

## DOCUMENT B

### **Prospective Students, Admissions and Registrar, Student Financial Aid, Employment and Scholarship Services Strategic Plan Accomplishments October 2003**

#### I. PROSPECTIVE STUDENTS

##### **Strategies**

- 1. Develop departmental and program based materials that are consistent in content, design, and message with the university's overall marketing plan.**
  - Developed new marketing and recruitment brochures in cooperation with university relations to reflect the strategic directions adopted by the institution. These include table brochures, search pieces, transfer brochure and viewbooks.
  - Implemented newsletters to meet immediate marketing needs and to communicate critical information on a regular basis to our constituency.
  - Production of departmental materials that have the same look and feel as the general recruitment materials remained a challenge. Departments were encouraged to use these as models in the development of program specific literature.
- 2. Coordinate college and departmental recruitment activities for improved coherence, consistency and economy of university marketing efforts.**
  - The Enrollment Management Group of the Academic Affairs Student Services Council chaired by Steve Maples and Rena Hanks provided oversight to insure departmental input, cooperation and consistency of program content for Fall Preview, Wolf Pack Prep, New Student Orientation, College Fairs and School Visits, Campus Visitation Programs, Wolf Packed Fridays, Pack it In Day and Middle School Outreach.
- 3. Continue to make progress toward assuring the consistency of recruitment response for all prospective students in terms of the materials received and information communicated through a standard protocol that is followed by all academic units.**
  - The Enrollment Management Team monitored compliance in this area. (The implementation of the proposed new recruitment database will be a valuable tool in enhancing this effort.)
- 4. Continue to enhance web based information and services for prospective students to be consistent in content, design and message with the university's overall marketing plan.**
  - Enrollment Services redesigned all web presence and marketing publications to be consistent with the university web design. Recruitment calendar of when and where recruitment events take place are available on OPS website, conforming to university web calendar style.
- 5. Develop a formalized, institutional plan that incorporates consistent UNR presence in middle school classrooms.**

- Southern Nevada participated in the PAYBAC program (a partnership between the Clark County School District and community members to visit at risk middle school students to mentor and encourage those students to complete high school and continue on to higher education). Sixteen presentations at 15 middle schools were conducted.
  - Southern Nevada Staff targeted Von Toebel Middle School to work with all seventh graders in an effort to prepare them for high school and college.
  - Southern Nevada provided program support for the GEAR UP program in the south.
  - Southern Nevada Staff also partnered with Northern Nevada Office to mentor students in the GEAR UP program through the summer camp event which included Southern Nevada, Reno and Rural students.
  - OPS Staff continued to work with TMCC to provide GEAR UP programming.
  - Northern Nevada Staff visited all Washoe County middle schools students in the Spring to assist with high school course planning.
  - OPS Staff strengthened relationships with middle school teachers, counselors and principals through school visitations and presentations.
  - SOS, in partnership with Circle K, sought donations for back packs for at risk middle school students. SOS and Circle K assembled and distributed these back packs to Vaughn, Traner and Dilworth Middle Schools.
- 6. Implement Diversity Recruitment Plan.**
- The Diversity Plan is an ongoing effort to reach students of color throughout K-12. Specific accomplishments are reported in the Diversity Plan Report.
- 7. Strengthen K-12 and business community partnerships through active participation with the Education Collaborative.**
- Collaborated with the Hispanic Chamber to host the first annual Latino Convocation March at the JTSU, where approximately 200 Hispanic and Latino WCSU High School and UCCSN students were recognized for their academic accomplishments and persistence in higher education.
  - Communicated UCCSN admissions requirements to the members of the Education Collaborative through special presentation.
- 8. Partner with the Community Development Coordinator to provide community outreach to parents and students of color.**
- Conducted a presentation in Spanish to the parents of prospective students associated with MALDEF, Mexican American Legal Defense.
  - Designed a reception to meet the needs of bi-lingual students and their families during orientation in cooperation with Community Development and the Center.
- 9. Provide bi-lingual outreach through oral presentations and written materials in Spanish.**
- The table brochure, search piece, transfer brochure, and application materials for admission were made available in Spanish. Spanish language information was also made available on the web.
  - Admissions presentations made in Reno and Las Vegas to Spanish radio and television stations.
  - The Office for Prospective Students was a founding member and sponsor of The Latino Convocation March.

