Unit Planning for Student Services
Enrollment Services

For 2007-2008 Implementation

Section I: Data Elements

	2003-04	*2004-05*	*2005-06*
Unit Effectiveness			
Enhances Student Engagement			
Number of service contacts Note: This represents a sample audit done one week each April and multiplied by 52 weeks representing phone and in person traffic only. We do not maintain records of the number served by HS &Community Relations, Veteran's, International, Student Records, Degree and Transcript Evaluation, Accounts Receivable or our General Administration staff	122,928/year	96,252/year	109,668/year
Number of unduplicated participants	Not available	Not available	Not available
Demographics of individuals served	All students who attend Lane must be served by Enrollment Services to attend	All students who attend Lane must be served by Enrollment Services to attend	All students who attend Lane must be served by Enrollment Services to attend
Other evidence of enhancing engagement	Necessary for attendance at Lane	Necessary for attendance at Lane	Necessary for attendance at Lane
Enhances Student Learning			
Enhances one of the five CCSSE Benchmarks (Active & Collaborative Learning, Student Effort, Faculty/Staff and Student Interactions, Academic Challenge, Support for Learners)	You can not learn if you are not enrolled and you can not enroll unless you use processes managed by ES	You can not learn if you are not enrolled and you can not enroll unless you use processes managed by ES	You can not learn if you are not enrolled and you can not enroll unless you use processes managed by ES
Enhanced student persistence			
Other learning enhancement data			
Enhances Student Satisfaction			
ACT student satisfaction data CCSSE satisfaction data			
Other evidence of enhancing satisfaction			
Unit Efficiency			
Faculty/Staff to student ratios relative to benchmarks	No faculty	No faculty	No Faculty

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	2003-04	2004-05	2005-06
Demand/capacity analysis (i.e. waitlists, complaints about access, etc.)	Over demand for services, not enough Enrollment Services Advisors to meet demand during peak periods	Over demand for services, not enough Enrollment Services Advisors to meet demand during peak periods	We are still understaffed during the two weeks prior to the start of classes, but otherwise, thanks to technology, we are closer to being appropriately staffed now
Total general fund budget	1,196,934.48	1,607,245.55	1,589,098.99
Budget from other sources (i.e., student fees, grants, etc.)	Included above	Included above	Included above
Other evidence of efficient use of resources			
Unit Essentialness			
Essential to completing a business process with students	Yes	Yes	Yes
Essential to an effective educational experience	Yes	Yes	Yes
Legally mandated	FERPA	FERPA	FERPA
Other evidence of essential service			

Comments/Clarifications to Student Services data elements

1. Unit Effectiveness
    a. Engagement
    b. Learning
    c. Satisfaction
2. Unit Efficiency

I will just say that no matter what size an institution is, you must have Enrollment Services (admissions, registration, billing, transcripting) at some level. You can not attend Lane, in any kind of capacity without engaging in our services. Thanks to the implementation of Banner/ExpressLane you no longer need to interact with a human to enroll, pay your bill or order a transcript, but you still must use our services to attend, pay for attending and to document your attendance.

A significant service which we provide in person to our credit students includes in-person/phone service for issues related to Financial Aid. Around 65% of all of our interactions fall into this category and it is not handled by the Student Financial Services' staff (with limited exceptions), but by the front line Enrollment Services' Advisors.

Unlike any other institution in Oregon, Enrollment Services is the bursar function for the college, including both student and institutional accounts receivable. Every penny collected in the

Bookstore, cafeteria and Center for Meeting and Learning is managed by our Accounts Receivable team in Enrollment Services.

We also oversee the management and continuing implementation of the Banner Student Module, including the oversight for the Banner Student Core Team.

Section II: Program Analysis

Key Question: Please review the planning initiatives that were identified in your annual planning cycle. Provide a summary analysis of your work completed last year in relation to your annual planning initiatives by responding to the following questions.

