Context for Planning

The Office of Prospective Students/Admissions and Records is responsible for the successful recruitment, admission, orientation and enrollment of undergraduate students at the university. In addition, the registrar function supports the registration, enrollment, and progress toward degree and graduation of both undergraduate and graduate students. Additional responsibilities extend to the assignment of instructional space, the recording of curriculum change, revision of the university catalog, and the production of the schedule of class offerings. The office is also responsible for the oversight of data reporting of currently enrolled students to federal, state, local and campus administrators. OPS/A&R do not make university policy, rather are charged with the implementation of those policies enacted by the university administration, faculty and Board of Regents.

Institutional Context

1. Between 2003 and 2010, Nevada expects a 75% increase in the number of high school graduates. This growth will be characterized by erratic highs and lows of each incoming freshmen class for the next seven years. (Washoe and Clark County K-12 enrollment statistics, Office of the Nevada State Demographer)
2. Nevada is among the five lowest college participation rates in the nation. (Post Secondary Report)
3. Nevada continues to be amongst the leaders of population growth in the nation. (American Demographics)
4. 70% of Nevada’s population is urban and is over 400 miles away.
5. The university has experienced a 24% increase in headcount enrollment from 1999 to 2003. (UNR Data Book)
6. UCCSN predicts an enrollment growth by 2010 that will exceed the 47% growth realized in the 1992-2002 decade. (UCCSN Enrollment Projection)
7. With a 66% increase in UCCSN Community College enrollment 1992-2002, the university may expect a similar increase in transfer students.
8. Nevada’s school aged population continues to increase in ethnic, racial and linguistic diversity. (Washoe County 35% students of color, Clark County 52% students of color)
9. Nevada continues to experience the largest increase in Hispanic/Latino population nationwide. (American Demographics)
10. Continued population growth in Las Vegas has resulted in re-apportionment of legislative and regent representation.
11. The Student Exchange and Visitor Information System (SEVIS) imposed increased regulatory compliance measures for international students to retain student status.
12. New admissions requirements to the Nevada universities become effective Fall 2006.
13. Ongoing threats to national security and the economic impact of post-war Iraq loom as unknown variables in the nation’s future.
14. Impact of the changes to the Millennium Scholarship program upon recruitment and retention.
15. The extent to which California will be able to recover from its economic woes will have a direct relationship on the health of Nevada’s economy.

Mission Specific Trends

1. Electronic Student Services with 24 X 7 availability of services via the World Wide Web.
2. Increased consumer self-sufficiency through web enabled services.
3. Reduction of paper through optical imaging technology.
4. Reduction of “specialist” staff availability through cross training of staff across functional boundaries.
5. Increased automation of services, reduction of human interaction.
6. Availability of non-personally identifiable student data for planning, decision-making and trend analysis through data warehousing capabilities.
7. Increased assessment from market yield of recruitment efforts for future planning efforts.
8. Increased use of multi-media and multi-lingual materials in the recruitment effort.
9. Increased availability of campus visitation programs, early outreach to middle school students.
10. Greater involvement of parent and family members in the college experience.
11. Streamlined admissions processes including counseling and advisement for prospective students.
12. Seamless integration of services to new students (freshmen and transfer students) as related to transitioning into the university.
13. Streamlined registration processes including academic advisement utilizing degree audit reporting as an academic planning tool.
14. Increased ethnic, racial and cultural diversity amongst the college aged population in Nevada and the entire nation.
15. Creating an institutional climate for international students that is both welcoming and safe in the wake of SEVIS and increasingly stringent requirements for enrollment eligibility.

Service Demands

1. Immediacy of response in all transactional processes.
3. Assurance of safety and security during all events, i.e., Campus Tours, New Student Orientation, Commencement etc.
4. Customized personalized services to students and parents throughout the admission and enrollment process.
5. Bringing the admissions office to the high schools, community colleges, business and industry, i.e. the provision of transcript evaluation at all sites.
6. Community outreach to business and industry for admissions processing.
7. Specialized ad hoc type reporting and data analysis to campus constituencies i.e., dean’s offices, system offices, program directors.
8. Specialized support for change impact of changing institutional geography i.e., common course numbering (catalog, schedule of classes, DARS, academic advisement).
9. Continual demand for expanded services with modest resources.
10. Increased availability of bi-lingual materials and presentations.
11. International Student tracking and monitoring through SEVIS.

