Enrollment Process Review

AACRAO Consulting Report for Lane Community College

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Project Overview

Lane Community College contracted with AACRAO Consulting (AC) to conduct a review of student financial services, admissions, registration, billing and payment, student records/transcripts, and a review of outreach and recruitment as it relates to the new student experience. This review included the following components:

⇒ Policies and processes;

⇒ Organizational structures;

⇒ Staffing levels, roles, and responsibilities; and

⇒ Technology use that supports services to stakeholders.

Pre-Visit Activities

Prior the visit, Alicia Moore (Senior Consultant) conducted a conference call with Dr. Kerry Levett (Lane Project Sponsor) to provide a general overview and clarification of contracted services, as well as discuss needed documentation. Sample documents shared with the consultant included Lane's mission and vision, strategic plan, strategic enrollment management plan, organizational charts, recruitment materials and communication pieces (paper and online), current student weekly communications, and financial aid communications. These materials helped the consultant to better understand the communication and interaction with prospective students, as well as formulate key questions to be asked during the on-site visit. In addition to reviewing these materials, the consultant spent time on the College's website, with the goal of gaining a feel for the prospective student experience.

On-Site Visit

During the two day visit, AC interviewed several individuals and teams who play a role in the new student "getting started" process. While Appendix A lists all individuals interviewed, in general, interviewees included staff from the Enrollment Services; Counseling, Advising and Orientation; High School Outreach; Financial Aid; Placement Testing; Student Information Systems; Institutional Research; Student Billing; and institutional leadership. Interviews focused on new student processes as they relate to each position and perceptions as to what is working well and what areas might need attention. Several themes emerged as a result of these discussions, which included a need for policy and process review, especially as it relates to incoming transcript evaluation and new student "welcome" options; a complex process by which new students enroll, including a lack of use of technology to support and communicate these steps; organizational structure challenges, which illuminate confusion on some staff roles in regards to serving prospective students; limited access to data by which to make decisions; and physical space challenges for Building 1. Each of these will be addressed throughout this report.

Executive Summary

Lane Community College staff expressed a strong interest in wanting to create and effective and efficient pathway for Lane's new student enrollment process. All were very forthcoming and exhibited a willingness to learn new ways of making the student pathway more student-centric and efficient. AACRAO Consulting (AC) is thankful for the open and transparent discussions encountered with all staff.

Of primary focus for this consultation was a review of all new student intake processes, with an eye towards policies and processes; organizational structures; staffing levels, roles, and responsibilities; and technology use that supports services to stakeholders. An additional area of focus—that of a stronger focus on data—emerged as many saw having stronger data by which to make decisions a key element in moving forward. To these ends, the primary findings of this report indicate that Lane Community College would greatly benefit from development of a comprehensive, data-driven recruitment and communication plan; conducting an in-depth business process mapping initiative for its new student enrollment processes; a reorganization of departments associated with student enrollment steps, including additional staffing in recruitment and transcript evaluation, as well as an additional manager within financial aid; a redesign of Building 1 to align with the reorganization; and improved access to and stronger use of data to drive its decisions. Each of these areas, among others, are detailed in this report and a recommended timeline for implementation is provided. In addition, as Lane moves forward with these recommendations, it is encouraged to do so thoughtfully and strategically, with an eye towards increasing trust between departments and amongst staff and creating a greater sense of value for some areas.

Section One: Primary Observations and Recommendations - Policies and Procedures

Recruitment Plan

Observations

During this past year, Lane Community College developed a comprehensive and robust strategic enrollment management (SEM) plan. While this consultation did not include a SEM plan review, it was noted that the plan had institution-wide participation and while additional detailed work is still need, the process behind the plan is strong and worth presenting at either the AACRAO Annual Meeting or AACRAO's Strategic Enrollment Management Conference in the coming year. Lane's SEM Goal 1, "Increase Enrollment" most closely ties to the purpose of this consultation. The institution defined five objectives to help meet this goal: improve communications; improve recruitment and admissions processes; improve recruitment and outreach efforts college-wide; develop targeted recruitment efforts; and improve relationships with community partners. Via a separate document, Lane shared four enrollment targets for Goal 1: new student, international, athletic, and students of color headcount. Baseline data for most of these areas is available; long-term targets have not been established.

Recommendations

Overall, the process used to develop Lane's SEM plan is strong in that there appears to be good participation from a cross sector of the institution and that group maintains a willingness to be "SEM ambassadors". However, many of the activities defined within Goal 1 are more akin to tasks as opposed to measureable outcomes. Before moving forward, it is important that Lane continue its SEM work and define specific targets as this will better inform daily practice. For example, one target is to increase overall new student headcount. With this, Lane should consider what the end target is for identified populations (international, athletes and students of color) as each of these feed into the larger new student enrollment goal. Access to data is needed to accomplish this successfully. Example data could include obtaining historical information about each of these populations, a general new student enrollment funnel, and enrollment funnels for the identified populations of international, athletes and students of color.

Within a four-year setting, an enrollment funnel is defined as the number of students who inquire about the institution and the number who drop out of each stage of the process from inquiry to registered status. The enrollment funnel in a community college setting is far more complex. Two possible examples, based on Lane's intake process, include:

- ⇒ Inquiries → Applicants → Placement Testers → Orientation → Advised → Registered (based on a traditional four-year university enrollment funnel model, but modified to reflect Lane's new student enrollment process)
- ⇒ Applicants → Placement Testers → Orientation → Advised → Registered (reflects that community colleges typically have more "stealth applicants"—meaning those students who never inquire, but have the admissions application as the first point of contact with the institution)

Once an overall enrollment funnel model is established, it is recommended that Lane create customized enrollment funnels for each of its three primary SEM target populations (international, athletes, and students of color). Doing so will allow Lane to better determine at what stage of the enrollment funnel it may be losing students and better determine how processes should be adjusted to increase the volume of students completing the enrollment process. Resulting efforts should highlight important information about the enrollment process impact on recruiting students and better inform whether attracting different populations is necessary.

In addition to enrollment funnel work, it is recommended that Lane gain a stronger understanding of data in three key areas: 1) identify feeder high schools (those high schools which historically have the most number of graduates enrolled at Lane); 2) annual in-district high school yield rates (the number of graduates, by high school, attending Lane divided by the number of graduates form each high school); and 3) a stronger understanding of where students who are not retained in the enrollment funnel attend (can be obtained from the National Student Clearinghouse). Such information is part of a baseline package of data needed to inform daily recruitment activities and develop a more specific recruitment plan.

Until such direction is further detailed, AC recommends that Lane Community College conduct the following recruitment activities, at a minimum:

- ⇒ High Schools: Conduct some level of activity within each in-district high school at a minimum of two times per quarter. Activities could be a traditional college visit, coordinated placement testing of high school seniors, participation in career fairs, and related events.
- ⇒ Fall College Fairs: Participate in key PNACAC fall college fairs in Seattle, Boise, Spokane, and Portland, highlighting key programs which typically attract non-resident students. Additionally, Lane should consider participating in Oregon-specific college fairs located throughout the state. Until which time data can drive decisions about which fairs to attend, Lane should concentrate efforts in either the Portland, mid-Valley (Albany to Eugene), or southern Oregon regions.
- ⇒ On-Campus Recruitment Events: Lane recently implemented an "Explore Lane Days" on-campus recruitment activity. Without greater access to data on yield rates from this event, it may be worthwhile to consider offering these only once or twice per quarter, creating more "fanfare" around each event in order to generate greater participation, both from on-campus stakeholders and prospective students. If this is pursued, events should be scheduled to strategically align with new student intake activities.
- ⇒ Communication Plan: Create a two-tier communication plan, one targeted towards recent high school graduates and one targeted towards non-traditional students. A secondary option is to create a three-prong communication plan: 1) career and technical education students; 2) transfer students; and 3) exploratory/undecided students. Regardless of the path, the communication plans should include information specific to the type of student (e.g., emphasize career services for CTE students or the dual enrollment program for transfer students).
- ⇒ CollegeNow Students: In addition to the communication plan listed above, Lane is encouraged to develop a communication plan targeted towards CollegeNow students. With conversations about affordability, student debt and completion on the rise and with the advent of the Oregon Promise, this is a group in which targeted recruitment efforts may be advantageous. That being said, it is important that this work be driven by data on CollegeNow yield rates to determine whether market saturation has been met.