**10. Participate in the establishment of university enrollment goals that are reasonable and achievable.**

- Assisted Institutional Research in the development of realistic expectations for freshmen enrollment.
- Assisted Residential Life and Housing in the planning for future residence hall demand through realistic enrollment projections.

**11. Expand oversight of New Student Orientation to include evening and weekend programming prior to the opening of school.**

- All publications and mailing reflected programming for four days and nights of Orientation Weekend. All campus activities were included in the planning and programming.
- Facilitated collaboration between all student services offices. Teamed with Student Access and Opportunity Services to provide services for parents during orientation, including working with Reno Sparks Visitors Convention Authority to obtain a host hotel for parents and families during orientation, as well as a reception site.
- Staff worked with Angie in the transition of the parent program from Enrollment Services to Student Access and Opportunity Services.
- Partnered with Student Access and Opportunity to Services to conduct Spring 2003 Silver Scholars programs for 85 high schools around the state.
- Partnered with Student Access and Opportunity to Services to re-invent the Silver Scholars program for eighth graders as consistent with the university's early outreach effort.
- Incorporated participation in a formalized mentoring program as a component of the special admissions process.
- Expanded New Student Orientation coordination to include all co-curricular activities associated with the four days of Orientation. Provided funding to Residential Life and Housing and ASUN/ Flipside for programming.
- Responded to the Davidson Institute's request to develop a summer program for gifted and talented youth. Prepared curricular proposal which was accepted by the Davidson Institute.
- Provided leadership in the re-constitution of the Special Admission Committee in order to insure closer collaboration with academic, administrative and athletic departments on campus.

**Reallocation**

**1. Investigate the feasibility of re-allocating a position from within Student Services to the OPS recruitment staff dedicated to the development of programming for the parents recruitment of students of color.**

- Incorporated into the division of Student Access and Opportunity.

**2. Investigate the dedication of staff from within Student Success and Student Life for New Student Orientation Program implementation and coordination.**

- Successful collaborative efforts from within all of student services areas resulted in the realization of an all inclusive New Student Orientation Program.

## Resources

1. **Allocate 1.0 new FTE recruiter positions to the current 4.0 FTE in Las Vegas to meet enrollment goals.**
  - No new positions allocated for recruitment. Unable to fund additional LOB for the South.
2. **Allocate 1.0 new FTE Communications/Publications/Web Developer/Coordinator/Producer to insure consistency and coordination of recruitment materials and communications to prospective students.**
  - No new positions allocated for this purpose.
3. **Allocate 1.0 new FTE for prospective student database management; market and yield analysis of recruiting strategies and longitudinal assessment; management of university wide data warehouse integration.**
  - This is in process. Former Asst SIS Mgr (Lourdes) position in A&R will be re-allocated to OPS for recruitment and prospect management. PDQ being revised to reflect change.
4. **Allocate 1.0 Graduate Assistantship for assessment design and recruitment research.**
  - Assessment activities and recruitment research has been integrated into the responsibilities of the current staff.
5. **Allocate 1.0 FTE for the oversight, implementation and coordination of the Diversity Recruitment Plan.**
  - This is being shared by all staff as well as cooperative efforts between Student Access and Opportunity Services and Student Life.
6. **Increase recruitment operating dollars by \$75,000 to fund expanded recruitment travel, hosting costs, postage and printing.**
  - \$90,000 per year has been allocated for the production of recruitment materials.
7. **Increase Outreach Host budget to accommodate changing accounting policies which no longer allow for the purchase of recruitment prizes and awards from accounts other than host.**
  - Not funded.