**Performance Indicators**

1. Increased enrollment of students with positive retention profiles.
2. Reduction of high cost, low value interactions i.e., waiting in line to ask a person how to apply for admission.
3. Demonstrated knowledge on the part of new students in comprehending the process of application, admission and enrollment through successful registration and fee payment.
4. Responsiveness to information requests.
5. Timeliness of decision making and notification in transaction processing, i.e. application for admissions, residency, transcript requests, information requests, certification of enrollments, address verifications, grade processing, continuing education registrations, University Studies Abroad Consortium, schedule of classes production, catalog production, registration, graduation check, DARS exceptions.
6. Availability of transactional processes 24 x 7 via the web.
7. Frequency of transactions using the web.
9. Adherence to policies and procedures outlined by university administration and board of Regents.
10. Absence of UCCSN Internal Audit Department recommendations.
11. Student satisfaction with business processes.
12. Achievement of university determined undergraduate enrollment targets: FTE, ethnic, racial and geographic diversity and academically prepared students.
13. Attractive and informative multi-media and multi-lingual recruitment materials

**II. Critical Evaluation**

**Demands**

1. Recruitment funnel continues to be widened as a result of Statmats recommendations of 1999.
2. Admission activity has increased by 50% in the last five years.
3. Nevada Administrative Code requirement for the documentation of immunization continues to be a challenge in the enrollment among non-traditional students as well as an annual collection of over 30,000 pieces of paper to be reflected in specific student records.
4. Tension between audit standards and student sensitive decisions leading to conflicting standards of accountability.
5. Increased demand for services on the part of transfer students and potential transfer students. Expectation of timely credit evaluation and applicability toward a degree in advance of the application for admission process. Transfer students want to see how their credits will transfer as part of their decision making process.
6. Increased demands for service to international students both on the part of the student and SEVIS.
7. Increased demand for the integration of academic advisement services as part of the admission and enrollment process.

**Weaknesses**

1. Discrepancy between the levels of techno-literate competency demanded of the classified staff charged with the daily operational effectiveness and the amount of salary compensation provided.
2. Inflexibility of the classified staff rules and regulations.
3. Customer Service response. Staff is torn between getting files processed and properly documented with in-person and telephone demands. Staff is fatigued by volume of in-person and telephone volume. When insufficient time is allocated for file processing, more phone calls result. When phone volume increases, even less time is available for file processing, error rates increase and a vicious cycle perpetuates itself.
4. Ability to hire qualified individuals to serve as DARS staff.
5. Very old Student Information System that can only meet minimal transactional needs of the admissions and records process.
6. Ability to meet the demand for academic advising and transfer evaluation services on the part of transfer students and potential transfer students.

**Strengths**

2. Consistently exceeded diversity goals as established by the Special Assistant to the President for Diversity for more than a decade.
3. Partnerships with business, government and community agencies in the improvement of Nevada’s college going rate through the Nevada Bell Grant Outreach to middle school students, the Department of Education’s Gear Up grant and the Davidson Institute proposal for a summer program for gifted and talented.
4. Development of strong community partnerships with the Education Collaborative and Reno’s community leaders.
5. Met, and in most cases exceeded enrollment goals over the last five years.
6. Implemented Stamats recommendations for the improvement of recruitment.
7. Extensive task analysis, segmentation and duty re-assignment to meet volume demands during peak periods.
8. Staff dedication, imagination and productivity.
9. Expansion of Student Ambassador and Student Orientation Staff programs which are critical for successful recruitment, enrollment and retention. Implementation of personalized campus visitations, Student Ambassador Reading Challenge for Elementary School Students, Wolf Pack Prep for early advisement and registration for new students.
10. Strengthened partnerships with the Community Colleges with respect to ease of transfer and common course numbering.
12. Availability of bi-lingual staff in all Enrollment Services offices.
13. Strengthening of Transfer Center by re-positioning Molly Erwin in the advisement of undeclared transfer students to the Transfer Center.
15. Strengthening of DARS through the re-positioning of Maureen Cronin as Associate Registrar and the addition of new resources to that program.

**Major challenges and constraints**

1. Continually increasing demands for all services.
2. Convincing first generation students that they should travel over 400 miles from home to attend the university.
3. Ability to manage the complex technical and networking demands of the student information system, DARS, and optical imaging.
4. Improvement of techno-literate abilities in all offices across campus.
5. Development of multi-cultural competence among faculty, staff and students.
6. Availability of a variety of diversity studies such as African American Studies, Latino and other Ethnic Studies within which multi-cultural knowledge can be acquired. The availability of these academic programs would enhance the institution’s commitment to diversity and assist in the diversity recruitment effort.
7. The ability to offer competitive salaries for those personnel with technical and programmatic understanding of complex systems such as DARS, SIS, Web registration, optical imaging.
8. Sharing of student data in a manner that vigorously protects student privacy.
9. Migration to a data base environment for all student systems that will allow for 24 x 7 access.
10. Automation of processes with minimal support.
11. Cooperation of K-12 personnel to carve out classroom time for higher education planning.
12. Early Outreach to middle school students to improve the college participation rate.
13. Acute lack of persistence amongst K-12 students of color, diminishing the pool of students of color who are qualified for university entrance.
14. Growing number of students who must enroll in remedial math and English during their freshmen year.
15. Lack of dedicated staff support for catalog and curricular changes as well as the communication of those changes to all students, faculty and staff.

16. Rising operating and equipment cost to operate in a techno-savvy environment.

17. Training costs associated with staff training in SIS, DARS, data management, word processing, spreadsheet and database applications.

18. Time demands associated with the learning curve in developing proficiency in SIS processes.

19. Dependency of academic units for the retrieval of data from a centralized source when they have already been the primary collectors of this data, i.e., how many students have applied for graduation in X College? The college dean has to sign every application. Should they not have their own records of who applied and was approved for graduation? This dependency results in duplication of effort and impedes ability to move forward in new directions.

