Student Support Services

1988-89 Annual Report

Student Support Services
Office for Student Development
University of Minnesota

CONTENTS

STUDENT SUPPORT SERVICES
1988-1989 ANNUAL REPORT

INTRODUCTION

The work of the four administrative units of Student Support Services is the focus of this Annual Report. Comments about Student Support Services in general and a brief section on the Administration unit precede reports on individual units.

The primary mission of Student Support Services is to support the academic mission of the University. It does so directly by providing the framework within which instruction is provided, and indirectly by attracting the right students and providing them with financial assistance to make attendance possible. We are "the University bureaucracy" to many students, and we have a secondary mission to help students learn how to interact effectively with bureaucracies.

The Student Support Services administrative structure is uncommon in large public institutions. It is a product of the '80's when student administrative services developed sophisticated computer support. It reflects the blurring of lines between responsibility for student data and the increased interrelationships between activities in need of those data. It has made possible developments that might have been caught up in turf battles elsewhere.

ACCOMPLISHMENTS

Service levels in Student Support Services units are affected very directly by external events, events that increase either volume or complexity of tasks to be performed.

- During 1987-88 the Financial Aid Office was beset with great increases in the complexity of federal financial aid requirements; during 1988-89 those changes had been incorporated into ongoing processes and it was the best processing year for a decade.

- Applications for admission increased about 40% in number over the past three years. Even with increased funding it would have been a tough year, but without additional funds it was one of the worst processing years for a decade. Application processing will receive much attention next year.

Computers help us enhance the services provided by Student Support Services units. Notable during 1988-89 was the introduction of the Loan Application Processing System (on-line with external need analysis and guarantee agencies); and the on-line transcript system. The basic data systems are in place, and the reader will find references to numerous enhancements underway in individual unit sections that follow. These are mature and effective computer systems that make a real difference in services provided to the University community.

Computer information retrieval has become much more sophisticated over the past several years. Sophisticated data bases have been implemented for academic records (1987), admissions and prospective student activities (1988) and financial aid (1989). Staff members in those offices have

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become skillful at retrieving data for management use, and the central analysis staff has been able to focus on more complex tasks (e.g., development of a retention data base).

With only a few exceptions, it has been a good year in Student Support Services and we are proud of our accomplishments.

ISSUES

In general progress during 1988-89 was significant and more important than some of the issues to be faced during 1989-90. However, it may be worthwhile to point to those issues.

Change is constant; the implications of the Common Entry Point began to be identified during 1988-89 and will be central to planning next year. Implementation during 1989-90 will require considerable effort and new resources.

Resources are always a concern. The pattern developed the past several years that new initiatives (e.g. spring registration for fall) were funded on soft money; if resources were continued, they were continued on soft money. During 1988-89, approximately 14% of the SSS budget was soft funded. We need to harden resources or reduce service levels.

Computer system disaggregation takes a psychological toll on the staff. The opportunity costs to disaggregate computing to the coordinate campuses will delay important developments in central computer systems. We seem unable to engage the issue on the level of facts and requirements.

ADMINISTRATION

RESPONSIBILITIES

The Department of Administration coordinates the work of the four units within Student Support Services and is the home for the University Coordinator for Student Support Services. Overall budgetary and personnel policies are administered and coordinated centrally.

ACCOMPLISHMENTS

The Coordinator devoted most of his time to Enrollment Management during 1988-89, actually working in Morrill Hall during the year. Enrollment Management encompassed a number of issues related to Commitment to Focus and prior action by the Regents (e.g. Common Entry Point, 1991 Preparation Requirements), many of which have very direct implications for Student Support Services activities in the future.

Employee Recognition Program was continued with a reception honoring long-term employees and recipients of individual service awards.

The Budget and Personnel Group continued to coordinate and improve budgetary and personnel policies and procedures.

Computerized fiscal budget spreadsheets were designed and utilized in the annual budget process, speeding up computations and reducing processing time.

Computerized vacation/sick leave records allowed records to be automatically computated on a microcomputer. Monthly reports are distributed to all civil service staff.

STAFFING

	1987-88		1988-89	
	Professional	*Clerical*	*Professional*	*Clerical*
Coordinator, SSS	1.00	0.00	1.00	0.00
Administration	2.00	5.00	3.50	3.00
FTE TOTAL	3.00	5.00	4.50	3.00

ISSUES

Moving to the new central accounting system over the next several years will involve subtle issues of control.