## II. ADMISSIONS

### Strategies

1. **Automate transcript evaluation process for admission through the electronic receipt of all high school and college transcripts (in addition to the UCCSN institutions that currently send electronically). Utilize the transfer articulation module of the Degree Audit Reporting System as an admission tool.**
  - High Schools still unable to send academic history in an electronic format. When this is implemented by the school district, this goal will be realized.
2. **Provide structured, sequential staff training in all desktop computer applications in order to achieve a minimal standard of techno-literacy for admission's officers.**

- All desktops connecting to A&R/OPS servers log on and logoff protocol, minimal competency in accessing document imaging, test score database, virus protection, word and excel applications.
3. **Reduce postage costs by replacing snail mail as the primary means of correspondence with lower cost e-mail administration.**
    - AskNevada increased its inquiry volume by over 50% in this past calendar year. Students were encouraged to funnel all inquiries to AskNevada. OPS responded to each inquiry personally and directed students to web resources.
    - All tour reservations were accomplished via the web including tour reservation confirmations which had been previously mailed.
    - E-mail was used in all Enrollment Services offices as a primary means of communication to students in the inquiry, admission and financial aid application process.
  4. **Enhance ePAWS to include admission status on the web**
    - This is being abandoned as we move forward with the acquisition of a new recruitment data base that will accommodate application status inquiry in a more efficient manner.
  5. **Communicate changes in UCCSN admissions requirements to all prospective students, parents, school personnel, faculty and staff.**
    - Sent letters in English and Spanish to parents of all Nevada eighth and ninth graders outlining new admissions criteria effective 2006 (70,000 letters). Policies regarding the establishment of Nevada residency for tuition purposes were carefully outlined, indicating that all Nevada High School graduates are eligible for Nevada residency, regardless of immigration status.
  6. **Provide e-mail notification of missing immunizations.**
    - Implemented on a limited basis due to the variable activation of student Nevada e-mail accounts.
  7. **Incorporate international applications into the A&R missing document and upload in to SIS processes for enhanced efficiency and reduction of manual effort.**
    - Accomplished. All international undergraduate applications for admission are now received and actioned by Admissions and Records.

## **Resources**

1. **Lobby K-12 for the implementation of electronic data transfer to UCCSN institutions.**
  - Discussions initiated with Data Profile Group. K-12 efforts in this regard have been hindered by budgetary constraints.
2. **Identify and secure IT resources to be dedicated to the implementation of electronic transcript receipt through EDE (Electronic Data Exchange) protocols for both Nevada K-12 and non-Nevada high schools and colleges.**
  - See number 1 above.
3. **Allocate 1.0 new classified FTE for document control in the imaging, indexing, retrieval and quality control of digitally stored documents.**
  - These duties have been re-distributed to the three counter positions established through the credential evaluation fee.

**4. Restore technical support position to further enhance automation of admissions processing.**

- The Asst SIS Manager position will be redefined as a recruitment coordinator with primary responsibilities in prospect management and admissions support to insure efficiency of process, recruitment database etc.

III. DARS (Degree Audit Reporting System)

**Strategies**

**1. Continue to make an institutional commitment to DARS by providing the level of technical and professional support needed for effectiveness as an academic advising tool.**

- A counter position from Admissions and Records was re-allocated to support DARS. Two additional classified positions were added through institutional resources gained from the biennium budget. The four DARS classified positions are now at Grade 29 within the classified system. All four positions are expected to be filled by November 1, 2003.
- The DARS coordinator position, an administrative faculty position at range 3, was reclassified as an Associate Registrar for DARS position at range 4.
- A new professional position was designed for a DARS data management coordinator. This position has just received approval to search.

**2. De-centralize the availability of DARS query and report printing to faculty advisors.**

- 130 faculty and staff now access DARS reports on XNET. Since January, the format of the reports has been identical to that of the reports students may access on ePAWS. DARS reports are updated online weekly.

**3. Determine if there is a means of aggregating DARS Reporting data for enrollment planning purposes (currently unavailable).**

- The conversion to DARwin should make this possible as student data will be housed in a relational database. There was talk recently on the DARS listserv about how institutions use the analysis functions of Oracle to analyze DARS data for institutional planning.

**4. Transition to the web based DARS product, DARWIN as the relational database version of the Student Information System is implemented.**

- This will occur in 2006.

**5. Investigate the feasibility of implementing DARwin with the data warehouse instead of “live” in SIS.**

- DARwin will be implemented and run against the SCS student data warehouse until the new relational data-base version of SIS is implemented.