20. Student dissatisfaction with the registration and enrollment process due to excessive college/academic unit course enrollment restrictions, pre-requisite blocks and college/academic unit “centric” thinking.

21. Over reliance on student and temporary positions to solve immediate problems resulting in a lack of consistency and reliability.

22. No integrated student ID card for universal access to services resulting in tedious tracking of service utilization and evaluation.

23. Continued ambiguity of degree requirements that do not support rule-based degree audit.

24. Growing size of Undergraduate Commencement Ceremony and cost of equipment rental for that event.

**Resource Priorities**

The essential services of recruitment to the university, admitting students, providing new student orientation, registering students, verifying enrollments, providing transcripts of academic record and graduating students remains constant and independent of the resources allocated to the division. Enrollment Services has very little discretion to decide what services are to be offered. All services rendered are essential and held to UCCSN standards of accountability. The removal or addition of resources simply governs the extent to which student satisfaction and customer service may be realized.

1. Fixed resources: reduction of up to 10 hours of availability of “live” staff in order to accomplish enrollment targets. No new programs could be initiated.

2. Reduction of 10%: reduction of up to 20 hours of availability of “live” staff in order to accomplish enrollment targets. Reduction of recruitment travel, college fair attendance and high school visitations outside of the immediate service area. Early outreach to middle schools would be abandoned.

3. Addition of 10%: ability to maintain current levels of responsiveness given the rising operating and inflationary costs (postage, travel, printing, database and web support).
Reorganization History

1. Broadened roles and responsibilities to accomplish minimal levels of redundancy.
2. Internally re-allocated two front counter positions to support DARS and Ad Astra Room Scheduling Conversion.
3. Redefined all staff roles to include front line counter processing.
4. Merged Office for Prospective Students and Admissions for seamless integration of services for students as they “bridge into” the institution.
5. Expanded recruiter roles and responsibilities to include transcript evaluation for admissibility in order to strengthen staff resources for peak demand times.
6. Moved Maureen Cronin from Student Success Services to Enrollment Services to meet the critical need for DARS coordination.
7. Moved Molly Erwin as transfer advisor from Student Success Services to the Transfer Center to consolidate services to transfer students.

Strategies for the Future

1. Expand and enhance the recruitment effort in Southern Nevada.
2. Migrate the current Student Information System to the new Java based system being developed by the current software vendor, Informs, currently an SCS priority.
3. Enhance networking, PC troubleshooting and technical support for all of Enrollment Services.
4. Provide resources dedicated to catalog, curricular change and the communication of those changes.
5. Continue to make an institutional commitment to DARS commensurate with the level of technical, professional and policy support needed to make it truly become a “tool” for academic advisors.
6. Continue to clearly articulate roles and responsibilities of data reporting and analysis of University Assessment, Institutional Analysis and the Registrar’s Office.
7. Serve as consultant to IT in the development of policies and procedures concerning the use of student data within a data-warehousing environment.
8. Expand recruitment efforts in Southern Nevada to include middle school outreach in an effort to improve the college participation rate.
10. Gain additional support from the Provost’s office for catalog and curricular change management.
11. Make an institutional commitment to a student “One card” in terms of resources and continued maintenance of program.
12. Improve redundancy in all transactional processes through cross training and the allocation of additional classified and professional positions for the critical functions of admissions, financial aid and registration support.
13. Create a “personalized” view book through the web whereby students create their own viewbook by choosing the content that best suits their needs and interests.

14. Continue to communicate newly adopted UCCSN admissions requirements to prospective students, parents, k-12 personnel and university faculty and staff.

15. Through our partnership with the Davidson Institute, enhance outreach efforts to the brightest students in the state by offering a summer institute for the profoundly gifted.

16. Research and acquire a Comprehensive Database tool to expand recruitment and assessment efforts and the ability to identify and track middle school recruitment initiatives.

17. Expand recruitment and advising efforts to secondary feeder markets. Continue to offer Fall Preview location and a Wolf Pack Prep Advisement Session to Northern California as a new market venue for these activities.

18. Enhance Campus visitation program by offering Wolf Packed Fridays, a comprehensive visit program which includes tours, residential life, academic representatives, and student panels for prospective students and parents.

19. Based on the information provided by Noel Levitz, re-conceptualize the enrollment process for new students from the combination of the application for admission and the scholarship application to the “rolling awarding” of scholarships to students beginning in the fall rather that the traditional one time award in the spring.

20. Initiate a conversation to re-conceptualize services for International Students. Separate services for international students vs. international scholars (F1 and J1 visa types) Move I-20 processing responsibilities for undergraduate students and all of SEVIS compliance reporting to the Office of the Registrar. Establish the Center for Cultural Diversity as the major advocate for international students including retention based programming and resources. Combine J1 scholar services with IELC.

21. Explore ways to more fully integrate the Advisement Center for undecided freshmen into the DARS and Transfer Center to insure seamless services for all undecided students.