



# Division of Enrollment Management Self Study

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THE UNIVERSITY *of*  
NEW MEXICO

# Division of Enrollment Management Self Study

Divisional Overview and Vice President Administrative Area

# Division of Enrollment Management Self Study

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## Executive Summary

Enrollment Management was introduced in higher education over 30 years ago. The term refers to the capability of colleges and universities to exert systematic influence over the number and characteristics of new students and to influence the persistence of current students to continue their enrollment through graduation. Tactics to impact student college choice, facilitate transition to college, increase retention, and improve student success are developed through strategic planning and based on institutional research.<sup>1</sup> Nearly three decades later the University of New Mexico adopted this concept. The essential premise of this advent is to achieve greater efficiency through consolidating, incorporating, restructuring, and realigning critical functions to better serve future and current students in meeting their educational goals and aspirations. The division also provides strategic support to all academic stakeholders in planning and executing tactics to shape enrollment and meet enrollment goals.

Extensive re-engineering of processes and consolidation of services began aggressively in the fall of 2008 with Admissions, Recruitment and telephone operations being the initial focus. The admissions process was realigned to provide more efficiency in processing and reduce bureaucratic paperwork. For the first time in the history of the University, students were informed of their admission decisions within 24 hours of the submission of appropriate paperwork. Previously, it could take several months to inform some students of their admission status. A new communication plan was developed and the recruitment plan was modified to further support the University's enrollment goals. This plan focused on the recruitment of academically talented students from out-of-state and within New Mexico and established recruitment strategies for transfer students.

A Communication Center was established to accommodate all incoming calls for the Division and introduce online chatting as a new way to support customer service. Students are now able to communicate via phone or internet. The Center was established by deploying existing personnel lines from the various units in the division. The Center has been very productive and receives over 140,000 phone calls a year and 20,000 live chats. We are able to quickly answer student inquiries and provide them an answer, resolution to the problem, or referral expediently and faster than ever before. We also take great pride in measuring our service performance and disseminate surveys to all who engage us. It is our divisional goal to have a 90% or better satisfaction rate in our survey responses. Our current satisfaction level as of October 2010 is at 93%.

The re-engineering of Financial Aid began shortly after the Admissions process was revitalized. Long lines of students have been banished and traded in for quick and accurate service. Students no longer wait hours in line to find out whether they have been awarded financial support. Graduate students that have been provisionally admitted are now able to receive financial aid just like the undergraduate students with the same admission status. This procedural change has helped large numbers of graduate students receive aid much earlier in the academic cycle. Scholarship allocations have been consolidated and are being awarded with greater efficiency and in support of the University's goals to recruit higher quality students. Strategies to compress scholarship maintenance requirements and appeals procedures have been revised to be efficient and student friendly.

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<sup>1</sup> D. Hossler, J. Bean, & Associates. (1990). *The strategic management of college enrollments*. San Francisco: Jossey-Bass.

Most recently, the re-engineering of the Registrar's Office began; the Registrar's Office is now able to provide quicker service time for transcript requests, change of name, registration processes etc. Additionally, several issues have been identified and addressed in the graduation process. The Degree Audit (LOBO Trax) has been updated with all respective Deans signing affirmation of its accuracy as the academic contract. This tool provides the scholastic road map for students and is essential to assist them in their degree completion.

The introduction and application of 21<sup>st</sup> Century Technology was instrumental in providing greater efficiency of service for all EM units. Business processes have been adapted to better make use of the newest technology. An example of this is utilizing the scanning/imaging process as a tool to move work electronically with high accountability; adopting on-line forms instead of using paper; and embracing the latest customer service tools in the virtual and telecommunication environment.

During the last two and a half years, the Enrollment Management staff and processes have been realigned for greater efficiency of practices. The Division undertook major projects that included the move to the SSSC Building, the establishment of three One-Stop operations, and the reduction and pullbacks of budget based on the economic climate. Each major initiative was completed on time and has paid large dividends to the institution. These achievements were possible due to a focus on process improvement from both efficiency and production perspectives. Persistent efforts brought all personnel back to one overarching objective: generate more production with the least amount of resources. This fundamental strategy facilitated better service and outcomes and preserved funds to accommodate critical projects and budgetary reductions.

Enrollment Management is a perpetual process charged with assisting the University in meeting its enrollment goals and opportunities. A primary directive for Enrollment Management at UNM has been to increase enrollments above 3% annually to allow extra workload funding from the state. Increasing enrollments depend on a number of variables outside of the enrollment management organization. Academic departments first and foremost must provide quality classes and instruction. Dedicated support organizations, external marketing, alumni groups and many more entities contribute to enrollment growth. The economy certainly plays a role and UNM, like all higher education institutions, has benefitted from the downturn but we have also been opportunistic in building sustainable out-of-state markets during this time that are not attributable to poor economic conditions.

Enrollment highlights are displayed in the following figure.

Figure 1.

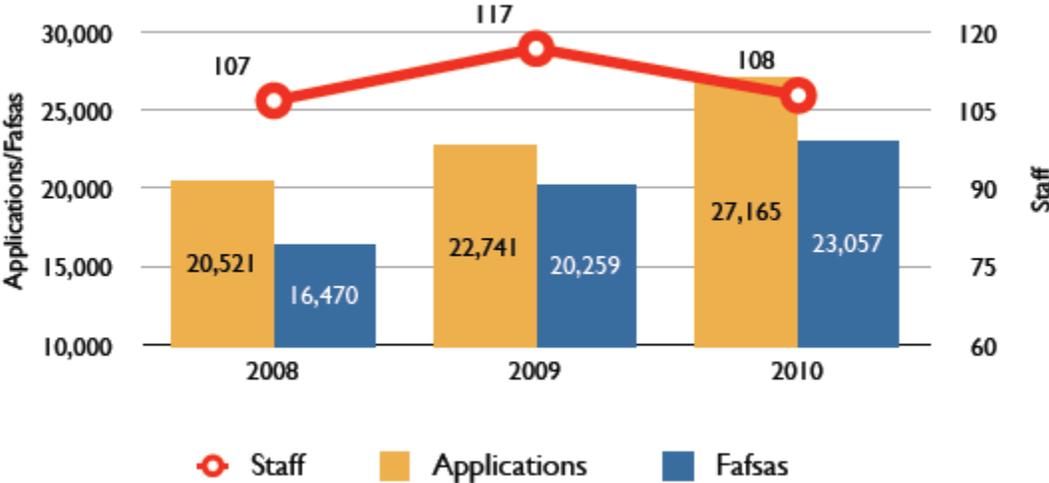
<b>New Freshman</b>	<b>24% increase</b>
<b>New Transfer Students</b>	<b>24% increase</b>
<b>Returning Students</b>	<b>9% increase</b>
<b>Non-resident Students</b>	<b>22% increase</b>

Source: 2007 and 2010 Registration Reports<sup>2</sup>

<sup>2</sup> UNM Official Enrollment Report at <http://registrar.unm.edu/stats/index.php>

Enrollment Management has been able to improve performance with less staff as reflected in the below graph indicating growth in admissions and financial aid applications with less available personnel. It is important to note that while the division has been more productive with fewer employees, the staff has been recognized in their efforts. Since 2008 approximately 45 employees in the division (40%) have been promoted, provided a career ladder, or reclassified to higher positions.

Figure 2. Admissions and financial aid applications with total staff available.



The cost of student recruitment can be compared nationally and is regularly benchmarked. UNM's cost per student recruited has decreased 22% since 2007. In 2007 we were 2% higher than the cost per student at the largest institutions and in 2009 we were 26% below. The illustration below reinforces the success of our restructuring by highlighting improvements in efficiency.

Figure 3. Cost of recruiting a student.

**Cost to Recruit Students Based on National Norms\***

Year	2-Year Public Median Cost	4-Year Public Median Cost	4-Year Private Median Cost	Largest 4-Year Public Median Cost	UNM Cost
2009	\$263	\$461	\$2,143	\$423	\$314
2007	\$121	\$398	\$1,941	\$377	\$383

\*Formula specifics and details available at <https://www.noellewitz.com/NR/rdonlyres/A1CCD94E-CD38-4FB8-BD85-46FD11370147/0/CostofRecruitingReport09.pdf>

**Improving Efficiency and Service**

In an effort to improve efficiencies and services to students, it was critical that an adequate space be identified or remodeled. The area that housed the various functions of Enrollment Management at main

campus was inadequate to carry out the mission of the Division. We had space that was poorly laid out and insufficient to help the University meet enrollment goals. We were quite excited when the former Lockheed Martin building was made available to us. While undertaking this move at such an early stage of our development was risky and challenging, we felt that it was best for the University and the Division. As a consequence of this major move, we were able to release significant square footage of space on Main Campus and we were able to restructure our back end operations by utilizing a space that was more conducive to improving the efficiency of our processes. We were also able to open two physical One-Stop operations and one virtual One-Stop to support campus enrollment services.

The move was made amongst some discontent originating from within the organization. Opposition largely emanated from staff who could not envision a different model other than the one that had been their existence for many years. A One-Stop space in Mesa Vista Hall was renovated with a design that was warm and inviting but promoted very quick service with no waiting in lines. Despite the challenges, within four months of planning, the university had an enrollment service facility on Main Campus that was efficient and utilized one quarter of the space the divisional units had previously occupied on prime campus real estate. In the new Student Support and Services Center, employees adjusted quickly for the most part. The advantages of a beautiful facility, convenient parking, and no distractions won most of the staff over. On Main Campus, the move made 22,000 square feet available for academic advising and student support space.

This move allowed a physical setting that was conducive to all of the re-engineering efforts that were underway or about to be started. The proximity and openness allowed for better supervision and monitoring of staff as well as an opportunity for cross-training and sharing of resources. The inability for students to communicate effectively with enrollment services also took a tremendous leap forward with space for a centralized communication center where phones and electronic chat were made available. This student support initiative was created with staff from enrollment units who were cross-trained to establish short wait times and informed service compared to past experiences of high phone abandon rates and poor or nonexistent response. The idea of funneling students to an easy-to-use “One-Stop” system carries over to in-person customer service as well. The Main Campus One-Stop is now void of “bus station” seating and emphasizes no numbers, no lines, and no waiting. In addition to the virtual and Main Campus enrollment service centers, the South Campus location has also added value and convenience for those wishing to avoid parking and access challenges. Surveys indicate students utilizing the One-Stops are experiencing over a 90% satisfactory rate.

The geographical proximity also made it possible to consolidate services such as administrative support, information technology, human resources, and fiscal management from resources in all three units to just the vice president’s area. The result was less infrastructure expense, centrality of policy and procedures, and congruence of goals and objectives. Instead of all units having network administrators, human resources professionals, fiscal officers, and administrative support, the services were centralized with less staff allocated to perform those functions.

Current projects that are designed to support goals of more students graduating and graduating on time include an academic planning agenda. The academic planning project includes enhancements and updating of the degree audit system, the “roadmap” a student needs to graduate on time; improvements to course planning and scheduling; introduction of an on-line catalog; and ability for students to plan course enrollment multiple semesters in the future. The degree audit system must serve as a contract between the academic department and the student to be an optimum advising and planning tool. This data helps determine course demand required to get students through the

graduation path that can be riddled with obstacles. The on-line catalog will save printing costs, help improve curriculum change efficiencies, and better inform students with real time information. Multi-term registration allows a student to plan for more than one semester at a time. This takes out the chaos of last minute schedule shuffling and altering work arrangements.

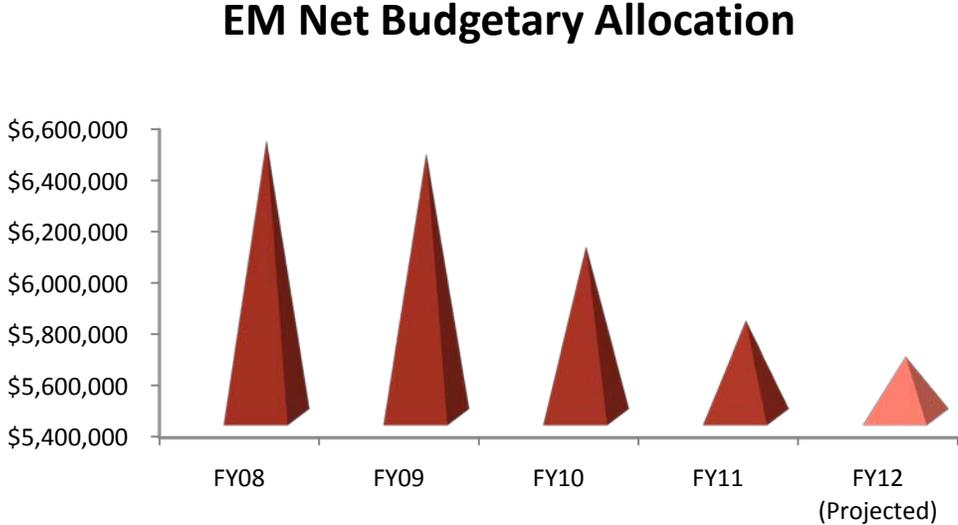
Cross-training staff is also a current priority. The objective is for similar employee roles to share knowledge and experience about the processes of admitting a student, verifying financial aid documents, or ordering a transcript. Training the units to support each other and address peaks and valleys of work load with appropriate human resources is underway.

