organizational Infrastructure

Enrollment Services is staffed currently by 26 full-time contracted staff and 15 timesheet, non-contracted staff. We are buckling under the pressure of not having enough staff to do our work, including the Director's responsibilities, which are too much for one person to successfully manage.

Our hope for 2004 is that the institution will recognize this and provide additional budget to our unit to be staffed at a level that can meet the demand of our students and fellow staff members.

- Implement Business, Workforce Development and Extended Learning Reorganization

As Enrollment Services and Banner/ExpressLane operates in a "One Registrar Environment" I look forward to working with the Extended Learning units to facilitate this strategic direction. I believe that significant new efficiencies can be found with how we manage enrollment activities for students taking both credit and extending learning classes.

➤ Learning Centered Principles (6)

- The Learning College creates substantive change in individual learners.

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- The Learning College engages learners in the learning process as full partners who must assume primary responsibility for their own choices.

In the process of discussing a students registration activity, such as failing to drop a class on time or not taking responsibility for three billing statements which have been mailed prior to the student being referred to a collection agency and to a credit bureau, I encourage staff to remind students of our role as a educational entity and that this is a learning experience for the future.

I find myself educating students constantly on the need for them to assume responsibility for their choices and actions, again, especially as they relate to their registration and bill paying (or not) activities.

- The Learning College creates and offers as many options for learning as possible.
- The Learning College Assists learners to form and participate in collaborative learning activities.
- The Learning College defines the roles of learning facilitators in response to the needs of the learners.
- The Learning College and its learning facilitators succeed only when improved and expanded learning can be documented for learners.

An area, which is ripe for improvement, is how we communicate our “business practices”, policies and procedures to our students, especially first time attendees. I think that we can use technology such as streaming video, DVDS or interactive web products to reach students in a way that we are not now, to teach them how to best navigate the college attendance process.

## Chapter 1: Unit Description

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*“Who are you?”*

*Answer this question by providing the following information*

➤ Unit Mission/Vision

Enrollment Services’ mission is to assist LCC students with navigating the following processes: admissions, registration, accounts receivable, financial aid, graduation and proof of attendance and course completion through transcribing.

Our vision to use technology as much as possible to decrease the telephone and Students First! wait time to allow students to “Get on-line, instead of in-line”. We aim to successfully serve students while maintaining staff morale, as well.

➤ Catalog Description

Oddly enough, there is not a definition of Enrollment Services in the college catalog. You can find descriptions of Students First!, Veterans and International Admissions, but not our unit as a whole.

➤ History/Significant Program Events

Enrollment Services is responsible for admissions, registration, financial aid assistance, accounts receivable, graduation and transcribing.

➤ Department/Programs/Services

General Administration

Director of Enrollment Services/Registrar who is responsible for Enrollment Services and the Banner Student Module. Administrative assistant manages payroll, budgeting and assists with the activities of the Director. Systems Coordinator is responsible for all Banner/ExpressLane activities, training, and system access and problem resolution.

Admissions

Coordinator oversees admissions information form processing, responds to campus departmental registration issues and manages admission for the Health Occupations programs.

High School and Community Relations

Coordinator provides recruiting activities for all Lane county high schools and outreach to a variety of community groups to promote attendance at LCC. This position is creates and coordinates activities designed to increase diversity of our student body, as well.

International Admissions

Coordinator oversees international student admission, which is extremely complicated due to SEVIS and federal processes mandated by the Homeland Security Office.

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Operations

Team members are responsible for the handling, accounting and depositing of all Student Account Receivables as well as institutional financial transactions such as the Bookstore, Center for Meeting and Learning and Food Services.

Student Records

Team is responsible for managing student academic history. This includes managing Grading, transcript production, Academic Council, National Student Clearinghouse and Dual Enrollment with the University of Oregon.

Students First!

Team is responsible for one-stop shopping service approach to admissions, registration, accounts receivable, photo ID and financial aid.

Veterans

Coordinator is responsible for managing federal Veterans Administration payments to student veterans and beneficiaries. Also responsible for monitoring registration activities and extensive documentation of veteran benefits management.