Prospective Student Marketing

Observations

While this consultation did not include an emphasis on the college's prospective student marketing and communication plans, it is an element of the new student intake process and can inform the development of a detailed recruitment plan. As such, the consultant met with both Rosa Maria Uribe-Banuelos, Outreach and Recruitment Coordinator, and Tracy Simms, Director of Marketing and Public Relations. Staff shared their annual marketing plan, prospective student materials, and information on the "startatlane.com" website.

Lane's materials for prospective students appear to be limited and have a "one size fits all" approach. In other words, regardless of age, area of interest, residency, or other characteristic, all students receive the same packet of information. That being said, the SEM Goal 1 has outlined a more detailed communication plan, which the College hopes to implement in the relatively near future.

Recommendations

Lane's annual marketing budget appears to be strong, noting that it supports both prospective student recruitment and general college/public relations. As Lane's SEM plan matures and specific targets are developed, it is important that the institution evaluate the effectiveness of its marketing plan (and associated) budget to the degree possible. While this is a challenge within the marketing world, it is important that limited resources be deployed in strategic alignment with enrollment targets. Conducting an evaluation of current work will aid in these efforts.

AACRAO Consulting encourages Lane to evaluate the use of "startatlane.com" as the website listed on many promotional materials. There are mixed reviews of effectiveness of a specific web address other than the college's main webpage, but more and more, research indicates that the highest users of a college or university *primary* web site are prospective students. Therefore, the main webpage needs to allow prospective students to easily access (within one click) information on requesting information, applying to the college, and related activities. Additionally, when a variety of users were asked to search for Lane Community College, Lane admissions, applying to Lane, etc., all reported *not* having the startatlane.com website within the first page of search links. More often than not, testers indicated that they were first directed to www.lanecc.edu/esfs/admissions. This page is strong, but is very task oriented. Lane is encouraged to create an admissions webpage geared more strongly to selling the college, its programs, and its services, with an option to visit the "steps to enroll" page.

Student Inquiries

Observations

Lane Community College's outreach and recruitment coordinator uses the traditional recruitment card from which to collect student data at various recruitment events. Information collected includes name, address, telephone, email, and areas of interest. This information is then logged into an Excel spreadsheet and each quarter, and as time permits, the coordinator manually reviews this list to determine whether the student enrolled at Lane.

Recommendations

The process for tracking student inquiries was perhaps one of the more manual processes identified during the consultant's visit. The use of Excel prohibits accurate, long-term, and automated tracking of inquiries and ability to easily assess effectiveness of specific recruitment activities or communication campaigns. While multiple tools exist, Lane is encouraged to start by using Banner's recruitment module while exploring whether other technology solutions fit its data and assessment needs (note that a CRM may provide this functionality depending on its ability to import/export information to/from Banner).

In addition to identifying a technology solution, AC recommends that Lane ask students to provide their date of birth on the inquiry card. While there was hesitation on behalf of staff indicating that students would not provide this information, it is a commonly asked piece of information by the majority of colleges and universities. Having this information allows the institution to set up a student account in Banner (which then feeds the ability to develop enrollment funnel data, see page 4) as well as allow Lane to determine its competitor institutions (by submitting name and date of birth to the National Student Clearinghouse for any inquiry who does not attend Lane, Lane can determine which other school(s) the student chose to attend, if at all).

Enrollment Steps

Observations

Lane Community College employs a comprehensive approach to its enrollment steps. It appears that key enrollment steps include submitting an admissions application, applying for federal financial aid, taking the placement test (for certain students only), participating in an online new student information session, participating in an academic advising session, and registering for classes. Nuances to these steps include:

- ⇒ The writing and reading placement test is required; the math is not.
- ⇒ Prior college students receive an unofficial transcripts evaluation from the academic advisors and counselors.
- ⇒ Students testing into developmental levels must attend a personal counseling session prior to advising.
- ⇒ All students – regardless if they are pursuing a certificate or degree – are required to participate in the online new student information session. This online session includes information on steps to enroll, MyLane, academic progress standards, student success, and frequently asked questions.
- ⇒ Upon completion of the new student information session, students participate in an academic advising session. Advising begins as a large group and students later break into smaller groups based on major.
- ⇒ Upon completion of advising, students are giving a registration PIN and are cleared manually for registration.

Additionally, it appears College Now students who graduate from high school are not required to complete all of the above steps.

Staff report a significant number of students contacting various offices to better understand their next enrollment step. Additionally, It appears that there is no coordinated communication plan for students engaging in the enrollment process, resulting in students frequently being confused about their next required step. Staff from multiple departments frequently commented on the amount of time spent walking students through the process, indicating that it is not as straightforward as implied. Additionally, multiple staff reported the information about the enrollment process is "overly wordy" or "text heavy", but when pressed, no specific examples were provided.

Recommendations

To best understand the various nuances of Lane's enrollment process, it is recommended that the institution engage in a business processing mapping exercise to best define its enrollment steps. AC anticipates that such an exercise will highlight the complexities of the process and help identify specific details which may be streamlined.

An application for admission, placement testing, academic advising and registration are common elements to many community college new credit student intake processes. Two requirements, however, are unique. First, regardless of whether students are pursuing a certificate or degree, they are required to participate in an online new student information session (NSIS), a very (if not overly) robust set of information about the enrollment process, a student's MyLane account, academic progress standards, student success, and FAQs. Recommendations regarding the NSIS include:

- ⇒ Typically, non-certificate or degree students are not required to participate in this type of activity, but instead are expected to learn this information through campus communication methods (website, specialized communication plans, print materials, etc.). Eliminating this requirement for non-degree students and incorporating it into advising sessions for degree students may make the process less time-consuming and more student-centric.
- ⇒ More importantly, doing so will require the institution to pare down the content to only that which is critical at that step of the process, providing "just in time" information to the student—in other words, it is important to determine what is critical for the student to know at that very point in the process. While the information provided in the online

session is strong, the volume of information is something that could be expected of a one-stop service staff person. Much of the information is not timely to where the student is in the enrollment process. Some examples include, but are not limited to:

- The "Steps to Enroll" section includes information on applying for admission (because the student is taking the NSIS, s/he should have already applied for admission);
- Financial aid (at this point in the enrollment process, Lane should have already communicated about financial aid to the student and hopefully, the student has already applied);
- Placement testing (like the admissions application and financial aid, this step should have been complete); how to register for future terms (can be communicated prior to the next term's registration);
- How to register and MyLane section (the opportunity for the student to take the NSIS can happen weeks in advance of registration; will the student remember this information?);
- Academic progress standards and student success section (while AC acknowledges the importance of this, when this information is shared with students is not timely – how much of this will the student retain?).

Once Lane defines what information is critical for the student to know at what point in the process, determine the most appropriate means for communicating this information. For non-certificate or degree-seeking students, some of this information can be communicated via email or letter, directing students to the College's website for details, and in alignment with appropriate timing. For certificate- or degree-seeking students, critical information can be communicated via the academic advising group session. At a high level, AC recommends that critical topics include administrative withdrawal/drop policy, add/drop/refund and tuition payment deadlines, and *brief* mention of academic progress standards; other NSIS information may not be pertinent to the advising process. Once this information is clearly defined, Lane may wish to shift staffing and offer a more traditional, but optional, new student, in person orientation. Examples of potential topics include understanding student technology, student success strategies (with an emphasis on the first three weeks of the term), campus tours, and other activities which emphasize building a connection between the college and the student. Orientations such as this are typically offered immediately prior to each term's start and involve significant faculty, staff, and manager participation from across the campus.