The level of fixed activity in Administration is high, and resources necessary to develop new accounting and personnel systems are inadequate to the task.

The Enrollment Management Committee will continue its work on such issues as advising and merit awards.

Computer development will continue to be reviewed and pursued.

ADMISSIONS AND PROSPECTIVE STUDENT SERVICES
1988-89

RESPONSIBILITIES

The mission of the Office of Admissions and Prospective Student Services is to provide an appropriate student body for the faculty, find appropriate academic programs for qualified students, and evaluate students' previous college work for transfer credit and placement in advanced courses. The primary responsibilities are as follows:

Recruiting Students . Staff inform the public about all facets of the University of Minnesota and help students make informed decisions about their postsecondary educational plans. Staff compile information and publish brochures and handbooks for distribution to students, high school counselors and others. Information is dispersed through targeted mailings, group programs, and individual advising. Special efforts are made to recruit students of color and high-ability students.

Processing Applications . Freshman, advanced standing, and intra-University applications for admission and supporting documentation are collected and evaluated. Admission decisions are made and communicated to prospective domestic and international students. Extensive information from each application is entered into the admissions and prospective student services data base. These data, in turn, support the registration system; college orientation and advising programs; decisions on placing students in courses; requests for information by federal, state and University officials; and University research. Staff consult regularly with UM college and feeder school staffs to review admission standards and monitor enrollments.

Transferring Credits . Transfer credit evaluations are prepared for admitted students. Staff also monitor, interpret, and document the University's transfer credit policies.

Residency and Reciprocity . Resident classification for tuition and admission purposes is determined, nonresident tuition waivers are authorized, and reciprocity participation for Minnesota, Wisconsin, and North and South Dakota residents is monitored.

ACCOMPLISHMENTS

Processing Applications. All applications received in 1988-89 were processed, despite the increase in the number of applications. The number of applications received annually since 1983 has increased by approximately 40%. (See Figure 1.) The number of staff available to process applications has not changed appreciably since 1983.

Recruiting Students of Color. The enrollment of American Indian, Chicano/Latino, and African American students increased significantly for fall 1988. Although fall 1989 figures are not yet available, the number of applications for all groups, except the Chicano/Latino group, has increased.

Video. A Twin Cities campus recruitment video was produced by the Admissions Office in cooperation with University Media Resources. The video, which highlights four students in a typical day on campus, has been well received by prospective students and university staff and will be used to support recruitment efforts in high schools.