1. **What did your unit accomplish last year in relationship to your 04-05 and 05-06 planning initiatives? What were other accomplishments not related to the annual planning initiatives?**
    - Strategically anticipated affect budget cuts would have on this department and creatively used retirements and current staffing to prevent any staff from losing their jobs while still maintaining an acceptable level of productivity.
    - On-line Admissions Team (OAT) consisting of Alen Bahret, Ron Rourke, Marcia Bell and Helen Garrett brought the credit on-line admissions process up in October 2005 and made it the primary method by which students apply by spring 2006.
    - Envisioned and chartered the LobbyVision Team (Cecilia Combest, Rosa Lopez, Debbie Houts) to create dynamic Power Point Presentations which display on a 42 inch monitor in lobby of Building #1 giving student information pertaining to Enrollment, Financial Aid and Counseling processes.
    - Revised the Under 18 Admissions process: removed need for high schools to submit paperwork, created the "Under 18 Student and Parent/Consent" Form, worked with Ron to have the words "Under 18" display on faculty class lists, gave faculty the right to ask students under 18 to drop classes and broke down barriers making it easier for student under 18 to enroll.
    - Degree and Transcript Evaluation Team (Margaret Kimble, Siv Serene Barnum and Jason Elliot) realigned how students approach them with an ACD line, e-mail communication and moved the backlog of evaluations significantly ahead.
    - Helen Garrett served on the Aspire Magazine Team and created the Aspire Web Team (Chuck Appleby, Devin Robel, Lori Brenden, Ron Rourke, Rich Freund, Devin Robel and Helen Garrett) and revolutionized what newly revised text would appear in the Aspire magazine and the aligned changes reflected in newly designed Enrollment Services web pages.
    - Created a process with Virginia Brady and Gwen Slyuk to have students push #1 when calling Enrollment Services to have Gwen look up L numbers.
    - Provided for better service to students and staff by moving Veteran's Affairs up to the second floor, High School and Community Relations to the first floor and created an Information window, staffed by Gwen Slyuk and Virginia Brady.
    - Enrollment Services Advisors Team realigned furniture in lobby to bring students closer to windows while creating a hotel-like lobby which is much warmer and less institutional.
    - Removed all forms from the lobby and put them on the web, which results in a huge costs savings for printing and form maintenance and provides improved access for students and staff.
    - Karen Edmonds and Tracy Simms created an unbelievably successful "Lane Preview Night" which has attendance beyond our wildest expectations.
    - Staff from Lane and OSU created the OSU/Lane Degree Partnership program.
    - Kerri Houghton led the process to purchase services from Integra Document Imaging firm to make it so we can move all records currently on microfilm and microfiche to a CD and eventually into our Document Imaging system within Native Banner.
    - Darlene Baker arranged for additional software functionality from TouchNet to be purchased to allow students to designate others in a 3rd party capacity who can access and make payments on their accounts.

- Worked with Counseling and Advising EOAR team to create a process by which students can use ExpressLane to register for EOAR which has significantly improved their processes and decreased their no-show rate so far by 50%.
- Worked with Chuck Appleby on a wide variety of issues to improve how Enrollment Services, Student Core Team and Banner serve departments, including eliminating the block on registration for debts under $5.00, displaying locations on the web for classes, listing Learning Communities and Service Learning in a way that students can better find them, just to name a few.
- Worked with Information Technology to create a process by which all credit admits must have an e-mail address and provided information to students through IT to find out how to obtain free e-mail address. Significantly reducing printing and postage costs within my department by using e-mail to send admission letters with "L" numbers to admit.
- Worked with Student Services Directors to propose and see through to implementation the new $30 First Time Credit Enrollment fee resulting in our now longer having to make students pay for Testing and Graduation, expediting processes for students and staff.
- Envisioned, proposed and saw through to implementation the new $100 Late Add fee design to gain more FTE by getting students and faculty to have students register by deadline by which FTE is counted.
- With the retirement of Christine Moats, worked with a number of staff to create a new International Admissions team, minus our Intl Admissions person.
- Collaborated with Barb Delansky, Cathy Lindsley and Dan Timberlake to envision and gain approval to change international tuition to $200 and $10 per credit with hopes of increasing enrollment.
- Worked with Summer Academy team to create on-line admissions and registration processes which decreased dependency on staff and facilitated smoother enrollment processes.
- Implemented an improved Bus Sticker look up process using a feature in ExpressLane that radically improved the speed at which we can dispense stickers to students.
- Worked with Bert Logan to all but eliminate complaints coming from students at collections by decreasing the threshold at which we send students to outside collection agencies.
- Based on feedback from faculty and Instructional Chairs worked to change opening registration times from 4 a.m. to 2 p.m. resulting in better service to students.
- Focused on staff development for staff and campus by having Helen present two "Where does my job end and I begin" workshops to staff and college attendees.
- Supported staff to attend professional development opportunities within confines of budgetary restrictions and made sure that staff attended either elsewhere or from me FERPA presentations to stay current on this law.
- Darlene realigned her work to discontinue excess overtime being done at home, distribute more of her work to allow staff, empower staff to learn problem resolution and not just dump problems on her, resulting in a happier employee and more empowered colleagues.
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2. **How efficiently did you use the resources you were given?**
   What approach did you take to gather evidence of your performance? What method of assessment did you use? What does the evidence you gathered tell you about your strengths and/or weaknesses in using resources efficiently in 2005-2006?