It is important to note that to date, the consultant has not received a copy of the new student academic advising group workshop materials, making a full assessment of how NSIS information can shift to this format challenging. Regardless, the addition of this step should be evaluated carefully to determine its efficacy and usefulness.

Second, students testing into developmental levels are required to participate in a counseling session prior to academic advising. This is an unusual requirement, especially given the staff resources needed to enforce it. As such, this requirement needs assessment to determine whether it is achieving its intended goals. Use of enrollment funnel data (see page 4), as well as a student focus group and/or satisfaction survey data, may help inform this assessment. Ultimately, Lane is encouraged to determine whether this requirement helps or hinders the enrollment process (both from a short-term perspective on whether students complete the enrollment processes and a long-term perspective as to whether students are more successful as a result of this activity).

Currently, students may register via the new student resource center or at home upon completion of advising. In order to ensure students know how to access their MyLane account, Lane is encouraged to require all students to register on campus, in a campus computer lab, prior to going home. Doing so allows students to access staff if additional questions emerge, if there are challenges in accessing their MyLane account, and use the activity to familiarize students with other electronic resources (e.g., email).

As a smaller level recommendation, Lane is encouraged to evaluate the need/use for the registration PIN. While this was recommended approximately 10+ years ago, many institutions have since eliminated this requirement, especially if the advising requirement is enforced by other electronic means.

Admissions Application

Observations

Lane Community College's application for admission is a fairly traditional application, requiring the minimum information needed to set up a student's account and that which is required for State of Oregon reporting purposes. Some concern was expressed regarding the need for asking about current employment status and whether reporting high school information is required.

Recommendations

Several staff expressed concern regarding the lack of data needed to make daily decisions and/or conduct longer-range assessment. While data is addressed as a topic starting on page 27, it is important to note that the application for admission and placement testing are two means by which to collect student data within the community college environment. Without making either process cumbersome, Lane is encouraged to evaluate both of these tools as a means of gathering specific student information. While other options exist based on long-term assessment needs, at the very least, this review should determine whether providing high school information is required and evaluate the need for collecting current employment information.

Placement Testing

Observations

Lane uses AccuPlacer reading, writing, and math placement tests. Students pursuing a certificate or degree are required to first apply for admission and then take all three placement tests if they have not taken a math or writing class at a previous college. Prior college students can contact the writing and math departments for a waiver of the placement test. Placement tests are offered in a dedicated computer lab and online options exist for out-of-area students. Student test scores are loaded into Banner approximately two times per day. Students receive their test scores in three ways: 1) Students are given a printout of scores immediately following the placement testing; 2) the scores appear on the student's "MyLane" account, although course placement recommendations do not; and 3) the scores are emailed to students, although course placement recommendations are not. Tests are offered at regular intervals throughout the year and increase in frequency during high volume periods; no evening and weekend tests are offered.

In addition to on-campus testing, Lane provides the placement test to in-district high schools; high school counselors or other trained staff offer the test to students on an as needed basis.

There is no charge for placement testing, albeit the first time a student tests or for a retest.

Recommendations

Overall, Lane Community Colleges placement test appears to be administered well. Some considerations include:

- ⇒ The process to obtain a waiver for the placement test is overly cumbersome from a service to students perspective, thereby reinforcing the need to have transcripts evaluated within a reasonable time frame.
- ⇒ Consider whether all students taking credit classes should be required to take the placement test prior to registration; as of now, only those pursuing a certificate or degree are required to do so.
- ⇒ Evaluate whether occasional evening and weekend testing is a needed service.

Transcript and Degree Evaluation

Observations

Lane Community College's transcript and degree evaluation (TDE) staff bring significant expertise and knowledge regarding their processes as well as best practices. Their responsibilities include, but are not limited to, evaluation of all incoming transcripts for transfer "in" students, maintenance of articulation tables in DegreeWorks, scribing of all certificate and degree requirements into DegreeWorks, and graduation processing for all certificates and degrees. No additional staff were hired to maintain DegreeWorks after implementation. Review of incoming transcripts averages six to eight months; in fact, during the visit in early December, the TDE staff indicated they were currently reviewing transcripts received in late June. As a result, academic advisors and counselors routinely conduct an informal and unofficial review of student transfer credits as part of their academic advising appointments. On enough occasions to raise concerns, the unofficial evaluations result in students retaking courses and/or not taking the appropriate courses. This lag time was brought up repeatedly as one of the primary concerns regarding the new student intake process by nearly all employees interviewed. In addition to duplication of work, the writing department requires that all writing courses be reviewed by the department, as opposed to TDE's.

Transcript evaluation only includes a review of courses which apply to the student's declared certificate or degree. As such, students frequently contact departments for prerequisite overrides, a manual process conducted student by student, course by course.

Transcripts are received via mail, electronic means, and over the counter. The TDEs manually image all transcripts into Capture Perfect, an "over-the-counter" basic scanning software. TDE's estimate of 8 – 12 hours per week are spent on scanning transcripts. No data was available to determine the volume of transcripts received.

Recommendations

While this consultation did not get into finite details about the TDE process, it appears that the overall process staff use for transcript evaluation is relatively efficient given the technology tools employed. However, it appears that the lag time in processing transcripts is related to the level of staff and associated responsibilities. Comparably-sized institutions who are both Banner and DegreeWorks users indicate that they have approximately three to five FTE dedicated to transcript and degree evaluation and one FTE for DegreeWorks scribing (the number of TDEs is driven by whether an institution articulates only courses applicable to the student's declared certificate or degree or all potential courses). While a specific recommendation is not possible without better access to transcript volume, some level of staffing increase is warranted in order to have transcripts fully evaluated prior to a student's advising session. Doing so will give students accurate information as to course transferability and prevent counseling and advising staff from engaging in duplicative work. Unrelated to the new student intake process, it was reported that the Financial Aid Advisors do not use DegreeWorks for reviewing the maximum credit petitions as the system frequently does not include up-to-date information on transfer credits. Therefore, these staff do a manual evaluation, an unnecessary duplication of work if transcript evaluation can be moved to a more reasonable timeline.

In addition to expediting the transcript evaluation timeline, AC recommends that Lane evaluate *all* transfer courses which may apply to an Lane certificate or degree. While a significant undertaking, transcribing all lower-division courses allows students to take full advantage of DegreeWorks' "what if" functionality, acknowledges the frequency by which students change majors, allows the institution to fully automate prerequisites, and avoids duplicative work by academic departments using Banner's prerequisite override process.

One detailed-level process area needing attention is that TDE staff spend significant time scanning transcripts, time in which their expertise could be better utilized evaluating transcripts and/or maintaining DegreeWorks. AC recommends that this process be shifted to Enrollment Services staff or that an irregular wage or work study student(s) be hired to maintain this responsibility.

While the above process and staffing changes are the most significant recommendations in regards to transcript evaluation, AC recommends that Lane set goals for transcript evaluation turnaround time and then track the institution's ability to reach those goals. There is not set industry standard for this, although at a minimum, Lane should aim for having transfer student transcripts evaluated prior to the student's first advising session. If Lane wishes to more strongly recruit transfer students, it may wish to consider having transcripts evaluated within two weeks of receipt and developing a specialized recruitment and communication plan for this population.

While outside of the scope of this consultation, Lane Community College may wish to move to a process by which a student is automatically awarded their declared certificate or degree as the student earns it, thereby eliminating need for students to apply for a degree. Doing so may free up TDE time processing certificate or degree applications (although admittedly, substitute it for a higher volume of certificate and degree processing). Several community colleges have recently undertaken this initiative and can serve as models for process and Banner programming needs.

Financial Aid Policies and Processes

Observations

Lane Community College's financial aid office maintains a two week turnaround time for reviewing student files which were requested for verification. Staff report challenges in the volume of scanning of student files, as well as with managing the ever-growing complexities associated with changing federal regulations. Additionally, staff indicate they use email as a primary means of communicating with students, but often find this challenging as federal regulations indicate they must "prove delivery" of such information to students.