**APPLICATIONS FOR ADMISSION**
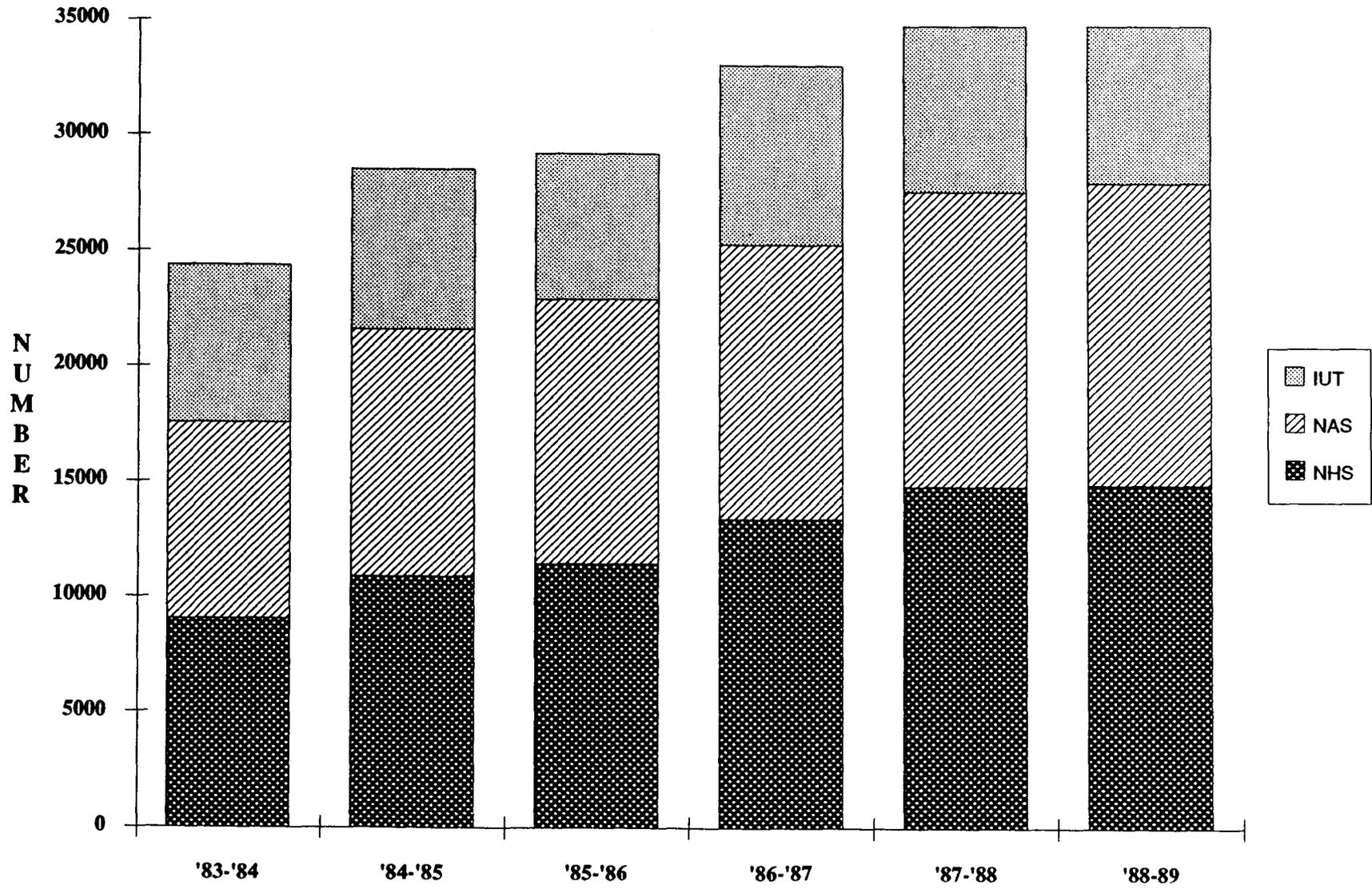
Figure 1

Transfer Course Equivalence Data Base. A project to convert community college course transfer tables to a data base is in progress. Previously stored in individual word processing documents, the 10,500 community college courses and their UM equivalent can be accessed more efficiently in a single data base. Reports generated from the data base will be used to support the course transfer process and student advising. The Transfer Course Equivalence Data Base will be compatible with the Academic Progress Audit System, and the two systems will be integrated.

High School Preparation Requirements. Students planning to enter the University in fall 1991 are required to complete the high school preparatory courses which were identified in the Collin's committee report. Intensive efforts have been made by Admissions Office staff to communicate the preparation requirements to high school students so that they can complete the required high school preparation before they enter the University. A recent survey shows that, although the preparation requirements have not taken effect yet, students entering the University in 1988 had completed a larger proportion of the preparation requirements than students who entered the University three years earlier.

Admissions Office staff are reviewing course offerings in all Minnesota high schools and in Wisconsin high schools from which we receive more than ten students. Lists of courses that satisfy the high school preparation standards are being prepared for each Minnesota high school and as many Wisconsin high schools as resources permit. The lists will be used by the University in determining whether students have met the requirements and by the high schools in advising students on course selection. A system to track satisfaction of the high school preparation requirements also is being designed.

Advanced Placement Workshop. Admissions staff hosted an Advanced Placement Workshop in cooperation with the Midwest College Board office. The purpose of the workshop is to introduce and train teachers and administrators in advanced placement program standards. One hundred and sixty-five teachers and administrators from area high schools attended.

Athletic Eligibility. A new tracking system has been implemented to help Admissions staff more efficiently certify over 200 athletes for eligibility to participate in intercollegiate athletics.

Ad Hoc Reporting. Responsibility for ad hoc reporting of admissions data has been shifted from the Data and Reporting Services section of Student Support Services to the Admissions Office. Admissions staff have integrated this new responsibility with their other responsibilities and have processed 95 formal requests for data. Admissions staff also provide bi-monthly training sessions for new users.

Campus Preview Days. Joined by representatives from Housing, Financial Aid, and several of the college offices, Admissions staff hosted four Campus Preview Days last fall for prospective students and their parents. The purpose of the program is to provide general information in a campus setting and to tour the Twin Cities campus by bus. Although several hundred people had to be turned away due to space and resource limitations, approximately 320 people participated in the program. The program received favorable reviews by participants and will be continued next year despite the limited resources.