### Cost Savings

In 2007 when the division was formed, each administrative office brought their base budget allocation and in addition, \$450,000 was appropriated for increasing recruitment efforts, system enhancements, and administrative costs. Since the initial 2008 budget year, the divisional budgetary net allocation has been reduced from \$6.5 million to an anticipated \$5.6 million in fiscal year 2012. This is a 14% cut in net allocation.

The Division has been able to sustain the University’s budget cutbacks mostly due to the early re-engineering and restructuring initiatives. Annual carry forward has averaged approximately \$1,000,000 a year in fiscal years 2008, 2009, and 2010. We have been able to consolidate processes and positions, specifically, in the administrative support area. Rather than each unit having an administrative assistant, operations specialist, and several LAN administrators, all of these functions and others were consolidated into one administrative support unit resulting in reduced overall staff.

Figure 4. The Division of Enrollment Management net budget allocation since its creation.



# The main objectives of the unit; success metrics; and customer satisfaction

Enrollment Management as a division is responsible for recruitment, admission, financial aid delivery, registration, record maintenance, and graduation for the student constituency and the faculty and staff in academic and student support roles. The mission and values revolve around this purpose.

### Mission Statement

- To contribute to the mission of the University by harmonizing all essential operations that support student affinity to the University and to support the academic enterprise in meeting the institutional enrollment goals.

### Vision Statement

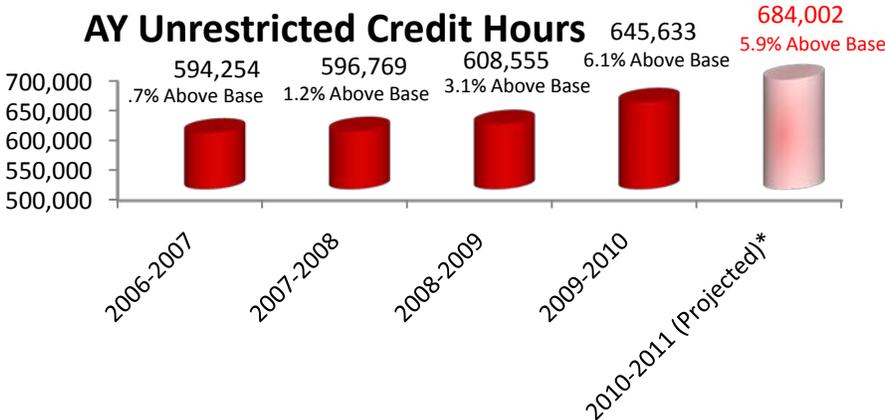
- To be known as a premier institution delivering exemplary customer service to all we serve.

### Core Values

- First class team driven by mission, goals and mutual respect.
- Personal best – do it right and do it now – quality work, quickly done.
- Positive and effective communication (honest and straight forward with each other and those we serve).
- We will make a difference with all we serve and we will help all students reach their full potential and possibilities.
- We will listen to all our students, faculty and staff – we will have the courage to change what needs to be changed, whether it is behavior, rules, regulations or processes.

The primary responsibility of the Division of Enrollment Management is to plan and implement strategy to meet university enrollment goals. These goals include new students of various categories and levels, continuing students, stop-out students, course loads etc. In recent years, the university’s primary enrollment goal has been to increase student credit hours 3% or more to receive workload dollars in the state “base plus” funding formula. UNM had only accomplished this feat once in 2003 but has exceeded the 3% band in 2008-09, 2009-10 and likely in 2010-11. Exceeding the 3% band generates several million dollars of extra funding for the university.

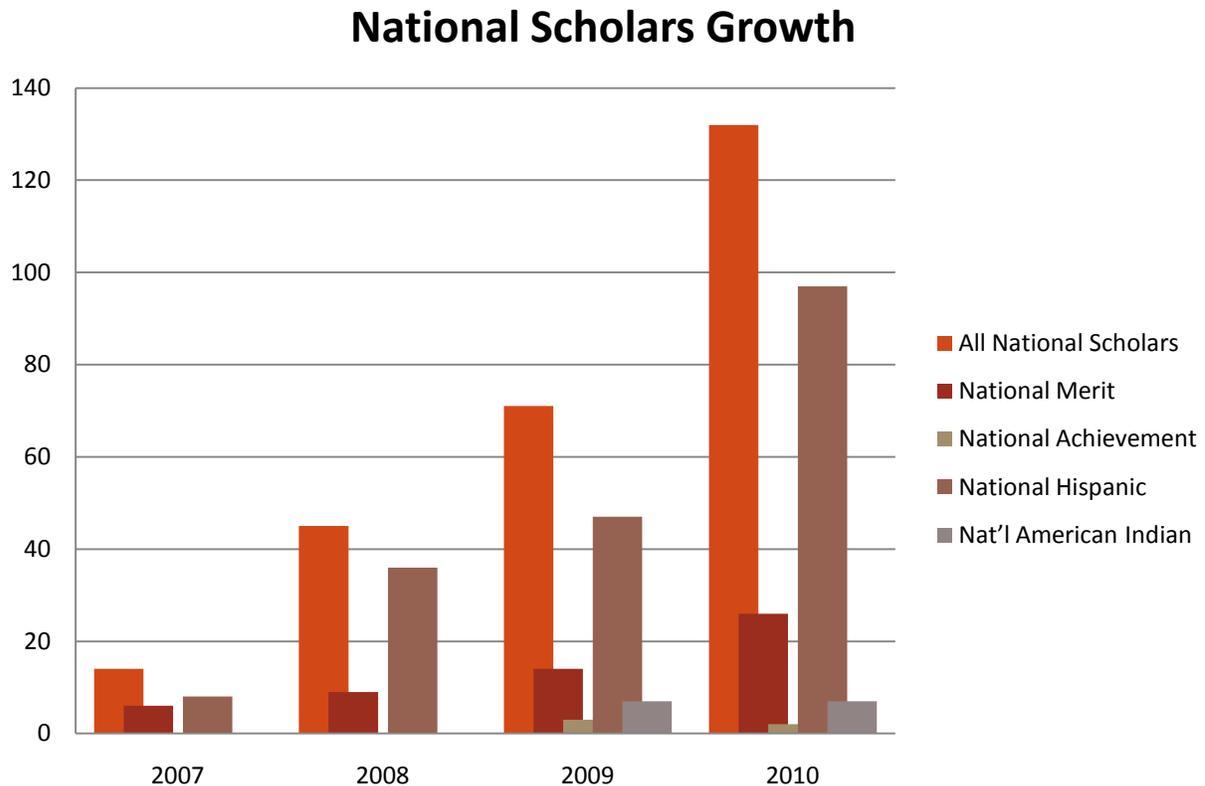
Figure 5. Unrestricted credit hours generated on an annual basis.



Source: End of semester enrollment reports total credit hours for summer, fall, and spring  
\*Projection based on percentage reduction of restricted hours

One of the most challenging enrollment goals an institution faces is increasing the number of National Scholars who attend. Historically, a contingent of these students bring high academic profiles, prestige, and national press that play a significant role in lifting institutional academic reputation. These students score in the 95<sup>th</sup> to 97<sup>th</sup> percentile and above on college admission tests such as the ACT and SAT. EM was assigned the goal to increase enrollment of these high achieving students. The results have been very successful with another annual increase of 86% from 2009 to 2010 (71 to 132).

Figure 6. National Scholars enrollment since 2007.

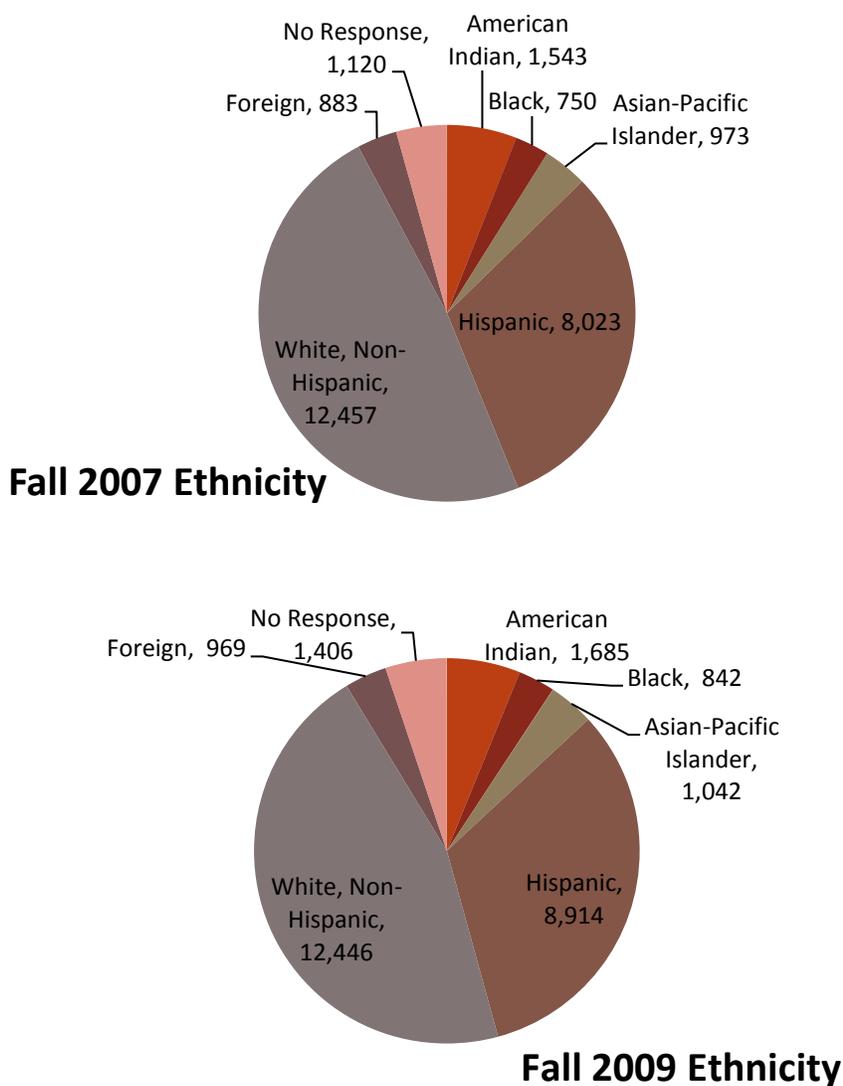


A very important metric for Enrollment Management is the service level provided to all of our constituents. All units have survey portals on their websites, visitors to One-Stops are encouraged to complete comment cards or complete a survey, and electronic surveys are distributed to customers chatting with the communication center. Thousands of student responses have been received with over 90% satisfied with our services, staff and facilities. Many students very much appreciate the convenience of chatting and the quick service at the One-Stop without waiting in line. Typical complaints include concerns about financial aid packages, payment processes and transaction holds.

## Centrality to core institutional values, including diversity, student success, healthy communities, systemic excellence, and economic and community development

The Division of Enrollment Management is a cornerstone for the key institutional values of diversity and student success. When planning to meet enrollment goals, these two keystones are ever present variables that require methodical strategy to successfully integrate into quantitative results. Enrollment Management is a steadfast supporter of the institutional philosophy that places a high worth on diversity of all types well beyond ethnicity. Ethnicity is a primary standard and EM has worked to ensure ethnic enrollments are strong. Official Enrollment Report information indicates substantial growth in all categories over the last several years.

Figure 7. Main Campus Enrollment by ethnicity in 2007 and 2009.



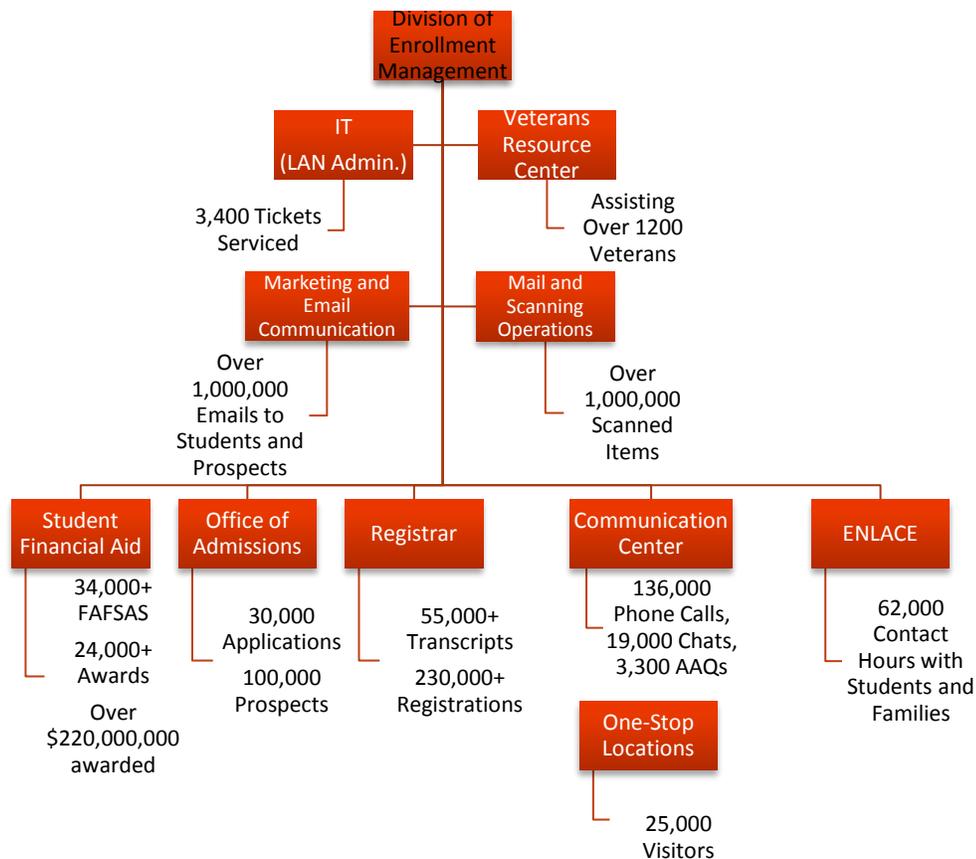
Source: Fall 2009 Official Enrollment Report

Student success is also influenced by EM strategies and policies when determining recruitment priorities, applying requirement standards, delivering financial aid, and promoting academic planning through course offerings and degree audit capabilities.