Recommendations

As with incoming transcripts, Lane is encouraged to evaluate if a more efficient method is available by which to scan financial aid documents. AC recommends that this process be shifted to Financial Aid front counter staff (to be scanned upon receipt) or that an irregular wage or work study student(s) be hired to maintain this responsibility. Additionally, the financial aid office is encouraged to carefully review federal regulations in regards to communicating with students, albeit for consumer information, all-student financial aid-specific communications, or individual communications. Based on AC's review of recent regulations, we find no evidence that require an institution to *confirm* delivery of information to students, but instead, institutions are required to simply ensure that information is communicated to students.

No other policy or process considerations related to the new student intake process are recommended at this time, although the financial aid staff is to be commended on its processing time for file review.

Tuition Payment Deadline

Observations

Lane's tuition payment deadline is the 15th of the month after the start of each term. Students who do not pay by this date are assessed a 2% late fee, with billing to follow on a monthly basis thereafter. After 120 days, accounts are turned over to collections. Lane partners with multiple collections agencies.

Students who applied for federal financial aid late are not protected from the 2% late fee assessment. Once aid is applied to the student's account, the Financial Aid Office removes the 2% assessment fee.

Recommendations

It was not clear to the consultant how the college determines which collection agency it works with for individual students and this information was not available on Lane's website; instead, students were directed to contact the Enrollment Services Office and/or visit their MyLane account to determine this information. Clarification may be helpful for students and avoid unnecessary steps.

Lane Community College's business office is encouraged to work with its financial aid office to determine if there is a group of financial aid students whose accounts should be protected from the late fee assessment. For example, consider protecting a student's account if s/he has submitted all required documentation but their file is waiting review by staff. Doing so will avoid one department placing the late fee assessment on a student's account and another department removing it at a later date.

Section Two: Primary Observations and Recommendations - Organizational Structure and Staffing

This section focuses on Lane Community College's organizational structure and staffing levels, roles and responsibilities. These areas are interconnected and as such, observations and recommendations may repeat themselves in various sections. Note that staffing recommendations regarding transcript and degree evaluators is address in the "policies and process" section (see page 13) and CRM in the "technology" section (page 26). More importantly, implementation of these recommendations may or may not be as linear as other recommendations, noting that details of implementation are provided in the timelines section, starting on page 30 and proposed organizational charts in Appendix B (page 35).

Recruitment and Outreach Office

Observations

Lane's recruitment and outreach responsibilities report to the director of high school connections, which is part of the academic division and includes oversight for high school credit course options. Recruitment and outreach activities are staffed by one FTE. Responsibilities include typical recruitment functions such as high school visits, on-campus recruitment activities, campus tours, and related activities. Occasionally, multiple departments from Lane (in addition to the recruitment office) will attend area high school college fairs without knowing other Lane programs will be attending.

As discussed previously, the college has developed a strategic enrollment management plan. Details of that plan are beginning to take shape, but staff report that it is not yet at a place to guide daily work. Regardless, staff report a growing focus on refining recruitment activities that have a higher yield, but do so with limited access to data. Additionally, staff report a philosophy of "never saying no" to in-district high school requests for visitations; this is amplified by a belief that a "handshake agreement" amongst community colleges to not recruit in one another's college districts still exists.

Recruitment and outreach staff indicate that there is an interest in developing specialized recruitment plans for outreach to Latino/a populations. However, data on current Latino/a student enrollment as compared to area demographics does not appear to be available. Organizational charts and discussions with a variety of staff indicate that support services for students of color are strong *post*-enrollment, with identity unions and the Multicultural Center.

Recommendations

Having high school recruitment, outreach, and credit course programs reporting under the same organizational structure is not unheard of, but it is unique. Within the broad enrollment services umbrella, all pre-first day of the term activities are considered to be a recruitment activity as ultimately, the student is not a student until s/he begins classes. Additionally, the recruitment staff needs to be keenly aware of pre-enrollment activities, deadlines, and processes and at the same time, enrollment staff need to be keenly aware of recruitment activities; such awareness feeds a comprehensive and strategic recruitment program. Finally, professional development support is found within organizations such as AACRAO and NACAC (National Association of College Admissions Counselors), which are key partners in the student affairs realm. For these reasons, AC recommends that recruitment and staffing activities be brought under the Student Affairs Division, noting that a strong partnership with high school connections and marketing/public relations is imperative to long-term success.

In terms of staffing levels and responsibilities, AACRAO Consulting recognizes that the job description for the recruitment and outreach coordinator is typical and aligns with industry standards. However, given Lane's overall credit student headcount, it may wish to consider adding at least one additional recruiter once a more detailed recruitment plan is developed and/or with an emphasis on recruiting special populations. Within the community college recruitment world, it is important to maintain a general presence in the local community, especially with high schools and key community partners. At the same time, however, additional recruiters can expand the college's outreach to feeder areas outside of the service district and focus on special populations.

While more fully addressed in the "Enrollment Services and Financial Aid" recommendations section, it is important to evaluate what role the Office of Recruitment and Outreach plays during Friday afternoon closures. Having this office serve as the key point of contact for community members and students may not be the most effective use of staff time.

Enrollment Services and Financial Aid

Observations

Lane Community College's Enrollment Services office provides services which align with traditional community college registrar offices. Services include admissions processing, transcript and degree evaluation, academic progress standards, enrollment verifications, and Banner student module oversight; it also includes tuition payment and collection responsibilities. The Enrollment Services department uses appropriate technologies supporting its functions; examples include IntelliResponse, ability to request transcripts online, and DegreeWorks. There is one dean, with staff supporting specialized functions. Services are available through the Enrollment Services counter in Building 1, noting that three Enrollment Services representatives staff the counter and answer the phones. When the counter is open, phone lines are turned off with no voice mail services; when phone lines are on, staff are not available at the counter. Staff express that by limiting student access to services, they contribute to student attrition.

Parallel to Enrollment Services, Lane's Financial Aid Office also includes traditional financial aid responsibilities of processing federal student aid. The office is supported by one director, 12 FTE processing staff/advisors, and four financial aid front counter representatives. The counter is staffed from 9 am – 5 pm (Mondays, Tuesdays, and Wednesdays), 10 am – 5 pm (Thursdays), and 9 am – 2 pm (Fridays); phone service is provided during these same days and times. Financial Aid advisors primarily focus on processing roles and will spend one-on-one time with students when needed.

Both managers and staff for these areas report that transition away from the one-stop service was a challenge.

Recommendations

Recognizing that there is no one perfect organizational structure, and out of a desire to maximize services to students (both in person and on the phone), as well as develop a more efficient staffing model, AC recommends the following:

⇒ Eliminate the student-run check-in desk;

⇒ While advisors and counselors should continue providing information to new students via existing services such as group advising, AC recommends eliminating the Counseling & Advising role in advising prospective students on getting started steps and instead, redirect this responsibility to "Students First" staff;

⇒ Return to a one-stop service model in which students and/or community members receive a baseline level of support for general college Q & A, admissions, placement testing, academic advising, registration, financial aid, and tuition and fee payment. Under this model, it is important to define to what depth front counter and phone staff are expected to know and recognize that they will need easy access to specialists in each of these areas for more complex questions (e.g., chat features, in person access).

⇒ The financial aid job title of "financial aid advisor" is no longer in alignment with industry standards and implies that staff engage with students in an advisory capacity. Given the complexities of the federal financial aid process, and that the typical community college population may not have appropriate at-home supports, providing in person or over-the-phone in-depth financial aid assistance for those who need is a needed service at all institutions. As such, designate one person to serve as a financial aid advisor, either in a permanent capacity or rotating position. This position can then also assist in conducting on-campus, community, and high school financial aid outreach efforts, awareness campaigns, and workshops. Adapt other staff titles to "financial aid specialist" or some other title that better aligns with processing and file review responsibility.