**6. Purchase and implement CAS, the Course Applicability System of DARS that allows for prospective students to input their transcript of record and receive a DARS Report output without having to be admitted or enrolled at the university.**

- CAS cannot operate without DARwin. DARwin will be implemented January 2004. At that time the continued dialog and discussion surrounding the merits of CAS for prospective transfer students will be re-evaluated.

### Resources

- 1. Allocate 2.0 new classified FTE (to the current 2.0 FTE dedicated to DARS) to improve accuracy and response time in report production.**
  - Accomplished. These positions will be filled November 2003.
- 2. Secure IT resources necessary for making DARS query and printing available to faculty advisors.**
  - DARS query and printing was made available to all faculty advisors through XNET.
- 3. Secure IT resources to design and implement a secure means for the electronic submission of degree requirement substitution and exception for the DARS reports.**
  - This will be implemented upon campus agreement of authority to make exception to academic programs.
- 4. Allocate \$10,000 per year for DARS Training and consultation with Miami University of Ohio staff.**
  - All current DARS staff attended at least one training session at Miami University of Ohio.
  - The Associate Registrar attended two training sessions at Miami University of Ohio.
- 5. Allocate \$30,000 for DARWIN licensing and conversion costs and \$50,000 for licensing and implementation of the Course Applicability System.**
  - DARwin was purchased by UCCSN System Computing Services. All licensing fees and maintenance fees were included.

## IV. REGISTRAR

### Strategies

- 1. Participate in the development and redesign of the new web-based Student Information System currently in progress with UCCSN and Informs to assure that enhanced electronic and web-based data transmission replaces current keystroke data entry activity.**
  - Jim Carson was assigned this task for the offices of Admissions and Records. He participated in the re-design of admissions processing, common student data and student records.
- 2. Design and develop secure means of electronic grade submission, grade changes, and changes of college and major that meet internal audit standards.**
  - The student data warehouse has not been developed to a level that would accommodate this activity.
- 3. Participate in the development of policies and procedures for the sharing of student data within the data warehousing environment that satisfy FERPA and audit compliance.**
  - IT is in the process of developing these. Broad consultation has not yet occurred.
- 4. Participate in the university data warehousing effort to incorporate the tracking of courses and curricular changes for catalog production, class schedule production and DARS encoding.**

- The warehouse was determined as not a feasible means of this activity. UCCSN System is in the process of implementing a system wide database for common course numbering and curricular change log.

**5. Improve efficiency and reduce error in all transactional processes through the establishment of enhanced means of error tracking, self-audit practices and improved document control.**

- Random checks are conducted to assure the completeness of file documentation. Each supervisor has been assigned this task as part of their responsibility.

**Resources**

**1. Allocate 1.0 new classified FTE dedicated to audit and document control.**

- These duties were assigned to admissions and records supervisors.

**2. Allocate 1.0 new professional position for the management and direction of the new Student Information System conversion for training and documentation.**

- Not funded and yet needed.

**3. Allocate 1.0 FTE to serve as the Secretary for Courses and Curriculum, coordinate all curricular change in the Student Information System, produce the university catalog and manage the communication of courses and curricular change.**

- The Assistant Registrar position is being re-defined to perform these duties. This will be accomplished through re-allocation.

**V. STUDENT FINANCIAL AID, EMPLOYMENT AND SCHOLARSHIP SERVICES**

**Strategies:**

**1. Establish multi-year awarding for all scholarship dollars for both undergraduate and graduate students. Work cooperatively with University Development to enhance the availability of scholarship dollars.**

- Contracted with Noel Levitz to provide objective data concerning the impact of financial aid and scholarships on enrollment and retention of freshmen. As a result of their recommendations, we have changed the scholarship application and awarding process. All general scholarship funds are now to be allocated by the scholarship office to eligible freshmen in a standard amount based on an ability index; for sophomore students based on their GPA. UPC committed \$500,000 a year to increase scholarship availability. Colleges will award for their upper division students.
- Collaborated with the Advancement staff to work with donors and college development officers to ensure a smooth transition to the new model of scholarship award.
- Created a master list of all scholarship accounts, sent to Development for their use in marketing for donors.
- Website expanded to include a dual purpose scholarship search: (1) for prospective students to review what is available; and (2) for awarded students to see what the academic requirements are to receive and retain the award.