## Demand for services

The units in Enrollment Management provide services to a similar number of students, faculty, and staff compared to other flagship institutions. The production of the division is benchmarked throughout other sections of the study. Also mentioned previously are the service expectations and metrics EM uses to evaluate the quality of output. The satisfaction rates are over 90% and each unsatisfactory concern is addressed personally, tabulated and used to create new work plans addressing common issues.

Figure 8. Enrollment Management annual production.



## Relationship to other academic or administrative units and major collaborative initiatives

Enrollment Management has a collaborative relationship with virtually all of the other divisions of the University. The relationship is best described in a matrix that describes the integration of projects and information sharing.

Figure 9. Collaboration among EM and other organizations.

Division or Organization	Provided from EM	Provided to EM
Planning, Budget and Analysis	Credit hour projections	Scholarship budget support
Division of Equity and Inclusion	Recruitment strategies and data	Yield support activities
Division of Student Affairs	Suggestions to support enrollment through orientation and other units	Data on orientation and student support initiatives
UNM Foundation	Scholarship administration and strategy	Scholarship funding
Faculty Senate	Policy suggestions and support for initiatives	Approval and feedback on policy and processes
Information Technology	Direction for new applications and emerging technological advances	Implementation, upgrade, and maintenance support for computer applications

## Evidence of entrepreneurship

Entrepreneurs by definition manage an enterprise with considerable initiative and risk. Within one year of the creation of the Division of Enrollment Management, complete re-engineering of core functions was underway; the transition to a state-of-the-art building with efficient space configuration was planned and implemented; staff positions from several units were consolidated to create customer friendly services in multiple live and virtual settings; and positions were reclassified and upgraded to emphasize less upper level management and more production and service roles.

Most of the activity in enrollment management has been driven by an entrepreneurial spirit as evidenced throughout the self study by efficiency and service improvements during periods of increased productivity.

## Opportunities for greater collaboration

There are certain linkages that enrollment management has with other units where improved coordination or consolidation could benefit the institution. In Student Affairs, New Student Orientation and Career Services are crucial to the effective recruitment and yield rates of new students at all undergraduate levels. A successful orientation must complete the relationship enrollment offices have been building with prospective students for years. There must be a strong sense of continuity in message, brand and service so the students are not confused when completing orientation. Even small disjunctions can cause a student or family member to second guess their decision and this late

indecisiveness can be devastating to anticipated yield rates. Career Services has a growing role in communicating to prospects about available services, earning potential and employment rates. This information is being sought by consumer savvy transfers and even traditional beginning freshmen.

Information Technology is also a realm where significant crossover takes place on major projects and day-to-day operations. The EM Division has a staff of local area network administrators who support servers, certain applications and desk top hardware and software. We have already reduced in this area due to the EM consolidation of offices. However, much more could be done if the University was to adopt a consolidated approach to IT services, specifically, in the area of server and desktop support. There is also a potential increase in productivity and efficiency of the IT technical employees that support the student information system. Many projects that would advance efficiency and service for students are dependent on these resources and often enrollment management priorities are set aside for other urgent University needs. Enrollment Management should be able to prioritize student systems initiatives that will most benefit our student body. We are confident that we will realize a more efficient process with more student-oriented results by allowing EM to determine where to allocate project resource.

Improving admitted student yield rates at UNM is a primary enrollment goal. Currently, the rates at which admitted students enroll are lower than they should be. Increasing the performance of this critical metric of the enrollment funnel is instrumental in managing enrollments and obtaining the best value per student recruited. This measure is generally considered an important vital sign of the public's perception of the institution. To increase these rates, university entities beyond the admissions office must develop relationships with admitted students to strengthen the student-institutional connection and improve the likelihood to enroll. A specific example that needs to be implemented is enhancing the role of ethnic centers in impacting yield rates. These centers can effectively focus on admitted students in the spring semester and develop a variety of outreach efforts to help students identify UNM as a community they would like to call home. Campus visitation events, calling campaigns, electronic communications, visits to communities and other strategies are all proven tactics to increase admitted student matriculation.

## **Technological or other improvements that could generate savings**

Each unit has projects designed to improve efficiency and deliver better service to students, faculty and staff. From a divisional perspective, two things stand out among the projects. One is to quickly expand the electronic exchange of records project to include Albuquerque Public Schools and other large feeder institutions. This project eliminates much manual work that impacts all areas of enrollment services.

Second is the adoption of an efficient, robust, and intuitive reporting tool that can accommodate the production of several standard reports. The tool should allow for easy access and training; it should be flexible for adjustments and versatile to accommodate a wide range of needs. It should be available to meet 90% of the ad hoc requests from campus constituencies as well as specialized strategic applications specific to individual organizations.

The Division of Enrollment Management is committed to full application of 21<sup>st</sup> Century technology to all we do. However, it takes collaboration and support from IT to make this a reality. The technological needs of the Division must be congruent with the priorities for the IT student system support staff.

## Efficiencies that could be gained by consolidating with related entities

The Division of Enrollment Management was created from core enrollment units that existed in Student Affairs and Academic Affairs. This consolidation of enrollment functions is what has allowed UNM to improve service to students; grow enrollments faster than our peers; establish strong non-resident enrollments in key markets; and attain national prominence by recruiting more National Merit Scholars. There is still much to be improved in the areas that are traditionally part of the enrollment management organization including new student orientation, retention, enrollment research, publications, advising and career planning.

Additionally, there are emerging national models that consolidate student support service areas under the enrollment management leadership. This trend warrants serious consideration for all higher education institutions that realize retention begins with recruitment and continues with orientation, advisement, the teaching and learning environment, student academic and social support, and career planning.<sup>3</sup> Current best practices integrate retention strategies across the entire continuum of student transition from prospect to graduate. This allows the data driven principles and concepts of recruitment and retention to be applied not only through enrollment functions, but student support roles as well. Many of the old models of consolidation had the opposite approach of enrollment management entities reporting to student affairs leadership. This approach has given way to institutional desires for accountability, efficiency and data-based strategy development that has been foundational for enrollment management for decades.

The Division of Enrollment Management is committed to supporting the university goals of integrating comprehensive student success strategies from recruitment to degree completion. Students should be targeted early as an appropriate fit; exposed to institutional values and strengths through recruitment; provided effective orientation to transition into the university community; offered meaningful programming and experiences that engage and build affinity for the institution; supported for academic and career pursuits; and introduced to meaningful post graduate and alumni involvement. The delivery of this stratagem by enrollment professionals allows their strengths to be utilized as critical retention tools such as extensive communication capabilities, data-driven goals and outcomes, extensive planning exercises, excellent customer service, and high levels of production and accountability.

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<sup>3</sup> George D. Kuh, "Organizational Culture and Student Persistence: Prospects and Puzzles," *Journal of College Student Retention: Research, Theory and Practice*, Volume 3, Number 1/2001-2002: 23-39.

## Appendix

### Vice President of Enrollment Management Administrative Area Personnel

**Carmen Alvarez Brown** – Vice President, responsible for overall direction and performance of the organization.

**Terry Babbitt** – Associate Vice President, supports divisional direction and goals, leads priority initiatives, directly supervises registration, data management and reporting, and ENLACE.

**Denise Osborne** – Operations Manager, has overall administrative management for the division including fiscal and human resources processes.

**Wayne Manion** – Operations Specialist, is responsible for fiscal and purchasing support for the entire division.

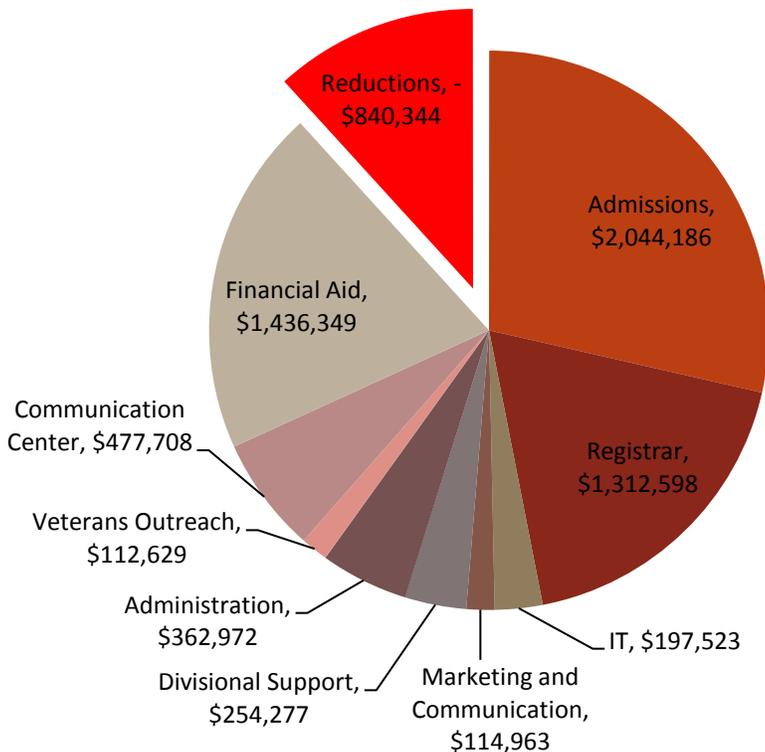
**Geraldine Apodaca** – Administrative Officer, provides divisional administrative support.

**Barbara Gallegos** – Administrative Assistant 3, provides divisional transaction support, fleet management and various other duties.

**Kartik Nandina** – Graduate Assistant, manages web content and technical improvements to the divisional web platform.

Figure 10. Enrollment Management budget components.

### EM Current Allocation and Reductions Since 2008





THE UNIVERSITY *of*  
NEW MEXICO

# Division of Enrollment Management Self Study

Office of Admissions

9/20/2010

# Division of Enrollment Management Self Study

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## The main objectives of the unit; success metrics; and customer satisfaction

The Division of Enrollment Management is composed of four offices (Admissions, Financial Aid, Registration and ENLACE) and each contributes to the recruitment and enrollment of students. The Admissions Office is primarily responsible for the recruitment and admission of all new domestic undergraduate students and the admission of international undergraduates. The office also undertakes significant portions of the admission process for new international and domestic graduate students. Objectives of the Admissions Office include:

- Taking a leadership role in meeting University enrollment objectives for overall numbers of new undergraduate students.
  - Overall numbers of applications, numbers of applicants admitted and enrollment are primary measures of success. Freshmen applications increased 22% while applications from students attending two-year institutions increased 33% from Fall 2008 to Fall 2010. The number of freshmen admitted increased 21% and admission of transfer applicants increased 32% for the same time-frame. Enrollment of freshmen increased by 11% and enrollment of transfer applicants increased 13%.
- Supporting the educational experience by shaping the University's student body through recruitment of new students, types of students and a variety of student characteristics.
  - The academic strength of the 2010 freshman class increased from an average SAT total score of 1094 in 2009 to 1148 in 2010. The fall 2010 undergraduate class also saw an increase in the number of new student applications, admissions and enrollment among American Indian/Alaskan, Asian, Hispanic and African American students.

The unit must optimize efficiency for both staff and student applicants. Immediate processing and turnaround is equally important to being productive with minimal staff during tight budgetary constraints. The unit has balanced this very successfully according to national benchmarks.

### Cost to Recruit Students Based on National Norms

Year	2-Year Public Median Cost	4-Year Public Median Cost	4-Year Private Median Cost	Largest 4-Year Public Median Cost	UNM Cost
2009	\$263	\$461	\$2,143	\$423	\$314
2007	\$121	\$398	\$1,941	\$377	\$383

Formula specifics and details available at <https://www.noellewitz.com/NR/rdonlyres/A1CCD94E-CD38-4FB8-BD85-46FD11370147/0/CostofRecruitingReport09.pdf>

- UNM's cost per student recruited has decreased 22% since 2007.
- In 2007 we were 2% higher than the cost per student at the largest institutions and in 2009 we were 26% below.
- These savings are due to the ability to recruit many more students on an equal or less budget.