⇒ Consider hiring a second financial aid manager at the associate or assistant director level. The current director has a relatively large volume of direct reports, as well as responsibility for the entirety of the financial aid operation. Given the growing complexity of federal aid, having greater depth at the managerial level is essential.

⇒ Shift scanning responsibilities from transcript/degree evaluators and financial aid advisors to the front counter (to scan upon receipt from the student), part-time assistance, and/or work study assistance.

⇒ Review office and telephone hours, including ensuring parallel office and telephone services, whether closing at 2 pm on Fridays meets student and community needs, and what role the Recruitment and Outreach Office plays during Friday afternoon closures.

Counseling and Advising

Observations

Lane Community College's Counseling and Advising Center (CAC) has oversight for new student information sessions, academic advising, mental health counseling, career planning, placement testing and human development courses. It is staffed by one director, 13 counselors, seven academic advisors, and two placement testing staff. Recently, the CAC added a "resource center" which provides students with assistance with the enrollment process, academic and registration policies, and other "getting started" questions. Additionally, last year the CAC began requiring students who test into guided studies courses to participate in a personal counseling session prior to an academic advising session.

New-to-college students participate in group advising sessions as part of the new student enrollment steps; prior college students receive individual advising from counselors or advisors. Counselors have faculty designation and as such, work a traditional faculty calendar; advisors are part of the classified association.

Recommendations

Historically, mental health counselors served both as personal counselors and academic advisors. However, given the cost associated with this approach, the need to better delineate between personal counseling and academic advising, and the need for year-round advising services, more and more institutions are moving away from this model. This is reflected in practice in that it is rarely a "minimum requirement" in academic advising job descriptions. As such, Lane is encouraged to consider changing this approach to academic advising, shifting some counseling positions to academic advising positions. That being said, AC acknowledges the challenges of doing so in a union environment and may need to make this shift over time as vacancies occur.

If Lane is able to address timeliness of the transcript evaluation process, it should then consider shifting prior college student advising from an individual to a group format. In this environment, Lane would notify students of their transfer-in credits prior to advising or have that available as part of the advising session.

Building 1

Observations

While it may seem odd to talk about a building in this section, its design influences the challenges seen with Lane's enrollment services, financial aid, recruitment and outreach, and admissions and counseling organizational structure.

Building 1 was designed when Lane Community College implemented a one-stop student service option for students. In its original structure, Lane's one-stop included a student's ability to get information on admissions, placement testing, advising, registration, payment, financial aid, and related activities in one location. Approximately two years ago, however, Lane's one-stop organizational structure was changed. Now, students are supposed to check in at one counter and be directed to Enrollment Services (information on admissions, registration, and tuition payment), Financial Aid, or Counseling and Advising (both current and prospective students receive information on the enrollment process, as well as personal counseling and academic advising services). These services close at 2 pm on Friday afternoons, although the Office of Recruitment and Outreach stays open until 5 pm. During this time, this office serves as the primary point of contact for students needing services. To aid with these services, there is a small check-in station as you enter Building 1 on your left (served by Titan Peer Associates), a long bank-teller like counter on your right for Enrollment Services, a second bank-teller like counter for Financial aid on your right, an office for Recruitment and Outreach is across from Enrollment Services, and a suite of offices/reception area for Counseling and Advising in the back left.

Prospective students can receive information from Enrollment Services and Outreach and Recruitment, noting that the Counseling and Advising Departments recently added similar services for prospective students. It is not clear how students are directed to which office.

Building 1's lobby design (and associated redesign of responsibilities) was mentioned as the second highest priority amongst most staff interviewed, with expediting of the transcript evaluation process first. Many expressed that its design is confusing and does not present a user-friendly environment for prospective students.

Recommendations

A final design of the Building 1 lobby area is contingent upon an organizational structure—and associated responsibilities—redesign. In the meantime, key recommendations include:

- ⇒ Eliminate the check-in station. The rationale for this service was not clear. More importantly, the consultant entered Building 1 on three separate occasions during the two day visit and was never asked to check in or was greeted by staff/students at this station. Additionally, the consultant observed multiple students walking into the building without checking in. Savings from eliminating this service can be redirected to other needs.
- ⇒ Eliminate duplication of services: As stated previously, it was not clear by what standards prospective students were directed to Enrollment Services, Outreach and Recruitment, or Counseling and Advising. Regardless, all offices provide similar services for prospective students, creating the opportunity to miscommunicate information due to different reporting structures, not track prospective students as inquiries, create confusing starting points for students, and duplication of efforts. See "Enrollment Services and Financial Aid" section for recommendations on how to best staff prospective student "welcome" services.

Section Three: Primary Observations and Recommendations - Technology

Overall, AC found that Lane Community College uses the appropriate technologies supporting enrollment processes. While specific recommendations regarding recruiting and the "startatlane.com" web address are found in the "policies and processes" section, other technology recommendations are listed below.

Placement Testing

Observations

Primary observations regarding Lane's placement testing policy and processes are addressed on page 12. In terms of placement testing and technology, it is important to note that Lane uploads student placement test scores approximately twice per day. Scores appear on the student's MyLane account, although course placement information does not.

Recommendations

While not a significant concern in terms of positive impact on staff time, Lane should evaluate whether the test score upload process can be automated and completed without staff intervention. Additionally, Lane should determine if uploading course placement information in Banner/MyLane is feasible and if not, should provide placement test scores and associated course placement information online.

Steps to Enroll

Observations

Staff reported that they spend significant time answering telephone, in-person, and email inquiries from students regarding enrollment steps and the students' place in that process. Staff also reported that on occasion, all steps are not sequentially enforced via Banner for prior college or returning students and placement testing (when pressed, other examples were not provided). Additionally, "status reports" of the student's progress through the enrollment steps are not available online in a student self-serve capacity.

Recommendations

First and foremost, a streamlining of the enrollment process and developing a communication plan to support them will go a long way in avoiding the reported high volume of student confusion regarding where they are in the new student intake process. However, Lane may wish to investigate whether Banner's admissions module can be used as a tool to communicate this information online. Designed for four-year selective institutions that have multiple application requirements, the module could potentially be adapted to serve as a tool in communicating required enrollment steps. Lane should investigate also what fields are being used to enforce enrollment steps, if those are the most appropriate fields still (as opposed to when the system was set up years ago), and if mechanisms exist in which to enforce steps in a sequential manner.

Student Type Field

Observations

Lane Community College currently uses Banner's "student type" field for two purposes: for identifying student type (e.g., new, prior college, returning), as well as for enforcing the advising requirement.

Recommendations

For colleges that implemented Banner ten or more years ago, they were frequently coached to customize Banner and/or use fields for purposes other than how they were designed. These approaches have since changed and as such, many colleges are "un-doing" customizations and redesigning processes to align with Banner's intended design. As such, Lane is encouraged to evaluate if using the student type field for multiple requirements is still the most desired approach. From the consultant's perspective, it would be wise to use another Banner mechanism by which to enforce the advising requirement and clean up how Lane codes its student types. Doing so will benefit future data collection needs in terms of understanding the Lane student profile.

Customer Relationship Management (CRM) System

Observations

Multiple departments and/or staff indicated that Lane is pursuing a request for proposals (RFP) for a customer relationship management system (CRM). At the same time, a high level communication plan (including target audiences and customized plans for each audience) has not been developed.

Recommendations

Lane is to be applauded for its innovative approach in wanting to pursue a CRM; such a tool will greatly enhance the college's ability to communicate with prospective students and track effectiveness of communication campaigns. However, prior to issuing an RFP, Lane should first clarify its intended CRM use by identifying key target audiences (e.g., career and technical education and transfer students, or first-in-college or transfer students, etc.) and high-level communication plans (e.g., focus of communication, by what means it is distributed to prospects, and when it is distributed). Having this information will assist greatly in developing the RFP and identifying a product that meets the college's needs. As mentioned, the consultant's home institution, Central Oregon Community College, recently underwent this process and has several RFP examples that may inform Lane's process.