➤ Organizational Structure

Director of Enrollment Services/Registrar (1)

Administrative Assistant (1, 1 timesheet staff)

System Coordinator (1)

Admissions (1)

High School and Community Relations (1, 5 timesheet staff)

International Admissions (1, 1 timesheet staff)

Operations (3, 1 half-time, 1 timesheet staff)

Student Records (4, 8 timesheet staff)

Students First! (10)

Veterans (1)

➤ Staff/Faculty 26/0

## **Chapter 2: Expected Performance**

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*“What do you intend to do?” “Who do you intend to serve?” “How do you intend to serve them?” “What are the expected results of providing your services?”*

As indicated in Chapter 1, Enrollment Services assists students with navigating the business of attending Lane. We do this with an attitude that each transaction is unique and that successfully serving a student can result in that student staying at LCC to complete their educational goals. We, however, are severely limited in our ability to meet the demand of our students by decreases in staffing and insufficient resources in terms of personnel. We treat students and staff with respect and to do our best to meet their needs in an efficient, effective and timely manner.

*\*You may attempt to answer the above question by referring to guidelines provided by a variety of sources including:*

➤ Program accreditation requirements

We must meet standards for integrity of recruitment materials, admissions, adherence to campus policies and procedures regarding registration and state mandated degree requirements.

➤ An advisory group

One is now being formed and managed by Dan Timberlake, Director of Counseling and Advising, and the Director of Enrollment Services/Registrar will attend group meetings to learn how systems can be improved.

➤ Best practices guidelines/national standards

Must adhere to accreditation requirements for admission, graduation and transcribing.

➤ Core Ability Outcomes as defined by accreditation standards

➤ Faculty/Staff goal setting

Enrollment Services team members meet with Director yearly through the evaluation process and discuss past accomplishments and goals for the future year.

➤ Guidance from College Executive Team

Enrollment Services falls under the direct responsibility of the Associate Vice President for Instruction and Student Services. Through the bi-weekly Student Services Directors meetings and individual meetings Enrollment Services confirms priorities, resource management and resolves issues regarding the services we provide to students.

### Chapter 3: Actual Performance

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*“What did you do?” “Who did you serve?” “How did you serve them?”  
“What were the results of providing your services?”*

*\*Provide data that describes what you did in the last planning cycle without analysis (that is done in Chapter 4)*

➤ Participation

➤ Number of Program Contacts and Unduplicated Participants

There is no way of accounting for the number of students and staff served in the last planning cycle. Due to the nature of our business practices, one can expect to serve a contact once or perhaps repeatedly throughout their time at the college.

➤ Student FTE for courses taught

- We would also report this number in the academic department version of the unit planning template

Enrollment Services does not teach courses.

➤ Faculty/Staff ratios

- Compared to benchmarks that make sense for your area

Enrollment Services do not have faculty in our unit.

➤ Demand/Capacity Analysis

- Are you utilizing your resources to capacity? Cite waitlists and other evidence.

The demand for Enrollment Services far exceeds our ability to meet it reasonably. As an example, Telecommunications performed an analysis our Students First! phone wait time in August of 2003. Industry standards dictate that phone calls should be answered within 3 minutes. Our standard response time was 11 minutes. To meet the 3-minute standard we would need 9 full-time staff answering phones and we have 3.

➤ Demographic profile of participants

- Who uses your services?

Prospective students, credit and extended learning students, college and departmental staff, all departments which take in money, colleges and universities, locally, nationally and internationally.

➤ Contribution to Student Success



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Students could not reach any level of success without Enrollment Services, since we are responsible for admissions, registration, student accounts receivable, financial aid assistance, transcribing and graduation.

- Effect on retention and student goal attainment

How we assist students with their navigating the business of attending LCC is vital to student retention. We are the unit on campus, which certifies and demonstrates goal attainment in the form of transcribing and graduation.

- Total Cost of Program

- General Fund

- Budgeted is \$1,196,934.48
    - Additional (Extra section, self-support classes, etc)
  - Not applicable

- Fees

- Course
    - Non-course
  - \$5.00 official transcripts, \$2.00 for additional
  - \$5.00 LCC photo ID
  - \$25.00 Non-sufficient funds
  - \$150.00 International Student Fee (\$90 Enrollment Fee)
  - ASLCC Mandatory Student Fee

- Grants

- Other revenue

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➤ Facilities/Equipment

➤ Space Description

Enrollment Services has space in 123 Building #1, International Admissions, first floor Building #1 and High School and Community Relations, second floor, Building #1.

➤ Utilization Ratios (actual/available)

○ Waitlists, excess capacity

Not applicable

➤ Equipment Inventory

Every staff member has an individual computer and we manage 20 additional

ExpressLane computers in the lobby of Building #1 and the ExpressLane Lab in 121, Building #1.