- Efficiency and effectiveness have been increased due to less but improved printing; enhanced electronic communications; emphasis on excellent customer service and processing; and better utilization of staff.

### Number of New Students Per Full Time Employee

Year	2-Year Public Median New Students Per FTE	4-Year Public Median New Students Per FTE	4-Year Private Median New Students Per FTE	Largest 4-Year Public Median New Students Per FTE	UNM New Students Per FTE
2009	198	122	135	141	181
2007	n/a	n/a	n/a	n/a	145

Details available at <https://www.noellevitz.com/NR/rdonlyres/A1CCD94E-CD38-4FB8-BD85-46FD11370147/0/CostofRecruitingReport09.pdf>

- UNM's ratio of 181 new students per FTE is 28% higher than peers (large 4-year publics).
- The number of students recruited per FTE has increased 25% since 2007.

## Centrality to core institutional values, including diversity, student success, healthy communities, systemic excellence, and economic and community development

The Admissions Office, as part of the Division of Enrollment Management, is closely tied to institutional goals of diversity, student success and systemic excellence. Efforts within the office and division to recruit and enroll a talented and diverse student body have a direct impact on these values. The Admissions Office utilizes a student centered philosophy in our processes and our staff training, promoting a culture of excellence in student service.

### Demand for services

Efforts to recruit and enroll new students have been successful over the course of the last four years. Success has increased workloads as the numbers of applications needing review and response has increased.

- Freshmen applications have increased 36% (2007-2010) to more than 11,000 applications for the 2010 fall term.
- Applications from transfer students have increased approximately 24% and graduate applications have increased 17% in the same time period.
- The Admissions Office received and reviewed approximately 30,000 applications for admission to the Spring 2010, Summer 2010 and Fall 2010 terms.
- Despite the steadily increasing workload, the Admissions Office has reduced 7 full-time staff positions, including a number of management positions. In 2007 the Admissions Office was 2% above peers in nationally benchmarked “cost per student recruited”. In 2009 the

Admissions Office was 26% below the benchmark. The number of new students per admissions staff is now 28% higher than national peers.

## Relationship to other academic or administrative units and major collaborative initiatives

The Admissions Office collaborates closely with the other units that comprise the Division of Enrollment Management. By sharing staff and resources among the units (particularly during times of peak demand), the division has been able to meet increased demands without increasing numbers of staff. Additionally, the Admissions Office works in partnership with a number of other units and offices across the UNM campus.

- The Office of Student Housing and Residence Life provides a residential space for use by the Admissions Office during frequent campus tours for prospective students. This relationship supports the Housing Office's need to market their residential experience while supporting the Admission Office's efforts to market the greater UNM experience.
- The Admissions Office also works jointly with a number of programs reporting to the College Enrichment Program by providing expertise, presenters and collaborative support to programs (such as TRIO and others) whose mission is to build college awareness among New Mexico's educationally challenged populations.
- Review and admission of graduate applicants is a joint effort between the Admissions Office, the Graduate School and the various graduate programs. The Admissions Office facilitates the collection of graduate applications and credentials, performs an initial review, ensures all relevant information is accurately entered into the University's student information system, and refers completed applications to the graduate programs for decisions. This relationship effectively reduces the workload of the Graduate School and the graduate programs, accelerates the time to decision (often an important component in the applicant's decision to attend UNM) and creates an efficient experience for the applicant.
- The admissions office also manages the scanning process for the division as well as the centralized mail receipt and distribution.

## Opportunities for greater collaboration

Opportunities for greater collaboration exist within the unit's relationship with academic colleges and departments. There already exists a degree of collaboration between the Admissions Office and the colleges when working with high ability prospective students, however, much greater collaboration could be achieved to the benefit of new student recruitment overall. The Admissions Office will continue ongoing efforts to reach out to academic programs to seek their support and to identify ways of supporting each program's enrollment needs.

International recruiting efforts and funding are no longer coordinated. Enrollment Management and the admissions office receive no resources from the state special allocation given to the Division of Student Affairs for Latin American recruitment. Collaboration and resources would allow a systematic strategy to be implemented that would yield results versus the scattered and disconnected approach currently in place.

Also, the recruitment of students from diverse backgrounds could be enhanced substantially by yield activities conducted by the university ethnic centers. This could include campus visitation for admitted students in the spring semester as a first priority, but email, letter, or phone campaigns could be beneficial.

### **Technological or other improvements that could generate savings**

- Full implementation and integration into UNM processes of electronic transcripts (XML) from NM postsecondary and secondary institutions.
- Auto admission of non-degree and degree applications.
- Successful implementation and integration of an admission application for international applicants.
- Catalog all current articulation agreements between University academic units and exterior postsecondary programs.
- Expand current and develop additional articulation agreements to specifically articulate course equivalencies between two-year programs and University degree programs to achieve true 2+2 articulation.

## Appendix

### All Positions and General Duties

Director of Admissions (1) – Provide management and leadership for Admissions Office; create strategy for student recruitment; establish collaborative partnerships across campus and develop national exposure for University.

Associate Director of Admissions (1) – Provide management and supervision for Admissions Office  
New Student Recruitment

Recruit new students through development and execution of strategic initiatives; extensive travel; building relationships with secondary and postsecondary school staff; marketing UNM’s student experience through frequent presentations, email, phone calls and personal visits; facilitate individual and group visits to campus and development of large on-campus recruitment events; management of recruitment territory, including assisting with the review of applicants from new students; support Division of Enrollment Management student and campus service efforts by staffing joint Communications Center and main campus One-Stop operations.

- Student Recruitment Specialists (7)
- Program Specialist (1) – West Coast, Nevada, Arizona
- Sr. Student Enrollment Assoc. (1) – Prospective student campus visit experience; Manage campus tour guides and trolley driver.
- Student Recruiter (1) – East Coast
- Workstudy/Student Positions (5) – Campus tour guides and general support

### Admissions Operations

Compile and review applications for admission; extensive data entry; image and archive all credentials and correspondence received for future and current students; evaluate secondary, postsecondary and international transcripts; manage student application records in Banner, DARS, and imaging system; determine admissibility of applicants; communicate with applicants by email, letter and telephone; respond to requests, assist and liaison with UNM academic and administrative departments, colleges and branch staff; support Division of Enrollment Management student and campus service efforts by staffing joint Communication Center and main campus One-Stop operations.

- Operations Manager (1) – Oversee and manage all undergraduate, graduate and international admissions, data entry, scanning and mail operations.
- Supervisor Student Records (1) – Oversee and manage all undergraduate and graduate admissions operations.
- Admissions Advisor (1) – Assigned to main campus One-Stop service center to assist with all types of admissions related service needs.
- Admissions Associate (3) – Undergraduate admissions
- Admissions Advisor (2) – Undergraduate admissions
- Supervisor Student Admissions (1) – Undergraduate admissions: incumbent will retire in 30 days.
- Coordinator Student Admissions (1) – Undergraduate admissions
- Admissions Associate (2) – Graduate Admissions
- Admissions Advisor (2) – Graduate Admissions

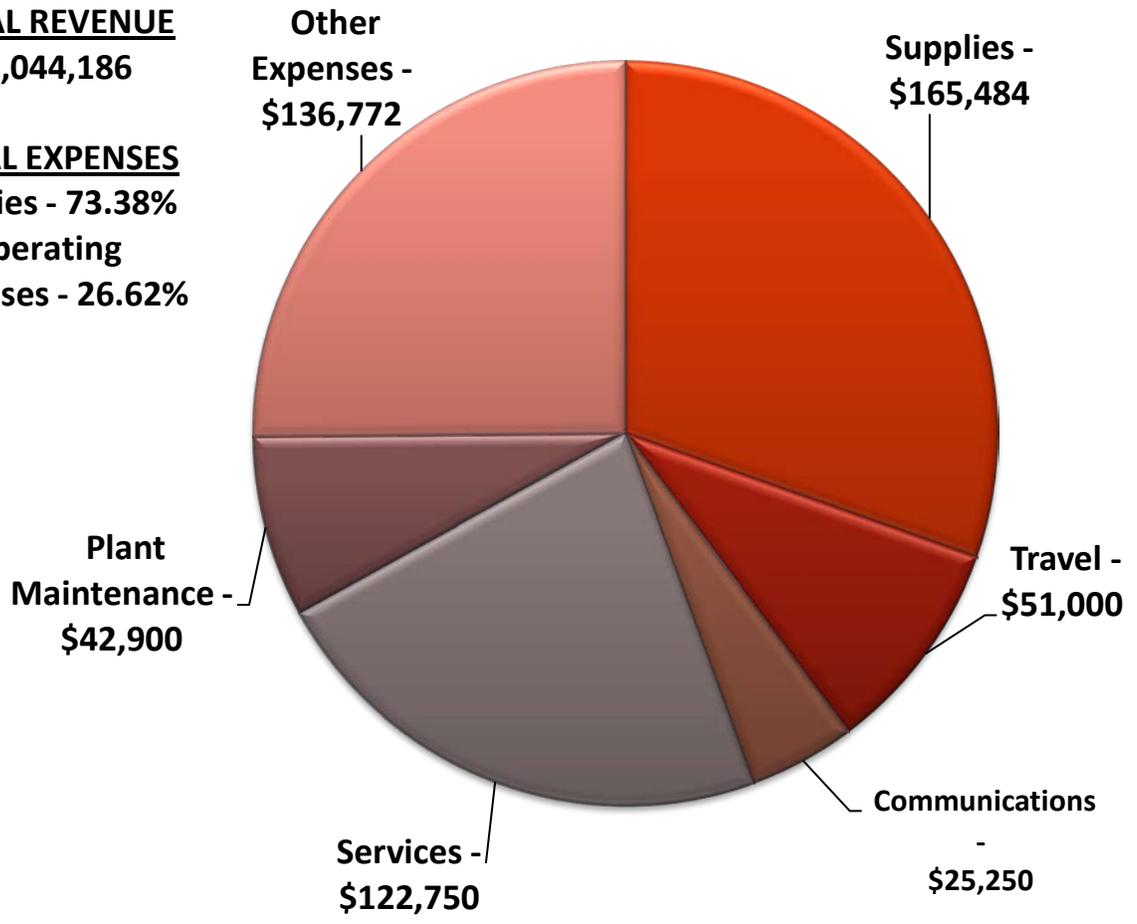
- International Admissions Representative (2) – All international admissions
- Admissions Officer (1) – all international admissions
- Supervisor Data Entry (1) – Supervise all prospect, graduate, undergraduate and international data entry needs.
- Coordinator Data Entry (1) – All prospect, graduate, undergraduate and international data entry needs.
- Data Entry (3) – All prospect, graduate, undergraduate and international data entry needs.
- Supervisor Student Records (1) – Supervise all incoming, out-going mail and imaging operations.
- Enrollment Representative (2) – Image and catalog all incoming correspondence and credentials
- User Support Analyst (1) – Image and catalog all incoming correspondence and credentials
- Data Base Coordinator (1) – Image and catalog all incoming correspondence and credentials
- Temporary Staff (2) – Image and catalog all incoming correspondence and credentials
- Workstudy/Student Positions (9) – Support all aspects of admissions operations

Budget and Operating Expenses

**Admissions Office - Index #085000**  
**Operating Expenses Breakdown**

**TOTAL REVENUE**  
**\$2,044,186**

**TOTAL EXPENSES**  
**Salaries - 73.38%**  
**Operating Expenses - 26.62%**



**Revenue Generation**

Application Fees	\$60,934
Other Student Fees	\$41,270



THE UNIVERSITY *of*  
NEW MEXICO

# Division of Enrollment Management Self Study

Student Financial Aid

9/20/2010

# Division of Enrollment Management Self Study

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## The main objectives of the unit; success metrics; and customer satisfaction

The mission of the Student Financial Aid Department is to provide UNM students with the timely delivery of financial assistance while maintaining accountability and proper stewardship of the public, institutional, and private funds with which it is entrusted. We are committed to providing courteous service to support the academic mission and goals of the University and its students.

Bottom line, we assist students attend UNM financially. We assist students in navigating federal, state, and institutional processes, in the pursuit of funds that make school attendance a reality.

As part of the Division of Enrollment Management we are tasked with maintaining a minimum 90% satisfaction rate.

## Centrality to core institutional values, including diversity, student success, healthy communities, systemic excellence, and economic and community development

The Financial Aid Office provides the vast majority of the funding (approximately \$235,000,000 during the 2009-2010 year) that students rely on to attend school. This helps support diversity for our student population. Without the support of financial aid, UNM's enrollment would be dramatically less, and would be limited to students and families with independent means to attend. As an example of this support, please see the support the Pell grant program provided during the 2008-2009 year, broken out by ethnicity.