Section Four: Primary Observations and Recommendations - Data

While a review of Lane Community College's Institutional Research Department was not part of the scope of this consultation, several key themes related to data emerged during the visit and recommendations regarding these findings can help information policy, practice, organizational structure, and staffing decisions. As such, they are addressed here.

Observations

As a general rule, most staff reported not having easy access to data by which to make both short- and long-term operational decisions. This was reinforced both prior to and during the visit in which the consultant frequently asked staff for data to better understand the enrollment process and/or formulate recommendations (e.g., headcount of students by ethnicity or major, feeder high schools, volume of transcripts received, number of students completing the enrollment steps, etc.). At the same time, the Institutional Research staff report that the current Executive Dean for Student Affairs is much more data-centric in her approach and as such, there is a shifting culture in the Student Affairs Division that has a higher volume of data needs than previous.

Staff from across all areas indicated they use different means by which to make data requests. Some go directly to Institutional Research, while others contact Enrollment Services or Information Technology. Additionally, staff indicated that they occasionally request information from more than one source and often get different information from either group. It appears that there are two lead institutional research staff and two enrollment services staff who can access needed data for requests; it is not known how much IT staff is devoted to data collection.

Recommendations

Based on discussions with staff from all departments consulted, data used/not used in formation of the SEM plan, and consultant data needs prior to the visit, AC recommends the following:

- ⇒ Lane Community College should engage in a discussion about what regular (quarterly and annual) enrollment reports will help better understand its student profile (both credit and noncredit) and inform short- and long-term operational and strategic discussions. Lane is cautioned, however, as to not spend excessive time in discussion as numerous examples exist from which to narrow its focus. Moreover, simply "getting started" on generating regular enrollment reports, and adapting reports in a strategic manner, will cause short term gains while longer-term data needs are addressed.
- ⇒ Determine which department is responsible for reporting what type of data needs. For example, should enrollment services respond to current term data requests, while institutional research respond to historical data needs and/or regular enrollment reports?
- ⇒ Develop an easy-to-use mechanism by which data requests can be made. This request should go to one staff person who can then direct it to the most appropriate department for follow through. That department, then, can work with the requestor to refine the data request, which over time, will help other departments and staff become more skilled in requesting data.
- ⇒ As staff from across the College become more skilled in using data (and perhaps, via Argos, accessing data), review institutional research staffing levels.

It is important to note that some staff implied that data requests must have a “research study” component—in other words, data would only be provided if it were part of a larger, more formalized study. If staff is to use data to inform daily operational decisions, larger studies are not necessary. Instead, smaller data reports can go a long way to informing decisions (e.g., historical high school enrollment data can help recruitment and outreach determine at which high schools to spend more or less time).

Until a more robust data process is developed, Student Affairs staff is encouraged to use information from the CCSSE and SENSE surveys to inform potential changes to the enrollment process. These are tools the college has used since the early 2000s and do not appear to have widespread use amongst Student Affairs faculty and staff.

Finally, as staff from across the College become more skilled in using data, Lane may need to evaluate the volume of staff and technology resources needed to support data needs. The level of IR staff can vary tremendously based on how widespread data use is across the college, the types of technologies deployed to share and access data (e.g. Argos, web reports, Tableau, etc.), and other responsibilities assigned to those positions. As such, having comparators from other institutions is a challenge.

Section Five: Primary Observations and Recommendations - Other

In addition to the more tangible observations and recommendations above, it is important to note that overall, the consultant observed that all faculty and staff connected with the enrollment process are very dedicated to *their* portion of the process. At the same time, a few interpersonal themes emerged:

- ⇒ Given the duplication of services, there appears to be a lack of trust amongst departments that others will accurately convey information about the enrollment process.
- ⇒ For the first time in many years, the consultant did not hear staff use language which emphasized students or customers. While AC believes that the staff inherently have this focus, it is overshadowed by process frustrations, a sense of not being valued by the

institution or the division, and a perception of being understaffed; this was especially true for the enrollment services staff, but was found in other areas as well. It is important to note that the financial aid staff was the exception and as opposed to their colleagues, students were a very prominent element of their discussions.

⇒ In some cases, AC found that staff often looked to the "institution" (i.e., cabinet-level staff) to provide leadership for a decision or initiative as opposed to feeling empowered to raise a new idea, concept or direction themselves. This may be closely related to a sense of not feeling valued.

While no recommendation can fully address the above concerns, this consultant's experience indicates that addressing key process concerns, a realignment of some responsibilities, and an organizational redesign—coupled with intentional discussion regarding division mission, values, and goals—can increase overall staff morale and service to students.

Section Six: Timeline for Implementation of Recommendations

Many of the recommendations within this report are closely intertwined. As such, a significant portion of these may need to move forward together. Additionally, based on feedback from Lane Community College leadership, there is a desire to enact changes sooner rather than later, with the goal of providing a more effective and efficient enrollment process for new students. Therefore, AACRAO Consulting proposes the following schedule and while ambitious, it is achievable if the institution deploys appropriate time and human resources.

Year 1

The following schedule allows Lane Community College to pilot a revamped new student intake process in either winter or spring 2017, with full implementation by fall 2017. The recommendations below are not listed in priority order; instead, it is recommended that small, cross-functional work teams be assigned various tasks, coming together at regular intervals to update one another on progress and solicit the larger group's feedback.

⇒ Develop a comprehensive recruitment plan, including enrollment targets for specific populations and associated communication plans. This work will rely heavily on ready access to key data points (enrollment funnels, feeder high schools, in-district high school yield rates, and data on students who inquire or apply but do not attend Lane).

⇒ Develop a prospective student webpage.

⇒ Tracking inquiries:
- Begin collecting date of birth on inquiry cards.
- Evaluate options for tracking prospective student information in Banner and/or other systems.

⇒ Conduct business process mapping activity for new student intake process. This process should include:
- All enrollment steps for first-in-college and prior-college students;
- Review of content and process for all steps;
- Evaluation of the requirement for guided studies students to meet with a counselor prior to academic advising;
- Use of a registration PIN;
- Distribution of course placement information in either GradTracks or on the Lane Placement Testing page;
- Determining what data should be required on the admissions application, as well as what could be added to the placement test set up information; and
- Addition of evening and weekend placement test options.

⇒ Transcript evaluation staffing and process redesign.

⇒ Financial aid staff role with scanning and removal of collection fees.

⇒ Short-term organizational structure priorities
- Eliminate the student check-in station in Building 1;
- Eliminate the counseling and advising role with prospective students;
- Shift to a one-stop service approach, which includes parallel hours for in-person and phone service;
- As processes are streamlined, realign individual job descriptions of financial aid advisors to better delineate which staff have responsibility for processing and file review, in-person student advising, and internal and external financial aid awareness presentations or other community/high school financial aid engagement activities; and
- Evaluate Friday afternoon closures.

⇒ Begin discussion on data needs, including who is responsible for reporting what types of data, implementation of quarterly and annual enrollment reports, and development of data request form/process.

Year 2

The activities listed in year one are those designed to set the foundations for an effective and streamlined pathway for new students. The activities listed in year two support this goal but are more complex in nature and may involve larger institutional discussions. Regardless, they are still critical elements contributing to a successful new student intake process.

Primary Recommendations

⇒ Long-term organizational structure decisions
  - Implement recommended new organizational structure, including new reporting lines of responsibility
  - Consider need for additional recruiter, transcript/degree evaluation staff, and financial aid manager
  - Consider need for Friday afternoon hours
  - Begin shifting from a traditional counseling approach to academic advising to an advisor-based model.

⇒ Begin discussions on Building 1 redesign.

⇒ Begin discussions on options for creating a “just-in-time” new student orientation, to be delivered within one week prior to the start of each term.

⇒ Based on findings from business process mapping of the new student intake processes, examine options for implementing Banner’s admissions module as a tool for communicating and enforcing pre-enrollment steps.