   I did not use any scientific method by which to gather evidence of our performance. We were able to redesign our organization by capitalizing on two retirements and giving up

100% of our overtime and part time funding and $10,000 in M&S while serving students faster and pushing services out at the highest levels ever into the ExpressLane self-serve tool.

3. How well are you utilizing current technology?

What approach did you take to gather evidence of your performance? What method of assessment did you use? What does the evidence you gathered tell you about your strengths and/or weaknesses in utilizing current technology in 2005-2006?

I can confidently state that we are harnessing technology beautifully and as evidenced by item #1 above we continue to do so as a matter of our daily work. We want students to be able to self-serve whenever possible; making it so we can use our dwindling staff resources to serve those who can not take care of their enrollment needs through our self-serve modes of service. This would include cashiering using cash, resolving financial aid challenges and managing exceptions to policies such as refunds and graduation requirements.

4. Overall, what strengths do you believe your unit demonstrated in 2005-2006?

I believe that we used incredible brilliance in working together as a staff to redesign our structure to survive the budget cuts of FY06 and FY07. We lost our valuable part time colleagues (3), all who worked in Enrollment Services longer than the director and realigned how work was managed by implementing "Processing Tuesdays" where we close our front windows and all staff learn to do all jobs to get the work of the part time staff accomplished.

Several staff received changes to their work assignments that, although not a promotion in pay, addressed a desire on their part to do different work in order to acquire new work skills.

5. Overall, what challenges do you believe your unit faced in 2005-2006?

Three of our staff had to learn new positions as a result of the reorganization and with the implementation of "Processing Tuesdays"; all of the staff are working toward becoming cross-trained on new tasks to accomplish the work of the department.

With the significant move to using technology to push self-service to the students, our staff have had to adjust to dealing with issues from students that tend to be more challenging and not always very pleasant. The quick and easy "feel good" processes, such as assisting a student with a process such as admissions are now gone. Enrollment Services Advisors who came on board to serve all students with meeting all of their needs quite often only hear from angry students with exceptions now and this can be incredibly wearing.

We lost our International Admissions department entirely and this has been challenging as we work with staff from ESL and Student Life and Leadership to make up the deficit.

The loss of 100% of our overtime has put a drain on work processes that needed to be done in the evening or weekends, just to keep up with the demands of the office. This has been especially challenging for our Systems Coordinator who must manage her daily work in the 8-5 window now as opposed to the past where she was clocking anywhere from 10-20 extra overtime hours weekly.

6. What conclusions do you draw from this analysis about needed improvements or changes in 2007-2008?

We look forward to continuing our efforts to harness technology to improve service to students and to decrease workload. We anticipate losing another valuable position with the cuts for FY08 and while technology will assist us with this, we value the person highly in this position and ultimately the service level will change when you decrease the number of humans being available to assist students and staff with their work.

Our department is innovative and creative, but in the face of extreme dwindling financial resources our ability to do this will decrease. We will be forced to rely upon the free "sweat equity of our staff and by our Information Technology's programmers to creatively use Banner/ExpressLane to better serve students.