Ethnicity	Recipients Percentage
Hispanic	39%
White Non-Hispanic	28%
Native American	22%
African American	4%
Unknown	4%
Asian	3%

Federal, state, institutional, and private money totaling approximately \$235,000,000 flowed through our office during the 2009-2010 aid year. These funds come with many regulations, from a plethora of sources, including the US Department of Education, the New Mexico Higher Education Department, the Health Resources and Services Administration, NCAA, private donors through endowment agreements, external third party funds, among others. Staying up to date on changing regulations, new programs, and maintaining compliance across the board is a complex, ever growing, and daunting task. Our last two external audits (conducted by Moss Adams) and Program Review from the US Department of Education were without infraction. This is quite an accomplishment for an organization our size. It speaks to the quality of our organization, and the people in it. Over the two years, we have lost an associate director position, along with a manager position, in addition to four officers. Any further reductions would put this track record in jeopardy, which jeopardizes the funding to students. Large

infractions on compliance can lead to loss of funding. How we operate now is with a bare minimum of staff. A further reduction of staff, makes operation more difficult, if not outright unsustainable.

## Demand for services

The demand for financial aid services has risen significantly over the past four years. Rising student enrollment, paired with a souring economy has lead to record demands. The Free Application for Federal Student Aid (FAFSA) is the gateway to federal aid. In the past four years (with the 2010-2011 still active) our FAFSA volume has increased 30.2% from 26,941 FAFSAs for all of 2007-2008, up to 35,090 through mid-September in 2010-2011.

Year	FAFSA Files
2007-2008	26,941
2008-2009	29,488
2009-2010	34,955
2010-2011*	35,090

Dollars processed by the financial aid system have gone up even more. Total aid paid to students increased 40.4% from 2007-2008 to 2009-2010. Still early in the 2010-2011 year, we have already processed and paid out 48% of what was paid in all of 2009-2010. This would suggest that the rate of growth for aid is still high. When the rest of the fall term, all of spring, and summer terms are completed, we will most likely approach \$250,000,000 (+6%) in annual funds processed.

Year	Students	Non-Loan Aid Paid
2007-2008	24,791	\$90,147,488
2008-2009	25,642	\$100,932,504
2009-2010	28,587	\$122,979,191
2010-2011*	27,127	\$61,885,221

Year	Students	Loan Aid Paid
2007-2008	9,912	\$77,433,960
2008-2009	11,035	\$94,174,086
2009-2010	12,753	\$112,434,217
2010-2011*	9,401	\$50,808,484

Year	Total Aid Paid
2007-2008	\$167,581,448
2008-2009	\$195,106,590
2009-2010	\$235,413,408
2010-2011*	\$112,693,705

\* - through September 14, 2010

## External recognition

We consistently have a lower loan default rate than the national average, and outperform all but one public four year schools in the state. Though the US Department of Education has warned of rising default rates, our rate has not shown significant rise. Our rate through fiscal year 2008, is 3.6% (national average is approximately 7%).

During the past academic year, we were selected for a US Department of Education Financial Aid Program Review. UNM has participated in the federal title IV program for 44 years. This was the first time we went through a Program Review. The review, conducted at the end of July, was completed with no findings, large or small.

The University is listed as #1 for flagship institutions serving low income students according to the *Journal of Blacks in Higher Education*. 45.3% of undergraduate students we enroll are low income.

## Relationship to other academic or administrative units and major collaborative initiatives

The nature of federal, state, and institutional financial aid makes collaboration, not only beneficial, but essential. We work with most units on campus either directly, or indirectly. The units we work closest with are listed below:

Office of Graduate Studies – all graduate assistantship tuition waivers (\$5,642,498 in 2009-2010) along with state funded three percent scholarships (\$672,251 in 2009-2010) are processed through the financial aid system.

University College – the VISTA scholarship (a Gates Foundation program) is processed through our office. This three year program brought in \$1,063,251 in funds from Gates for the past two academic years. We anticipate another \$365,000 will disburse this academic year.

UNM Foundation – raises money for scholarship programs from private donors. We collaborate on stipulations of endowment agreements. It is then our responsibility to be stewards of the funds, honor the intention of the agreements, provide funding to students, to help raise the academic standing of the institution.

Bursars – processes refunds of excess financial aid payments. Bursars is responsible for the reconciliation of all loan programs (includes William D. Ford Federal Direct Loan, NM Loan for Service, Alternative Loan programs from lenders). We work closely with them on both refunds and reconciliation.

Admissions – is responsible for the selection of many freshman scholarship recipients (National Merit Scholars, Amigo Scholars, Colorado Reciprocal Program, Western Undergraduate Exchange). Work collaboratively on posting these scholarships. Financial aid is responsible for making awards, and monitoring continuing eligibility for recipients. All financial aid applicants must be processed through the admissions process.

Academic and Non-Academic Programs on campus – most departments on campus have funds made available to them through their own means, or the UNM Foundation. These funds are awarded through the Financial Aid Office, through the Departmental Award process. We processed \$9,309,102 in departmental tuition, and stipend related awards in 2009-2010.

On campus and off campus employers – our Student Employment office paid \$4,701,090 in wages in federal and state work study in 2009-2010.

Athletics – we work in conjunction with the Athletic compliance office to process grant-in-aid for UNM athletes. We process aid to adhere to NCAA regulations, for approximately 400 students.

Information Technology (IT) – we work closely on daily operational issues, and mid-size to large projects from system upgrades, and patches. Financial Aid requires approximately 6 annual patches and upgrades to the Banner system. This rivals, if not leads, any other area on campus regarding system requirements.

## **Opportunities for greater collaboration**

We continue to work on educating others at the University on financial aid rules, regulations, and procedures. This includes students, and fellow departments. Knowledge on timelines and processes are our biggest ally in making the process as efficient as possible.

## **Technological or other improvements that could generate savings**

The Financial Aid Office continues to increase its use of Banner, and electronic communication. We have virtually eliminated paper communication to students. This has sped up communication, while also saving considerable funds, postage, and paper. We are in the process of automatically scheduling communication, both of the daily operational sort, and also periodic (annual/semi-annual/semester) communications that have previously been processed ad hoc (as in the case with periodic communication), or manually processed (as in the case of daily operational emails).

We are also in the process of enlarging our online form offerings. Previously we had a few forms available that did not require signatures. Beginning this fall, we are bringing all forms that require student signatures online. Though we still have forms that must be submitted either by person, mail, or fax, this should reduce our scanning, mail, and fax volume. That will save time, and money (in paper, ink, salary) for our department, while providing the convenience of online forms to students, and the benefit of time savings.

We must continue to educate student and staff alike on financial aid processes. We work with many departments within the university, as well as many external government and non-government organizations. We have spoken on the complexity of the regulations for an organization of our side. This can only be truer for students, and staff in other departments who are not responsible for the compliance of these funds, but rely on them to attend school, or must assist us in gathering information for student files. The clearer we are on process, and educating others on those processes, the more streamlined our process can be, leading to even quicker response time for all involved.

We are in a constant state of evaluating our processes at the department and divisional level. This allows for many interval improvements for processes, and procedures. We work closely with IT and our fellow departments in these efforts.

## Appendix

Position	Number	Description/Responsibilities
Director	1	Responsible for direction of department working in conjunction with the Vice President of Enrollment Management. Leads IT direction of department, in conjunction with IT staff.
Associate Director	1	Supervises Funds Management area, Student Employment, and Scholarship areas. Improvements to department web-site (three main areas – general financial aid, scholarships, and student employment)
Unit Administrator	1	Supervises and leads back end processing of federal verification, and One Stop customer service area.
Manager/Supervisor	4	Responsible for Funds Management area; Student Employment area; Scholarship area; One Stop Customer Service area. Supervision, leadership roles, and general administration of leave, lunches, and breaks. Each area has own focus, as it applies to overall mission and work of the department.
Officers	16	Customer service. Process all paperwork for verification. Manually award and adjust aid (grant/loan/scholarship/work study) based on student request, or change in eligibility. Process, award, and monitor academic performance for federal grants and loans, state grants, loans, and scholarships, and institutional grants and scholarships. Perform outreach for high schools. Conducts financial aid sessions for freshman and transfer orientation programs.
Job Location and Development Officer	1	Paid for by federal funds through the federal work-study program. Position is responsible for creating job opportunities for students in off campus locations. After a couple of down years, has grown in past two.
Human Resource Techs	2	Process student and departmental paperwork as it applies to student employment. Conduct training for departments.
Accountants	2	Process outside checks for students. Monitor federal, state, and institutional funds for balances, avoidance of deficits, and reconciliation. Process draw of funds from federal and state sources.
Advisor	1	Responsible for up-front scanning of documents. Sorting and distribution of documents that arrive via fax, and mail.
Student Employees	6 to 7	Assist up-front, and back-end scanning operations. Assist in Student Employment office with processing of student paperwork. Assist in “greeting” at One Stop customer service area.

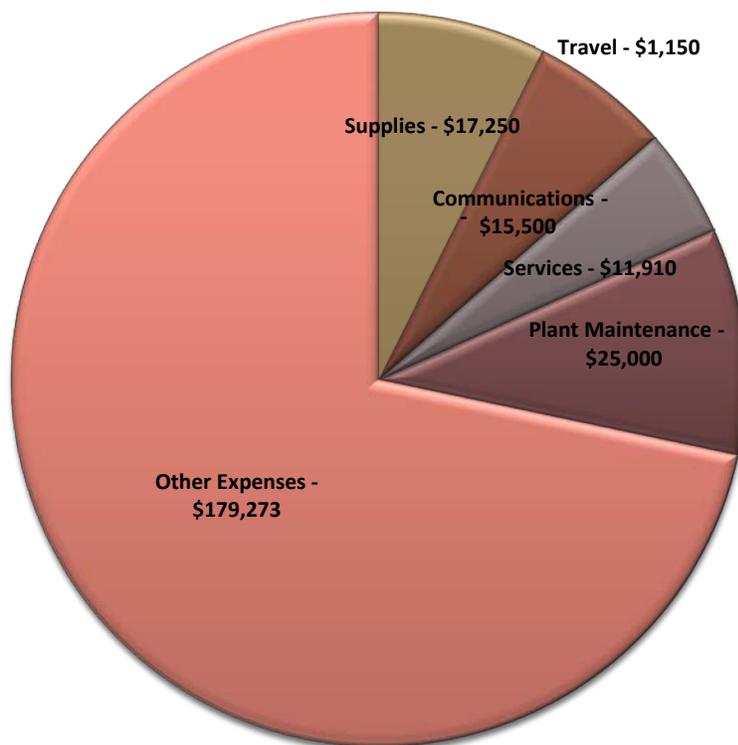
**Student Financial Aid Office - Index #454000**  
**Operating Expenses Breakdown**

**TOTAL REVENUE**

**\$1,436,349**

**TOTAL EXPENSES**

**Salaries - 82.59%**  
**Operating**  
**Expenses - 17.41%**





THE UNIVERSITY *of*  
NEW MEXICO

# Division of Enrollment Management Self Study

Office of the Registrar

9/20/2010

# Division of Enrollment Management Self Study

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## The main objectives of the unit; success metrics; and customer satisfaction

The **Office of the Registrar** is a customer focused organization whose mission is to preserve academic integrity; ensure adherence to academic policy; safeguard the security of academic records; provide course and classroom management and provide student information and data reporting for students, faculty, staff and external constituencies of the University. The Office does this in a diverse environment utilizing advanced technology and a legacy of commitment in order to create, apply and disseminate knowledge.

Other functions associated with the Registrar's Office include, but are not limited to:

- End-of-term grading process
- Processing of grade changes
- Publication and dissemination of semester course offerings
- Complete academic calendar
- Classroom scheduling
- Enrollment and degree verification
- Transcript processing
- Production of the University catalog
- Transfer credit articulation
- Manage degree audit
- Fulfilling many types of requests for student information
- Create and distribute official university diplomas

The **Communication Center** streamlines student service delivery. This can involve streamlining the registration process, to stopping the student runaround and providing individualized service through a one stop environment. The Center, created in March of 2009, is a state-of-the-art center to handle all incoming calls for the Office of Admissions, Registrar's and Financial Aid. It also provides service to the student that wish to engage us using the Internet (chat). As the University moves more aggressively to improve student retention, the Center will be a support for strategies that call for phone or Internet interaction with students.

The **One Stop Center's** basic premise is to streamline student service delivery. This allows for a quicker processing time of documents by the back office operations, stopping the student runaround and providing individualized service through a one-stop environment. The Center, created in March 2009, is a state-of-the-art center to handle all walk-ins for the Office of Admissions, Registrar's and Financial Aid.

Customer satisfaction is evaluated through paper and online satisfaction surveys. Students fill out customer satisfaction surveys when they visit the One Stop, interact with our Communication Center or visit Registration. As a division we strive for a customer satisfaction rate of 90% or higher and for the past year we surpassed our goal. All unit websites have the customer

satisfaction survey accessible for students and students are reminded to fill out the survey when they use our services.

## **Centrality to core institutional values, including diversity, student success, healthy communities, systemic excellence, and economic and community development**

The Office of the Registrar, the Communication Center and One Stop adhere to and practice University core institutional values with our constituents on a daily basis. We accomplish this in a diverse environment utilizing advanced technology and a legacy of commitment in order to create, apply and disseminate knowledge. We consider student success a cornerstone of our function as we ensure a student's enrollment experience is seamless and positive and leads them to graduation. Many of our processes take into consideration access, graduation and retention rates and synergistic partnerships ultimately making student centered decisions.