ACTIVITY INDICATORS

	1986-87	1987-88	1988-89
Prospective Student Services			
Student information requests	60,777	59,410	55,749
National College Fair contacts	12,339	16,698	16,925
MN Mini Fairs PSPP contacts	4,208	3,679	3,600
WI Education Fair contacts	3,306	2,819	2,900
High school visit contacts	7,106	8,208	10,315
Community college visit contacts	374	397	278
On-campus group contacts	1,239	2,101	322
TOTAL	89,349	93,312	90,089
Admissions Processing			
New high school applications	13,380	14,793	14,871
New advanced standing applications	11,890	12,799	13,086
Intra-University transfer applications	7,769	7,193	6,843
Transfer credit evaluations	12,640	13,230	15,658
TOTAL	45,679	48,015	50,458
Student Contact Center			
Student contacts (in the office)	37,386	38,000	38,872
Telephone contacts (PSS and processing)	146,129	123,000	124,528
TOTAL	183,515	161,000	163,400

STAFFING

	1987-88		1988-89	
	Professional	Clerical	Professional	Clerical
Director	1.00	1.00	1.00	1.00
Prospective Student Services	7.70	2.40	7.70	2.40
Admissions Processing and				
Student Contact Center	7.00	26.40	8.50	27.80
System Control	3.00	0.00	2.00	0.00
FTE TOTAL	18.70	29.80	19.20	31.20

The 1988-89 staffing figure reflects a small increase because two extra functions were added (i.e., the residency and reciprocity function and the new high school preparation requirements).

ISSUES

Recruiting Students of Color. The University's goal is to increase the enrollment of students of color so that they represent 10% of the total University enrollment by 1994. To attract as many high-potential students of color as possible, additional scholarship funds are needed. Surveys have shown that high-potential students of color are more likely to choose to attend a school that offers financial aid in the form of scholarships. The scholarship funds currently awarded through the Morton S. Katz and the President's Outstanding Minority Scholarships are not competitive with those awarded by other top schools who also are recruiting the students we want to attract. We hope to meet the University's goal, but without additional scholarship funds we will not attract as many qualified students of color.

Implementing the High School Preparation Requirements. We will be unable to continue implementing the high school preparation requirements unless we receive additional staff to review each student's transcript and ascertain whether each student has met the high school preparation requirements. Staff are needed by the summer of 1990 when fall 1991 applications begin arriving. If we do not check for completion of the requirements, the progress made thus far in encouraging students to prepare for university study while in high school will likely be reversed.

Immunizations. A law was passed recently that requires us to collect information from students about their immunizations. How this law will be implemented is currently under consideration.

FUTURE PLANS

Processing Applications. Our experience over the last few years has demonstrated the futility of trying to accommodate all the needs of all the colleges in the University's changing environment without additional resources. To realistically work within our resources, we must prioritize the processing goals and communicate at the start of the processing year which services we will emphasize and consequently which services may suffer. The service we will emphasize is that of admitting students whose applications are complete and responding to the student as quickly as possible. The services that may suffer are those of preparing a transfer credit evaluation for each admitted student on a timely schedule, entering data into the computer to support the college advising function, and responding to unanticipated college requests.

Common Entry Point. To accommodate the common entry point, the work of the Admissions Office must be restructured completely this year. This restructuring will have a major impact on the Admissions Office processing operation.

INFORMATION SYSTEMS AND SERVICES
1988-89

RESPONSIBILITIES

Information Systems and Services (ISS) consists of four subunits, which support the three operational units of Student Support Services (SSS)--Admissions and Prospective Student Services (Adm/PSS), Office of Student Financial Aid (OSFA), and Office of the Registrar (OTR). The subunits are Data and Reporting Services (DRS), Office Services (OS), the Publications and Communications Office (PCO), and System Development/Operations (SD/O).

ISS supports the academic mission of the University by:

- Providing data about student characteristics, attitudes, and performance through conducting analyses for the University's central administration, meeting data requests from academic units, and providing student reporting data bases and training for faculty and staff

- Producing and mailing a wide variety of publications describing the University's academic programs for prospective and enrolled students, faculty, and staff

- Coordinating publication of information affecting students through *The Record* (the SSS newsletter), the *Minnesota Daily* ad program, and various directories, fact sheets, and forms

- Providing access to central student record computer systems for colleges and departments

- Enhancing system usability through participating in development and maintenance projects

- Providing an Information Center in Williamson Hall to handle student questions and referrals

- Producing ID cards for the entire University community

- Collecting applications and credentials for admission to the University's undergraduate and professional schools and creating the applicant's initial data base record and file to facilitiate admissions processing

ACCOMPLISHMENTS

- Engaged in several efforts to enhance the appearance of Williamson Hall, a primary student service contact point. Developed and coordinated implementation of a master plan with Admissions and Office of the Registrar to refurbish offices. Initiated the Williamson Hall building committee and worked with other departments to make Williamson Hall a smoke-free building, developed a plan to enhance the appearance of the corridors, and improved the ventilation and air quality.