○ Inventory computers by staff vs. student use computers

○ Based on what they should be

Other basic approaches you might take \*:

1. Needs Assessment
2. Satisfaction Assessment
3. Assessing Learning Outcomes
4. Environmental Assessment
5. Assessing Cost Effectiveness
6. Dropouts Assessment (program or college)
7. Post-Completion Follow-up Assessment

Methods of assessment you might use\*:

1. Qualitative Assessment
2. Quantitative Assessment
3. Focus Groups
4. Mail-out surveys
5. Telephone surveys
6. Web based data collection

\*From Schuh, J.H and Upcraft, M.L. (2001) Assessment practice in student affairs: An application manual. San Francisco: Jossey-Bass

## Chapter 4: Analysis of Expected Performance versus Actual Performance

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*“Did you meet your expectations?”*

*\*Compare the expectations outlined in Chapter 2 to the data you provided in Chapter 3. How effective were you at meeting your goals? Was your performance what you thought it would be? What can be done to improve?*

*You also might find it effective to provide a summary analysis of the program using:*

- Strengths
- Weaknesses/Opportunities
- Conclusions

*Possible perspectives to take when conducting analysis:*

1. How effectively you fulfilled your mission?

We have fulfilled our goal of meeting each student/staff members needs to our satisfaction, but the speed at which we were able to respond is substandard in our opinion. We simply do not have the staffing necessary to meet the needs of an institution our size.

2. How efficiently you used the resources you were given?

Because this is a priority across the office, I believe that we have efficiently managed our resources. We are taking steps to keep overtime and part-time to a bare minimum. We are monitoring carefully the purchasing of office supplies and limiting travel and related offices expenses to only that which is necessary.

3. How well do the array of services you offer match what you know about the dynamic trends in students needs?

I believe that we are more comprehensive than the majority of Enrollment Services offices across the state's community colleges, because we have the Accounts Receivable and Financial Aid assistance responsibilities in our area, as well. I believe we do an incredible job of delivering to our students, again, despite, insufficient staffing levels.

4. How current are your methods of delivering your services with best practices in your “industry”?

In terms of web services, we are currently a leader nationally in the level of services available to students. Students can register, pay their bills, order transcripts and manage nearly all of their attendance activities on-line.

5. How well are you utilizing current technology?

See number 4.

**Chapter 6: Evaluation of Initiative Process**

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*“Was your initiative(s) successful?” “How do you know?”*

*\*This chapter is not relevant until next year when we have completed the first iteration of the planning cycle and can evaluate how it worked.*

➤ Overall Effectiveness of the Program Plan

Significant Change # 1

- Planned (prior initiative) or Unplanned
- Costs/Benefits
- Future Actions

Significant Change # 2

- Planned (prior initiative) or Unplanned
- Costs/Benefits
- Future Actions

## **Appendix A**

### ***Lane's Core Values***

#### **Learning**

- Working together to create a learning-centered environment
- Recognize and respect the unique needs and potential of each learner
- Foster a culture of achievement in a caring community

#### **Diversity**

- Welcome, value and promote diversity among staff, students and our community
- Cultivate a respectful, inclusive and accessible working and learning environment
- Work effectively in different cultural contexts to serve the educational and linguistic needs of a diverse community
- Develop capacity to understand issues of difference, power and privilege

#### **Innovation**

- Support creativity, experimentation, and institutional transformation
- Respond to environmental, technological and demographic changes
- Anticipate and respond to internal and external challenges in a timely manner
- Act courageously, deliberately and systematically in relation to change

#### **Collaboration and Partnership**

- Promote meaningful participation in shared governance
- Encourage and expand partnerships with organizations and groups in our community

#### **Integrity**

- Foster an environment of respect, fairness, honesty, and openness
- Promote responsible stewardship of resources and public trust

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**Accessibility**

- Strategically grow learning opportunities
- Minimize financial, geographical, environmental, social, linguistic and cultural barriers to learning

## **Appendix B**

### ***Strategic Directions***

Continuing on the journey to become a learning college requires: Placing students and their learning at the heart of what we do, and creating conditions where everyone can do their best work. Therefore, to focus the college during the next 18 months, we need to implement the following four goals:

- Financial stability
  
- Building organizational infrastructure
  - Self-study
  - LASR
  - Mainstream innovation
  
- College climate
  - Human Resource Systems
  - Student Retention
  - Relationships
  
- Implementation of BWEL reorganization
  - Bring the conference center to profitability
  - Reinvigorate contract training and linking with Continuing Ed and linking Continuing Ed with credit units

## **Appendix C**

### ***Learning-Centered College Principles***

1. Creates substantive change in the learners.
6. Success occurs when improved and expanded learning can be documented for the learner.