### **Demand for services**

#### **Office of the Registrar**

	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>
Academic Renewal Petitions	165	159	112
Grade Replacements	2,183	1,865	2,469
Instructor Initiated Grade Changes	~	31,275	15,164
Curriculum forms processed	~	692	679
Registration Exception Cards (yellow, pink, blue, and green)	13,540	13,397	16,099
U of ABQ Transcripts	460	321	713
UNM Official Transcripts printed	21,758	34,997	36,674
UNM Unofficial Transcripts printed	35,734	20,693	14,048

#### **Communication Center**

##### **Phone Calls**

Admissions	3/17/09-6/30/09	2009-2010
Total Calls	21,440	53,412

Financial Aid	3/17/09-6/30/09	2009-2010
Total Calls	13,998	46,946

Registration	3/17/09-6/30/09	2009-2010
Total Calls	11,225	35,929

Total All Calls	46,663	136,287
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### Chat Incidents

	2008-2009	2009-2010
Admissions-International	360	348
Admissions/Recruitment	2,085	1,883
Financial Aid	14,321	10,469
Registration	3,260	5,240
Scholarships	1,129	712
Total	21,155	18,652

### Ask-A-Question (AAQ)

	2008-2009	2009-2010
Admissions-International	97	78
Admissions-Recruitment	601	413
Financial Aid	1,553	1,602
Registration	675	830
Scholarships	399	401
Total	3,325	3,324

## External recognition

The Registrar's Office, Communication Center and One Stop don't necessarily receive external recognition besides comments from the students we interact with from customer service surveys. Based on feedback we receive on the surveys. Staff is recognized for their continuous efforts and commitment to excellence.

## Relationship to other academic or administrative units and major collaborative initiatives

The Office of the Registrar works closely with many units across campus. One area of responsibility is academic and classroom scheduling. We work closely with all academic departments in scheduling classrooms each semester. We provide departments reports on previous classes offered as departments prepare new class schedules for upcoming semesters. In addition, classroom reservation for special events is handled through the Scheduling Office. Similar to scheduling classes, we also work closely with all academic departments in publishing the University catalog. Academic departments provide updates to the catalog and we work with

Faculty Senate's Undergraduate and Graduate committees in processing curriculum changes or additions. We work with all academic units by providing them a list of graduates to certify and once confirmed by the academic departments we distribute the diplomas to the students. We also work closely with academic advisors by updating and processing exceptions to LoboTrax, our interactive degree audit. An important component of the Registrar's Office is grade entry. We work closely with all academic units to ensure a seamless grade entry process. Lastly, the office collaborates with Information Technologies (IT) on many of our projects to streamline and improve services.

The Communication Center and One Stop interact with students on phones, chat and in person. Much of their relationship to other academic or administrative units is minimal since they primarily interact with Student Financial Aid, Admissions and Registrar's Office. They do collaborate with the Bursar's Office and academic advising units in assisting students navigate through the enrollment process.

### **Evidence of entrepreneurship**

The Office of the Registrar generates non I&G resources through transcript fees, late registration transaction fees, and duplicate diploma requests. The Communication Center and One Stop do not generate revenues from non I&G sources.

### **Opportunities for greater collaboration**

There are many opportunities for collaboration within the Registrar's Office. We are currently partnering with Central New Mexico Community College to receive transcripts electronically and we plan to include Albuquerque Public Schools and Rio Rancho Public Schools in electronic transcript exchange. We are also joining with New Media and Extended Learning on providing faculty the opportunity to enter grades through the WebCt grade book. There is much work being accomplished with academic departments and Faculty Senate in the areas of academic planning including the on-line catalogue, degree audit, and other projects to help students succeed.

### **Technological or other improvements that could generate savings**

We are always looking to bring in 21<sup>st</sup> century technology into our processes and one of our goals this year is to eliminate the yellow registration card. The functions associated with the yellow card will be done online by instructors and students thus eliminating the need to print yellow cards and reducing work load. We are also exploring the possibility of moving all of our forms to online submission which will reduce the need to print cards and forms. The University catalog will no longer be printed and only available online. These proposed changes will generate savings to the Office of the Registrar's operating budget.

The Communication Center is reviewing for ways to improve phone and chat service. Part of this includes review of best business practices and software available and we are currently looking at more robust software applications to improve the student chat experience.

Staff is cross trained to assist students with any questions and back office support is provided during peak times but continuing to enhance the training knowledge will allow less staff required to support during peak times.

### **Efficiencies that could be gained by consolidating with related entities**

Over the past six months, the Office of the Registrar underwent a re-organization of the office. In reviewing best business practices and other Registrar Offices across the country, two positions were eliminated and affected staff was put on lay off status. By doing this we were able to consolidate some of our business processes and provided cost savings to our operating budget.

The Communication Center and the One Stop were created with current staff from the different units (Admissions, Financial Aid and Registrar's) which allowed for shared costs among all Enrollment Management units.

## Appendix

### Office of the Registrar

Alex Gonzalez, Interim Registrar  
Oversees day to day operation of the unit.

Alec Reber, Associate Registrar  
Oversees registration and grading processes, and term set-ups.

Elizabeth Barton, Associate Registrar  
Oversees, catalog, curriculum and residency.

Latkaella Bickman, Athletic Student Enrollment Officer  
Oversees athletic eligibility & certification, athletic admissions (domestic & international).

Sterling Merle Kennedy, Transfer Articulation Manager  
Supervises staff and oversees transfer articulation and degree audit units.

Paula Smith, Operations Manager  
Supervises staff and oversees registration, transcript and enrollment certifications processes.

Annette Torres, Senior Degree Audit Analyst  
Processes degree audits, encodes exceptions and oversees LoboTrax degree audit.

Glenda Johnson, Transfer Articulation Analyst  
Articulates transfer coursework.

Amelia Jackson, Transfer Articulation Analyst  
Articulates transfer coursework and updates degree audits.

Judi Halpern, Athletic Admissions Specialist  
Processes athletic admissions (domestic & International) and assists with athletic certification.

Diana Sanchez, Editor  
Edits catalog and processes curriculum workflow.

Sarah Marinelli, Coordinator Registration  
Processes transcript requests and enrollment certifications.

Luke Shippers, Coordinator Registration  
Processes transcript requests and enrollment certifications.

Valerie Lacy, Coordinator Registration

Processes transcript, enrollment certifications and graduation coordinator, posting of degrees

Suzie Vigil, Degree Audit Analyst

Processes degree audits, encodes corrections and exceptions.

Kathy Pacheco, Scheduling Associate

Assists with preparation of class schedules for each semester, updates to reflect cancellations, rescheduling, addition or modification of academic classes.

Virginia Villegas, Scheduling Associate

Assists with preparation of class schedule for each semester, updates to reflect cancellations, rescheduling, and addition or modification of academic classes.

Ericka Olvera, Workstudy, folds transcripts, scans documents, opens & distributes incoming mail.

Eric Brady, Workstudy, folds transcripts, scans documents, opens & distributes incoming mail.

Livia del Toro, Workstudy, folds transcripts, scans documents, opens & distributes incoming mail.

Kimberly Ko, Workstudy, folds transcripts, scans documents, opens & distributes incoming mail.

Kyanne Fields, Workstudy, assists Scheduling Office and One Stop.

Schuyler Parker, Workstudy, assists with Catalog production and processing residency petitions.

Amanda Morales, Workstudy, assists with transfer articulation.

John Goldberger, Workstudy, assists with transfer articulation.

Brad McKinnon, Workstudy, assists with transfer articulation.

Jon Pellegrini, Workstudy, assists with transfer articulation.

### **Communication Center**

Anthony Gallegos, Operations Manager

Oversees day to day operation of the Communication Center, produces reports

Rebecca Granato, Manager Enrollment Services

Supervises staff and provides training on phone and chat systems

Christina Villalobos, Sr. Student Enrollment Associate

Answers phone calls and chats

Norman Lieber, Sr. Student Enrollment Associate

Answers phone calls and chats

Amanda Graham, Sr. Student Enrollment Associate

Answers phone calls and chats

Stephanie Gutierrez, Sr. Student Enrollment Associate  
Answers phone calls and chats

Tara Solt, Sr. Student Enrollment Associate  
Answers phone calls and chats

Geraldine Salcido, Sr. Student Enrollment Associate  
Answers phone calls and chats

Jose Ledezma, Sr. Student Enrollment Associate  
Answers phone calls and chats

Roxanne Roessner, Sr. Student Enrollment Associate  
Answers phone calls and chats

Daniel Cornish, Temporary Employee  
Answers phone calls and chats

Sherri Granger, Temporary Employee  
Answers phone calls and chats

Joel Castor, Workstudy Student, answers chats  
Francisco Ontiveros, Workstudy, answers chats  
Conrad Woidyla, Workstudy, answers chats  
Chelsea Hart, Workstudy, answers chats  
Alyssa Nakano, Workstudy, answers chats  
Victor Ortiz, Workstudy, answers chats

### **One Stop**

Carolyn Gutierrez, Operations Manager  
Oversees the day to day operation and supervises the Scheduling Office.

Veronica Griego, Sr. Student Enrollment Associate  
Assists students with registration, financial aid or admissions questions.

Catalina Bustillos, Admissions Advisor  
Assists students with registration, financial aid or admissions questions.

Irma Johnson, Financial Aid Officer  
Assists students with registration, financial aid or admissions questions.

Kim Luu, Supervisor, Financial Aid  
Supervises financial aid staff and assists students with registration, financial aid or admissions questions.

Naomi Schmierer, Financial Aid Officer  
Assists students with registration, financial aid or admissions questions.

Rachelle Holt, Financial Aid Officer  
Assists students with registration, financial aid or admissions questions.

Thoer Peterman, Financial Aid Officer  
Assists students with registration, financial aid or admission questions.

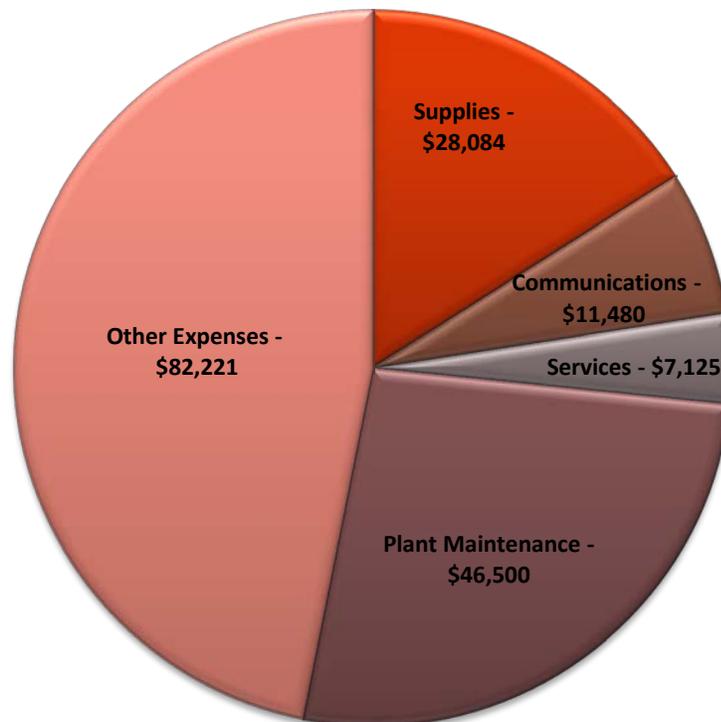
## **Registrar's Office - Index #176000** **Operating Expenses Breakdown**

### **TOTAL REVENUE**

**\$1,268,158**

### **TOTAL EXPENSES**

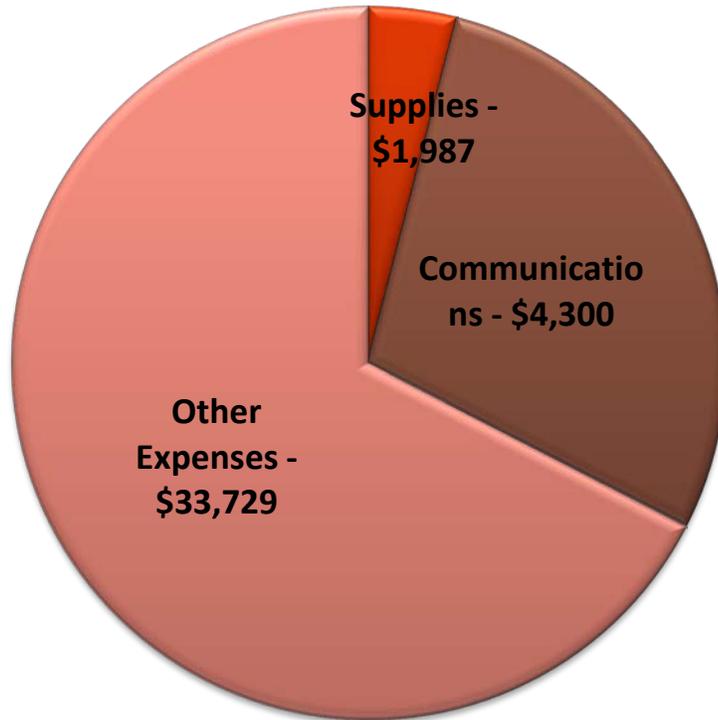
**Salaries - 86.17%**  
**Operating Expenses - 13.83%**



**Communications Center - Index #290007**  
**Operating Expenses Breakdown**

**TOTAL REVENUE**  
**\$477,708**

**TOTAL EXPENSES**  
**Salaries - 89.53%**  
**Operating**





THE UNIVERSITY *of*  
NEW MEXICO

# Division of Enrollment Management Self Study

Veterans Resource Center

9/20/2010

# Division of Enrollment Management Self Study

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## **The main objectives of the unit; success metrics; and customer satisfaction**

The Veterans Resource Center (VRC) was formed in April 2009. The mission of the center is to assist all Veterans and their dependents in transitioning into civilian/academic life. With over 32,000 Veterans in New Mexico and only about 10-15% using their Federal Education Benefits (GI Bills), President Schmidly realized the need and committed resources to make it a reality. Secretary Garcia, New Mexico Department of Veterans Services (NM DVS), also agreed that an outreach/transition program was vital.