⇒ Based on outcomes from the recruitment and communication plan work done in year one, issue an RFP for and implement a CRM.

⇒ Based on findings from data discussions in year one, adapt use of the “student type” field in Banner to appropriate align with how Lane wishes to code students.

⇒ Implement other data discussion outcomes.

Secondary Recommendations

⇒ Evaluation of placement testing policy, especially in regards to students pursing a certificate or degree and those who are not.

⇒ Provide students with clarity on collections process/agencies to which they are assigned.

⇒ Examine process to automatically upload placement test scores.

Closing

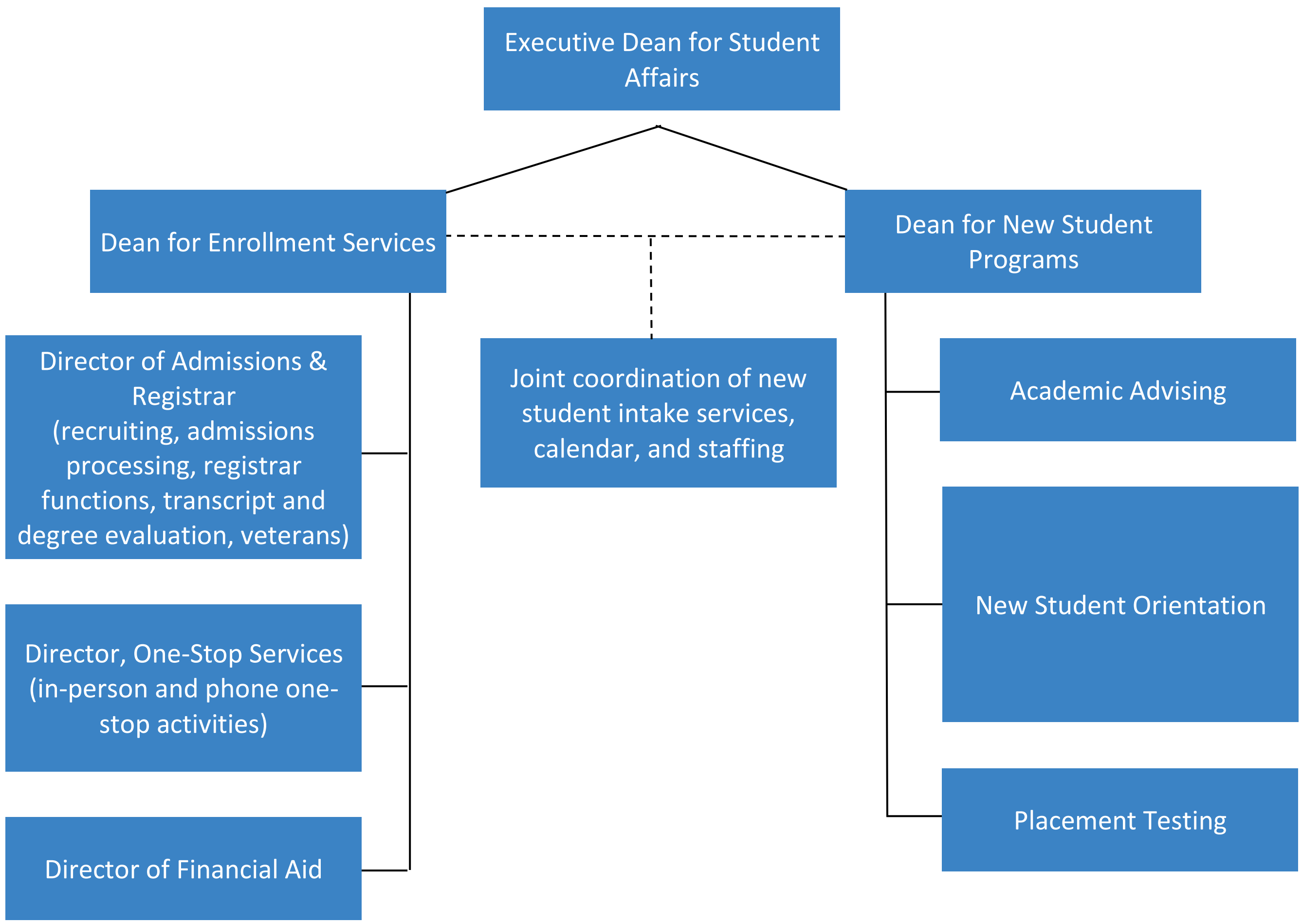
Thank you for the opportunity to work with Lane Community College on this project. I wish to provide a special thanks to Kerry Levett and Lynn Nakamura for assistance in coordinating our visit.   It is AACRAO Consulting's mission to provide subject matter expertise and to transfer knowledge so that institutions can provide outstanding customer service to students and meet their enrollment goals. This report contains several large scale and mutually dependent changes to policy and practice, staffing levels and organizational structure, technology and data, all with the goal of creating an effective and efficient new student enrollment process. It is recommended that Lane develop a project plan and work groups to effectively execute the recommended changes. If needed and preferred, AACRAO Consulting can provide ongoing subject matter expertise to help implement these changes. Suggestions include developing a prospective student recruitment and communication plan, new student orientation design/redesign, data mining for building greater effectiveness, or other areas in which outside expertise may provide needed guidance and/or facilitate a more expeditious path to completion of recommendations.