**2. Upgrade computer hardware, software and middle ware to remain in compliance with the US Department of Education's electronic requirements for aid processing and web interfaces.**

- Continually monitor requirements for minimum configuration as defined by the Department of Education.
  - Upgrade equipment regularly as required by the department through the use of federal financial aid administrative allowance funds.
  - All reports and reporting to the department are electronic, compliant with all electronic requirements of the Department of Education.
- 3. Eliminate paper and manual processes for financial aid, scholarships, and student employment to improve efficiency.**
- Redesigned the part-time Job Board for student employment, so that employers, both on and off-campus could submit their own positions via the web rather than sending a paper description for our staff to manually enter.
  - The Department of Education mails PIN mailers to our renewal financial aid students as a reminder to file electronically for the next year.
  - Implemented automatic packaging for millennium scholarships.
  - Designed an electronic process to track student off-campus hires for federal reporting rather than a manual and telephone follow-up.
  - Implemented an electronic notification for scholarship awards.
  - Worked with SCS to resolve disbursement problems for students with “mixed” credit levels (concurrent enrollment in undergrad and graduate courses).
- 4. Implement self-service options through web tools, electronic forms, signatures and submission, and electronic deposit of funds.**
- Designed and implemented with the Cashier direct deposit option for student paychecks, financial aid, scholarship funds, and refunds.
  - Completely redesigned the office website for easier navigation.
  - Implemented an on-line scholarship application for continuing students hosted on our server.
  - Redesigned the Job Board to track all part-time student employment opportunities on and off-campus rather than limiting the Board’s function to off-campus.
  - Created an interactive web quiz for students on the basics of financial aid.
  - Created links for all student employment documents to the source office to ensure that documents will always be current.
  - Created a scholarship catalogue for students and prospective students to search for scholarship availability by name, major, college, and program.
- 5. Migrate to the new SIS as it becomes available from the current software vendor, Informs.**
- Staff is involved with the design of the functionality of the new system; the beta version is due this summer. Full implementation is anticipated for spring 2005.
- 6. Participate in the reauthorization of the Higher Education Act; prepare and provide training for major changes.**
- The 2003 reauthorization has been delayed. We have commented on proposals and ideas as they have been formulated by congressional committees, our national organization, and other industry and student groups.
- 7. Integrate student financial aid data into the University’s data warehouse.**
- Met with the staff responsible for the data to define those screens and data that would be useful in the warehouse.

**8. Implement systems to process financial aid for Nevada State College.**

- Second year of receiving financial aid applications, awarding and disbursing Pell Grants and Stafford loans for NSC students.

**9. Create new policies and programs to improve access and decrease financial barriers.**

- Designed a billing summary flyer for registration to assist parents and students with understanding their bill and account.
- Implemented two new need-based grant programs with the state grant-in-aid dollars reallocated from athletics and the set aside from the increase in fees.
- Worked with Residential Life and Housing in August to identify and provide some additional funds for some residence hall students.
- Redesigned the Presidential Scholars program to redirect funding to the general program.
- Continued EdFund grant enabling us to target new freshmen with financial literacy workshops.
- Modified the Freshmen exception policy to provide opportunity for more students to improve their academic performance before losing aid eligibility.
- Enhanced the graduate section on the financial aid website and added a graduate student search to the e-scholarship catalogue.

**10. Diversity goals**

- Catalogued resource materials for students and parents in Spanish.
- Staff members were involved in the Gear Up program at Traner Middle School, using the USA Funds curriculum, “Unlock the Future”.
- Focus groups were held for students to access our services and publications.
- Staff support for the Hispanic orientation and convocation.
- Bilingual advisor worked with students and parents

**11. Goal 13 of the University strategic plan- “...consider ways to increase on-campus student employment”**

- Created the new Job Board which allows us to accurately track the number of student employment jobs on campus. All campus positions must be posted to the Board as well as the number of students hired.
- E-mailed over 500 on campus employers who have posted jobs this fall to remind them of the financial benefit of hiring a work-study student.