The Goals of the VRC are to:

- To make the University of New Mexico known as the premier Veteran friendly institution in a Veteran friendly state.
- To increase the admission, retention and graduation rates of Veterans.
- To make the Veterans Resource Center an accessible resource to all of New Mexico's Veterans.
- To ensure that the Veterans Resource Center is effectively and efficiently meeting the needs of New Mexico's Veterans and their dependents.
- To increase access to higher education for Veterans and their families.
- To remove social, physical, and psychological barriers through a strong and vibrant network with New Mexico's vast Veteran services, other higher education institutions and internal UNM organizations.

The VRC is a "non-denominational" office in that its charter is to help Veterans transition and focus on education at ANY of New Mexico's institutions. Veterans historically have a lower graduation rate and higher unemployment rate nationwide. This is what the VRC is working to change.

Since the inception of the VRC, UNM's Veterans with GI Bill funding have grown tremendously from 562 in spring 2009 to 915 in fall 2010 (63% increase). In addition to the UNM registered students, the VRC has assisted many Veterans from rural areas go to the community colleges who plan to transition to four year institutions. The VRC has a very strong connection with both Santa Fe Community College and CNM and is continually working to strengthen the transfer process and work toward a seamless continuation of education from those institutions to UNM.

## **Centrality to core institutional values, including diversity, student success, healthy communities, systemic excellence, and economic and community development**

The Veterans Resource Center serves all Veterans, meaning those who have served or are currently serving in the Armed Forces. This group represents very diverse ethnic backgrounds because of the nature of the military being a cross section of the United States population. All members within the VRC office have served, are currently in the military, or are dependents of those who served. The Center offers a safe haven for all Veterans and dependents to share similar experiences, perspectives and terminology. Nobody is shocked about things we have seen or experienced.

The Center offers Veterans and their dependents assistance not only in navigating academia, but also in navigating the transitioning into and use of other State and Federal Veterans benefits. The direct partnership with NM DVS gives the VRC direct access to Veteran Service officers and state wide network.

Veterans have a very positive impact on the University and community because they bring a worldly perspective, leadership skills, and substantial financial assistance. UNM received over \$2,000,000 in Federal funding for the 2009/2010 year. In Fall 2010, the number is already over \$1,000,000. This does not include the stipend which can be up to \$15,000/yr per Veteran. Many also receive federal financial aid as an additional resource.

## **Demand for services**

There are over 900 Veterans and dependents utilizing GI Bill funding at UNM and most likely an additional 300 or so that are on campus not using benefits, but requiring counseling and assistance nonetheless. Meticulous records must maintained for certification and other services. Students attending CNM (approximately 1000 on GI Bills) and non academic Veterans who just need a non-governmental hand also utilize the VRC services. Homeless, Korean War, Vietnam War, and every walk of Veteran visit the Center.

## **External recognition**

The VRC is continually requested to give briefings to other groups around the state on Veteran issues and Veteran education. Some groups include National Guard units, Women Veterans of New Mexico, NM DVS Veteran outreaches, San Juan College, Santa Fe Community College, Holloman AFB, Canon AFB, and Kirtland AFB.

## **Relationship to other academic or administrative units and major collaborative initiatives**

The VRC works closely with academic colleges and staff in providing seminars on the ethnic Veteran to help non-veterans recognize some of the transition issues such as Posttraumatic Stress Disorder (PTSD) or Traumatic Brain Injury (TBI) that affect this population. The VRC is also a place where faculty can refer Veterans who are having challenges. The VRC helps develop programs and services that help keep the Veteran in school by bringing support to the campus from the outside. Some programs open to CNM and UNM Veterans are HOMEBASE, Women Veterans Group (in collaboration with the UNM Women's Resource Center), Disabled American Veterans claims processing, and Work Force Solutions. The VRC offers guidance to other Institutions to establish this type of service model. A new program coming to the campus is free acupuncture for Veterans performed by Acupuncturists Without Borders. These are complimentary services with no cost to the Center of the University proven to keep Veterans in school by addressing their needs while transitioning to becoming a student.

## **Evidence of entrepreneurship**

The VRC has applied for grants that have not been funded at this time. There is a proposal at the NM DVS to have them contract with UNM to fund a Director of Veteran Education Services position. The current VRC Program Manager, Elise Wheeler, is currently functioning in this capacity and a funding commitment from the state to pay for that position would solidify the New Mexico DVS – UNM relationship and allow resources for more outreach and strengthening of programs within the university. The VRC has received community donations from Wal-Mart as well and will continue to look for external funding resources.

## **Opportunities for greater collaboration**

There are always opportunities for greater collaboration and developing a stronger presence at the UNM Branch Campuses is critical. The VRC is a resource for ALL regions and we are working with the Gallup campus to set up a satellite system and expand the model to other UNM locations.

In 2012 the Veterans Upward Bound Grant will be opened and the VRC plans on competing for and receiving that award. This will enable UNM to offer a proven program from the University of Arizona known as Supportive Education for Returning Veterans. This will be a collaborative effort with CEOP as part of the TRIO program but will remain separate because Veterans and their needs are very different from High School Students.

## **Efficiencies that could be gained by consolidating with related entities**

The VRC is focused on a very specific population in the state with unique challenges compared to any other university population. Continued collaboration with colleges, staff functions and activity leaders is vital but does need to remain separate.

## Appendix

The VRC's organization is staffed with a program manager, certifying official, 1 Student Employee, and 8 VA work studies. The VA work studies are Veterans and dependents that are paid by the VA for their work with Veterans.

Director – Provides strategic leadership and administrative management to the Veterans Resource Center. Design state and nation-wide outreach informational and advertising campaign. Develops, implements, and maintains programs that enhance the successful retention and campus experience of Veteran students at all public institutions. Develop strong networks with state-wide Veteran service organizations to enable smooth transitions for all Veterans. Mentor Veterans and dependents on transition issues.

Certifying Official – Provides counseling on Federal Education Benefits and academic requirements to Veterans and their Dependents. Responsible to the VA and State Agencies to ensure accurate is accounting is made of all Federal Funding from the GI Bills through strict certification procedures. Performs outreach as required.

Student Employee – Responsible for planning and coordinating the day-to-day administrative and operational activities of the Center. They are also responsible for input into the strategic planning of the center in terms of meeting client needs. Outreach and retention are key roles of the Center and the Coordinator will also be required to develop and implement tools that will enhance these areas.

## Veteran's Resource Center Budget

**Veterans Outreach Program - Index #290005**  
**Operating Expenses Breakdown**

**TOTAL REVENUE**

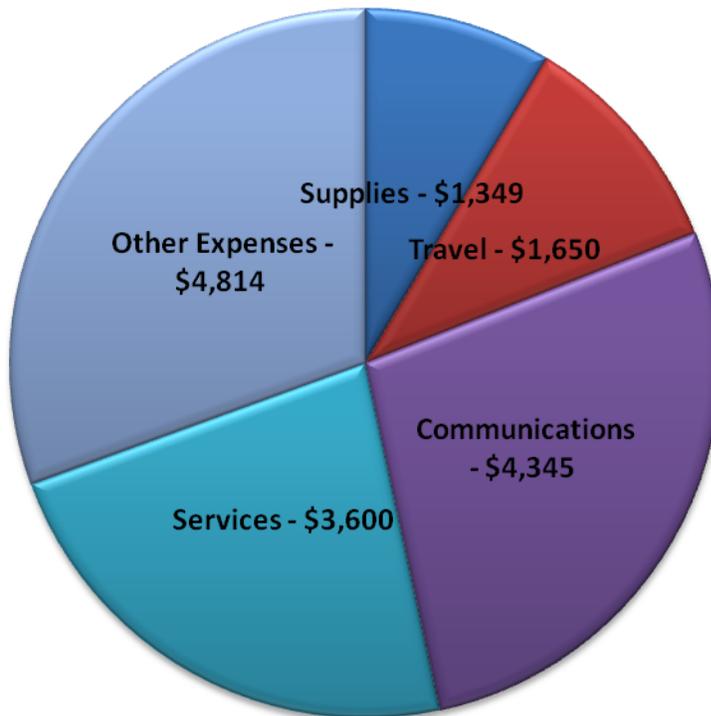
\$112,629

**TOTAL EXPENSES**

Salaries - 86.01%

Operating

Expenses - 13.99%





THE UNIVERSITY *of*  
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# Division of Enrollment Management Self Study

Enrollment Management Information Technology

9/20/2010

# Division of Enrollment Management Self Study

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## **The main objectives of the unit; success metrics; and customer satisfaction**

The Enrollment Management Information Technology (EM IT) team is responsible for the implementation and support of computer based information systems within the division. Software applications, computer hardware, desktop support and ERP security are the main responsibilities of EM IT. Staff, internal and external to the division, rely on these systems to effectively do their jobs. We measure success by providing prompt and professional service with minimal downtime.

Downtimes for our server systems are .05% per year, with 0.1% and below considered acceptable for e-commerce and other industrial use. We achieve these excellent results by closely monitoring our servers and making configuration changes to avoid issues. Redundancy is built into our systems to mitigate any hardware failures.

EM IT uses the RightNow CRM ticketing system that allows staff to submit issues directly to our group. We have received 2,292 tickets from 1/1/10 to 9/17/10. These tickets are in addition to any server system issues we resolve on a regular basis. Average time to resolution is excellent, and all tickets are eventually closed to the satisfaction of the user. The consolidation into the EM IT group is just over one year, so we do not have 3 years of relevant data.

## **Centrality to core institutional values, including diversity, student success, healthy communities, systemic excellence, and economic and community development**

Student success, either directly or by supporting staff is of utmost importance. Our goal is to effectively support staff, so they may efficiently serve the student population. Central to this goal is a reliable desktop PC, and systems that have a high percentage of availability. We also strive to empower the student. An example of the latter is our implementation of online forms. We have a growing number of online forms available to students that previously were only available to print and submit by mail, FAX, or hand delivery. By leveraging our document imaging system, students have the option of submitting forms via a secure transaction and digitally signed.

## **Demand for services**

EM IT provides support for the whole division at the SSSC, including the main campus One-Stop, and approximately 200 external faculty and staff. External users rely on our document imaging system (Singularity) to view transcripts and admit graduate students via electronic workflows. In addition to Enrollment Management, Branch campus locations, Graduate Studies, and soon North Campus Financial Aid, scan into Singularity. These documents can then be viewed by Main Campus staff without the transfer or loss of paper. All students have the option to fill out forms online and submit them directly to our staff for immediate processing. This is convenient, efficient, and saves paper.

There are several models for providing IT service at a University; decentralized, centralized, outsourcing and a combination of all three. CU-Boulder uses a similar, partially decentralized model to UNM. Just the offices of Financial Aid and Admissions at CU-Boulder have 5 IT staff and an Assistant IT Director. Similar to Enrollment Management at UNM, they use a document imaging system to scan documents and generate workflows. Our document imaging system serves the need of Admissions, Financial Aid, Recruitment, Veterans, Graduate Studies, Registrar and all Branches. We manage the entire system and provide business analysis. EM IT also provides desktop support, ERP security administration, file and print server administration, Active Directory administration, and we manage the SEVIS server for the needs of international students. EM currently has 300+ devices on the network (PCs, printers, scanners, and laptops), which is similar to our peer institutions. Four full time staff support these systems, with excellent quality of service and consistent problem resolution.

EM IT uses the RightNow CRM ticketing system that allows staff to submit issues directly to our group. We have received 2,292 tickets from 1/1/10 to 9/17/10. These tickets are in addition to any server system issues we resolve on a regular basis. Average time to resolution is excellent, and all tickets are eventually closed to the satisfaction of the user.

Downtimes for our server systems are .05% per year, with 0.1% and below considered acceptable for e-commerce and other industrial use. We achieve these excellent results by closely monitoring our servers and making configuration changes to avoid issues.