Appendix A: Interview Participants

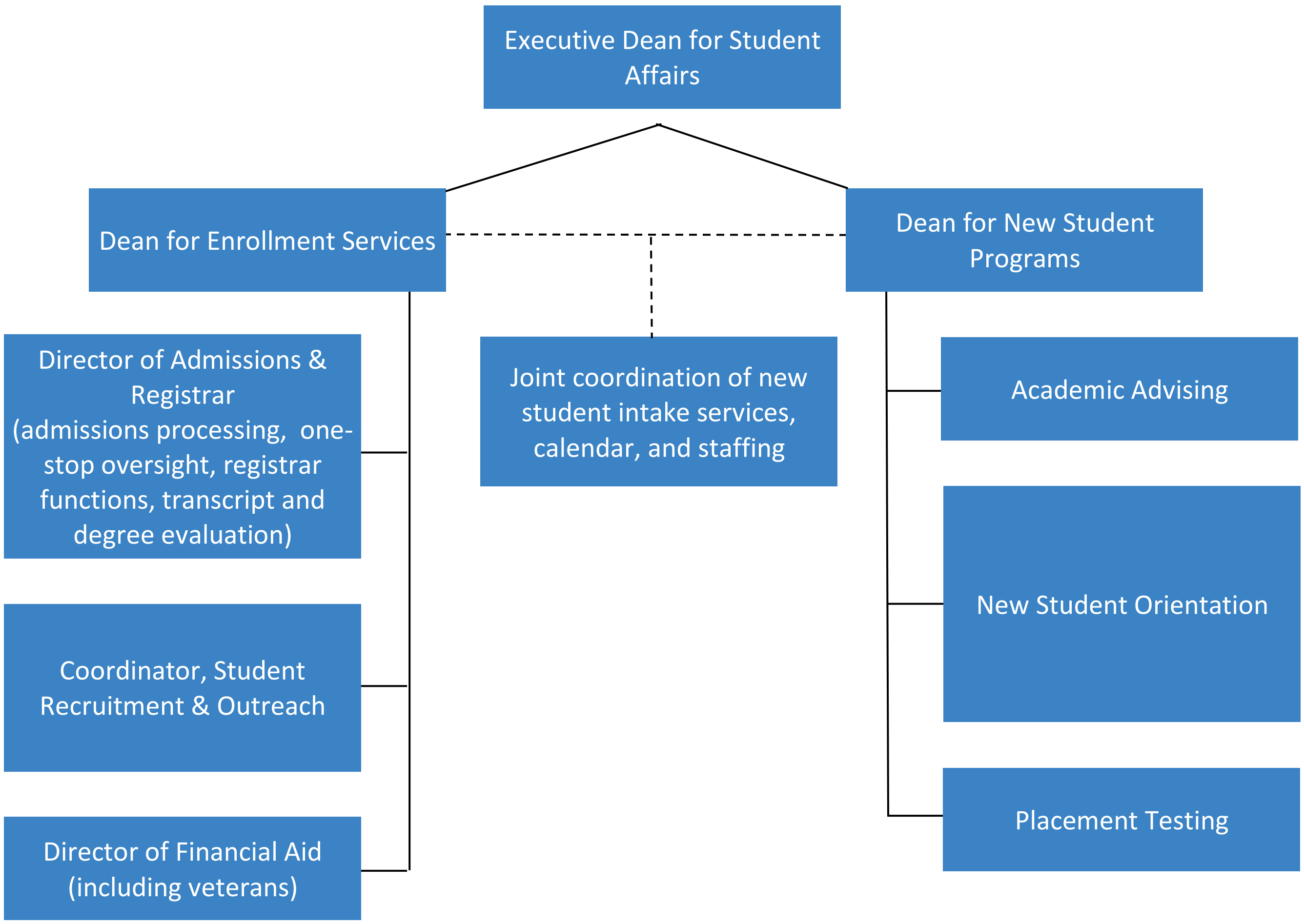
Dawn DeWolf - Vice President for Academic and Student Affairs
Kerry Levett - Executive Dean, Student Affairs
Jen Steele - Director of Budget and Planning
Helen Garrett - Dean of Enrollment Systems
Jerry DeLeon - Dean of Counseling and Advising
Rosa Maria Uribe-Banuelos - Outreach and Recruitment Coordinator
Tracy Simms - Director of Marketing and Public Relations
Tammy Stark and Philos Molina - Enrollment Specialist
Siv Barnum and Laura Lawver - Transcript and Degree Evaluator
Claudia Riumallo, Jill Sigfield, Jessica Alvardeo, Lori Arford, Deidra Lyons, Judy Gates - Academic Advisors and Counselors
Deron Fort - Director of High School Connections
Laura Dietmeyer, Megan Hinkel Jerry DeLeon - Placement Testing
Darlene Baker, Todd Matson and Margaret Kimble – Student Information System staff
Craig Taylor and Moloy Wilson– Institutional Research
Helen Faith – Director, Financial Aid
Mary Tash and Kouze Perrault – Student Accounts
Cassandra Rhay, Shelly Evans, Cassie Zimmerlee, Elisa Lais, and Karen Ash – Financial Aid Advisors
Luna Lacey, Desiree Woodruff, Mike McCullough – Financial Aid Specialists
Siv Barnum, Jill Sigfried, Jen Steele, Chris Hawken – Health and Physical Education and Athletics, Dave Oatman - Business/CIT Chair - SEM Committee Representatives

Appendix B: Proposed Organizational Structure

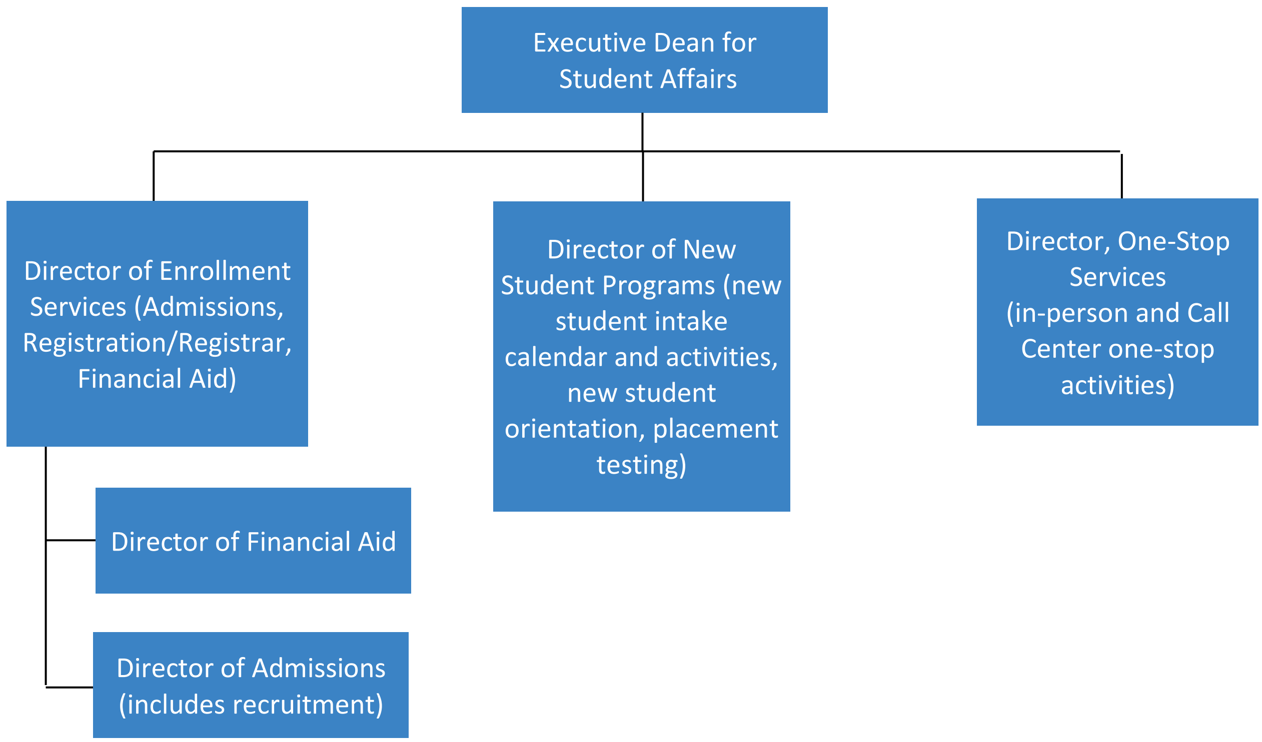
Option 1:



Option 2:


Executive Dean for Student Affairs
Dean for Enrollment Services
Dean for New Student Programs
Director of Admissions & Registrar (admissions processing, one-stop oversight, registrar functions, transcript and degree evaluation)
Joint coordination of new student intake services, calendar, and staffing
Academic Advising
New Student Orientation
Coordinator, Student Recruitment & Outreach
Placement Testing
Director of Financial Aid (including veterans)

Option 3


Executive Dean for Student Affairs
Director of Enrollment Services (Admissions, Registration/Registrar, Financial Aid)
Director of New Student Programs (new student intake calendar and activities, new student orientation, placement testing)
Director, One-Stop Services (in-person and Call Center one-stop activities)
Director of Financial Aid
Director of Admissions (includes recruitment)

Appendix C: Resources

Applying SEM at the Community College
http://www4.aacrao.org/publications/catalog.php?item=0124

2014-2015 State of CRM Use in Higher Education AACRAO Report
http://www.aacrao.org/resources/resources-detail-view/new-survey-explores-impact-of-crms-on-institutional-effectiveness-in-higher-ed-industry

Building Student-Centric Processes – A Guide to Business Process Analysis and Reengineering
http://consulting.aacrao.org/publications_events/publications/building-student-centric-processes/

JISC CRM Handbook
https://vwcrmhandbook.pbworks.com/w/page/52081662/Good%20Practice%20in%20Customer%20Relationship%20Management

Managing Evolving Technology Needs
http://consulting.aacrao.org/publications_events/publications/managing-evolving-technology-needs/

Talk to Me: Communicating effectively with your prospects, applicants, students and alumni
http://consulting.aacrao.org/talk-to-me/

The College Admissions Officer's Guide
http://www4.aacrao.org/publications/catalog.php?item=0120#.VplLWc9RG70

The Strategic Role of the Registrar: Changing Responsibilities in Light of Technology
http://consulting.aacrao.org/publications_events/the-strategic-role-of-the-registrar/