## **Relationship to other academic or administrative units and major collaborative initiatives**

We currently house the FsaAtlas/SEVIS system that serves the needs of not only our International staff, but the Office of International Programs and Studies. This is a shared system that is co-managed by OIPS and EM IT, providing critical resources to the International staff. Our Directory services infrastructure is a centrally managed, university-wide system that allows us to easily grant access to files and folders on our file and print server. As mentioned previously, our Singularity document imaging system is available to 50 departments around campus for their graduate admissions needs, providing an efficient paperless system. Branches, the Office of Graduate Studies, and North Campus Admissions utilize this system for scanning documents.

Our ERP Security Administrator collaborates with other departments on campus, and is a member of the EAST security committee. He is involved in implementing security initiatives, and provides leadership that is critical in securing the University's ERP system.

## **Opportunities for greater collaboration**

Extended University has requested access to scan and query the Singularity document imaging system. Leveraging our current infrastructure will result in significant gains in productivity and efficiency for them.

## **Technological or other improvements that could generate savings**

We are currently utilizing the Singularity Mass Access module to make more online forms available to students. The recent roll-out of digitally signed forms has been a complex, but rewarding project. Every form that is submitted online results in one less document that needs to be delivered, sorted, and scanned. Forms are routed via workflows to the staff resulting in greater productivity. The EM IT staff is working diligently with the document imaging vendor to further streamline our process to enable shorter turnaround times for processing documents. Lookup tables to pre-populate index values, and implementation of new modules all result in a more productive staff, resulting in savings to the division. Additionally, the project to electronically transmit transcripts in an XML format is a work in progress, which promises to be extremely effective.

## **Efficiencies that could be gained by consolidating with related entities**

During our move to South Campus, all IT resources were consolidated. This resulted in the elimination of LAN Administration positions, several servers, tape backup devices, and other hardware. Our move to the University-wide AD directory services infrastructure is leveraging Main Campus IT servers to provide services to our staff.

## Appendix

### **Michael Schein, MGR Systems and Programming**

Oversee all aspects of the EM IT infrastructure. Evaluate and make recommendations for hardware and software acquisitions, and maintain relationships with vendors. Guide the work of the EM IT staff, provide training, and assign tasks. Responsible for minimal downtime of all systems, redundancy of critical components, and meeting the needs of staff from an IT perspective, so they may effectively serve our student population.

### **Michael Chavez-Kerr, ERP Security Administrator**

Manages security for the University's Banner Enterprise Resource Planning (ERP) system. Ensures data integrity, consistency, and adherence to University and system standards and procedures. Provides expertise and institutional leadership in all facets of ERP security. Provides administrative and/or functional oversight of day-to-day system activities.

### **Andrew Trever, LAN Administrator**

Manages an Active Directory computer network, performs a variety of maintenance, evaluation, installation, and training tasks to enable users to maximize productivity. Assists in planning and development of network resources. Plans and implements network security, including firewalls, applying cryptography to network applications, managing host security, file permissions, and file system integrity, and adding and deleting users.

### **Ron Marr, Senior IT Support Tech**

Under indirect supervision, within the EM IT support environment, provides advanced hardware, software, and network desktop support. Provides technical leadership, guidance, and support to users and/or lower level technical staff on a wide variety of comprehensive and complex hardware and software issues.

**The IT budget is centrally administered.**



THE UNIVERSITY *of*  
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# Division of Enrollment Management Self Study

Enrollment Management Data and Reporting

9/20/2010

# Division of Enrollment Management Self Study

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## **The main objectives of the unit; success metrics; and customer satisfaction**

The Enrollment Management Reporting Team exists to provide accurate, timely reports and programming support to the Division of Enrollment Management, to the Central Administration, and to the institution as a whole. Programming support and data analysis are provided to the Regents, the Provost and each of the Vice Presidents, the Office of Institutional Research, to the College Deans, Department Chairs and Directors, the Branch Directors and Registrars. Additionally, the Team is responsible for creating and submitting mandated government reports to the NM Higher Education Department and to the National Center for Education Statistics (the IPEDS reports – Integrated Postsecondary Educational Data System) on a semester basis. The Team provides the programming expertise for the creation of various required NCAA reports, including athletic team gpa's and graduation rates. The staff is highly skilled in using a number of reporting tools and techniques, and is capable of preparing a wide variety of student analyses, from the simple to the complex.

Success metrics include accuracy and timeliness. The Team has not missed a single HED or IPEDS deadline. Other reports have also been delivered on time. A factor that has delayed report delivery in rare instances is the unavailability of the data in the Operational Data Store (ODS), and unavailability of point in time data for a specific request.

## **Centrality to core institutional values, including diversity, student success, healthy communities, systemic excellence, and economic and community development**

An institution, division, college, or department cannot determine its effectiveness in ensuring diversity, student success, and excellence without some means of measure and comparison. The Enrollment Management Reporting Team provides reports relating to enrollment projections, so that the institution can determine if it is on track to breaking the 3% band, which contributes substantially to the funding base. It provides the Official Enrollment Report, which provides a picture of comprehensive institutional enrollment data including details on the beginning freshmen class, the graduating class, the UNM Branches and much more. The Team provides graduation rates for the overall student body and for athletes, which assists the institution in determining student success. The group regularly provides data and reports to the UNM Student Health Center, contributing to their mission of maintaining the health of the UNM student community. Departments frequently access student data provided by the EMRT for assessment purposes.

## **Demand for services**

The Enrollment Management Reporting Team serves the entire student body at the ABQ campus and each of the branches by providing the mailing lists/emailing lists to communicate to students about admissions, registration and enrollment cancellation. Mailing lists have been provided for ASUNM and GPSA student elections and for funding purposes. The Team has written or modified programs to provide reports to 100-150 faculty and staff in the last academic year. Every academic department has been served by the production of the Majors Listings, Ethnic Reports, and the Credit Hours by Course report. Demand for data and reports has increased in recent years as the institution has increased in size and has become more dependent on data for making decisions.

In discussions with peers around the state, the EMRT provides data support that is probably more widely distributed than in other institutions. The Institutional Research Office is the primary supplier of programming and reporting support at most institutions. The EMRT are the data stewards to a large extent for the Student System – thus many of the institutional reports have been developed by this group.

## **External recognition**

The Enrollment Management Reporting Team is often called upon by HED staff and by other NM institutional peers to provide programming and data analysis expertise. Because of the history that several EMRT staff has in reporting, they are often called upon by staff outside of the division and across the state for advice. The team has garnered respect by RMACRAO, NMACRAO, and other IR staff across the state.

## **Relationship to other academic or administrative units and major collaborative initiatives**

The Enrollment Management Reporting Team works closely with the Office of Institutional Research by providing student data files to IR, reconciling reports and numbers with IR, and working on joint projects with IR. Examples of joint projects are: responding to legislative requests and updating courses, majors and programs with new CIP codes. The EMRT is called upon daily called by academic departments for data requests, including various ethnic breakdowns, majors listings etc. The Office works closely with OGS, ASM, and the branches (to name a few), cooperating to clean up data inputs for reporting at crucial times, such as the census date. Team members have participated in Banner implementation and upgrades, collaborating across modules in testing and validating data. The Team has closely participated in the Report Redesign initiative, working closely with other offices and IT in streamlining and improving the efficiency of reporting institution wide. The Team participates with CARG, which is cross college, department and cross functional, collaborating on reporting/data issues that affect the entire institution.

## Evidence of entrepreneurship

The EMRT has sought ways to market, improve and distribute reports in the past few years. One example is an ongoing initiative with IT and IR to create and distribute dashboards to executives on campus. Another is the creation of the Schedule Quickview, developed to provide staff, initially, with a quick and informative schedule of classes overview, but later expanded to include additional information marketed for students and faculty – now considered extremely useful across the campus, including the branches.

## Opportunities for greater collaboration

Greater collaboration possibilities exist between the Enrollment Management Team, IT and the Institutional Research office. EMRT and IR share files, reports, and expertise and work on joint projects while IT manages the critical aspect of the data warehouse, ODS views, and reporting tool support.

## Technological or other improvements that could generate savings

The implementation of a 3<sup>rd</sup> party enterprise reporting solution such as Evisions Argos or Cognos will likely improve and unify the reporting needs of the institution, and provide streamlined report production capabilities for the Enrollment Management Division. Continued improvements to the ODS, and the modification of several reporting views, have and will lend greater efficiencies to the reporting environment, whatever tool is chosen. The primary limitation of production reporting at this time is a lack of access and training for an efficient reporting tool and the need for comprehensive ODS views.

The ability to attain two primary EMRT goals: (1) Put standard reporting needs in a production environment (2) and evolve to extensive strategic analysis to assist the University in meeting enrollment goals relies on the technology improvements and the transfer of standard and regulatory reporting requirements to a unit such as IR.

## Efficiencies that could be gained by consolidating with related entities

As mentioned above, closer collaboration with the Office of Institutional Research and IT will enhance the capabilities of both offices, by sharing expertise, reports, and collaborating on larger projects. The Team is currently reduced by two staff members due to retirements and the personnel resource need is being evaluated.

## Appendix

Enrollment Management Reporting Team Positions:

Research and Information Manager (Jep Choate) – responsible for the day to day management of the EMRT. Oversees all programming and reporting efforts of the staff. Guides and directs three programming staff (until recently, five). Triage incoming data requests. Produces reports for central Administration, Enrollment Management Division, Colleges, Academic Departments, and the Branches. Coordinates reporting with Institutional Research and with IT. Creates/modifies numerous Hyperion Reports. Represents EM on Report Steering, Academic Planning, and Report Redesign. Creates and transmits Clearinghouse reports several times a year. Responds to ad hoc requests within the Division and across the institution.

Analyst Programmer 2 (Michael Gibson) – responsible for the production of the mandated HED and IPEDS reports, production of the Credit Hours by Course Reports, Fill Rate reports, cross listing reports, reports for the Budget Office, Colorado Reciprocal reports, various reports requiring large, complex data file manipulation, including preparation for the Official Enrollment Reports, programming and data support for the Division. Schedule QuickView maintenance. Creates Hyperion Reports Dashboards. Responds to ad hoc requests within the Division and across the institution.

Analyst Programmer 2 (Annaliese Mayette) – responsible for creating and updating Enrollment Projections, the production of several Admissions and enrollment Goals reports; is the primary lead for the Applied, Admitted and Enrolled Report (SA54); creates course detail reports; programming and data support for the Division, including Graduation file preparations. Assists with the production of the Official Enrollment Report. Helps with the production of the Beginning Freshmen Profile. Responsible for all major student related institutional surveys. Responds to ad hoc requests within the Division and across the institution, and assists with curriculum maintenance.

Analyst Programmer 1 (Schuyler Smith) – responsible for creating Section Comparison Reports, majors listings, ethnic reports. Produces and cross checks several Athletic reports. Maintains the 98 Project file creations and submissions, creates and distributes error cleanup reports for the colleges and the branches, creates numerous Scheduling reports/error reports. Creates Transfer reports, Enrollment Status Reports. Responsible for significant quality checking within the EMRT. Responds to ad hoc requests within the Division and across the institution. Maintains the Linux box, where much data and reports are processed and reside.

The EMRT created the following reports in the past academic year:

HED Reporting: Course (each semester), Student-Course (each semester), Student (each semester), Degree (annually), Registrar's Report (each semester), Dual Credit (each semester), SCH Cluster reports to the Budget office. The Course file is the primary document used by the HED to determine instructional funding that is returned to the institution. These are large, comprehensive, unit-record reports.

IPEDS Reporting: Fall Enrollment, Completions, Graduate Rates Survey, 12 Months Enrollment.

NCAA: Graduation Rates Report, EADA Report, NCAA Self-Study

### Divisional and Institutional Reporting:

SA54 – Application, Admission and Enrollment Report (weekly for most of the year), 2 year Admission Application Comparison Report (weekly), 5 year Admission Trends for First Time in College Students (Goals and Projections Report) (weekly for much of the year), Scheduling error reports (daily several months of the year), Admissions error reports (prior to census dates, three times a year, iteratively until clean, + weekly reports), surveys such as US News and World Report College Board, Petersons, ACT (7 major, comprehensive surveys yearly), Official Enrollment Report each semester, ethnic reports throughout the year (approx. 15), major reports (for each department, repeated each semester and during program reviews), Section Activity Report (weekly), core courses report (weekly), various athletic reports through Hyperion (on demand, about 20 per year), Registration Stats (weekly, then daily, when registration opens until census), Transcript production report (weekly), Credit Hours by Course (each semester), Vista Scholarship report (MDRC), CLA Outcomes Assessment, HERI, CNM/UNM Data consortium agreement reports, WAESO (yearly-large, comprehensive), FISAP (yearly for FAO), Budget Office Bonding Issues (Standard and Poors, Moodys) (twice yearly), 98 Hour project reports (twice yearly), Race/Ethnicity reports (semester), Fill-Rate Report (daily), Open and Close report for Campus Security (weekly), Clearinghouse reporting (25-30 times/year).

Ad Hoc Reports/Requests: (250-300 per year). This includes requests from within the Division, across the University, and from the general public. Examples include mailing lists/emailing lists, lists of Veterans by Chapter and Residency, ASUNM Voting lists.

### **Budget**

The EMRT budget is centrally administered.