- Continued to develop awareness of student record privacy and system security concerns. Developed and mplemented SSS "Termination Check List" to ensure that proper security measures, including termination of access to computer systems, have been completed when employees leave. Completed compliance audit of approximately 800 staff with on-line access to student record systems, including renewal of the SSS Access to Student Records Compliance Statement that outlines responsibilities when accessing student records.

- Initiated publications improvements. Automated production of 1989-91 bulletins and many other publications using the new desktop publishing system to reduce typesetting costs, increase flexibility, and improve the production cycle.

- Improved publications designed to report news items. Redesigned *The Record* and improved its printing quality. Produced a campus preview days brochure, a joint admission brochure and other transfer agreement materials, and a completely revamped College of Liberal Arts brief. Fact sheets, one-page summaries of useful information, were produced for undergraduate tuition, graduate and professional school tuition, enrollment verification, the University calendar, and data base codes. Coordinated an increasing number of ads in the *Minnesota Daily* for communication of SSS information.

- Continued efforts to enhance SSS employee skills by presenting 84 in-service training workshops drawing 419 attendees. Among them were 13 on writing/editing, 13 on information center support, 3 on ISS services/organization, 9 on office automation, 12 on general office support, 8 on emergency response team topics, 2 on SSS standards, and 24 on student records computing systems.

- Worked to inform key collegiate and management staff about system developments through a workshop for Collegiate Management Information Systems Coordinators. Prepared regular system updates for CMISC, the SSS All-Campus Meeting, ACASM, and the Management Information Systems Staff Committee.

- Defined requirements and began system development for new University identification card system to support SSN as common identifier, automated library system, and on- line card validation.

- Developed/implemented MHECB reciprocity tape exchange.

- Participated in Budget and Personnel Office system study, which resulted in implementation of automated vacation and sick leave package, UACCOUNTS budget maintenance program, and a new SSS Account Adjustment form.

- Implemented new SSS reporting organization in which operational areas handle much of contact and data retrievals for college/departmental clients.

- Participated in the joint Day/CEE student records systems projects.

- Improved the SSS office automation system by installing software upgrades, adding workstations and printers, increasing the speed and capacity of telecommunications link to AIS, training additional system administration staff and system operator, revising procedures and documentation, planning and ordering hardware and software for new year. Produced and distributed "SSS Office Automation Quick Reference Guide."

- Developed design/prototype of Transfer Course Equivalency Data Base with Adm/PSS staff.

- Engaged in several major research/reporting efforts. Conducted survey of degree candidates; produced over 200 custom reports for academic departments. Developed new retention report showing retention of 1982 cohorts; produced separate minority retention data; prototyped retention data base system. Did studies on length of time to graduation and (with Adm/PSS) on numbers of students meeting preparation standards. Provided special data support to Enrollment Management Committee.

ACTIVITY INDICATORS

Workload across ISS continues to fluctuate. DRS workload has decreased somewhat owing to the SSS reporting reorganization, freeing staff for major research and reporting projects. OS is spending much more time in admissions processing support. Progress in records microfilmed is slow owing to lack of resources for the project; it will be continued in FY90 if funds become available. PCO workload has increased with the implementation of desktop publishing, although reported figures do not portray this. SD/O is spending considerably more time in supporting the SSS OA system as well as AIS interface activities.

Activity Indicators	*1987-88*	*1988-89*	*Change*
DRS			
Data requests	362	196	-46%
Large projects	N/A	20	N/A
OS			
Word processing lines (e.g., letters)	1,652,243	2,939,555	+78%
Data entry transactions	182,014	208,967	+15%
Incoming and outgoing mail	520,974	638,893	+23%
Phone requests for info/services	14,568	18,647	+28%
Fees receipted	82,199	74,475	-9%
ID cards (students/staff/faculty)	38,476	35,774	-7%
Hardcopy file inquiries	42,183	73,711	+75%
Student records microfilmed	12,000	12,000	+0%
Messenger errands	7,944	10,163	+28%
PCO			
Bulletin pages	1512	1350	N/A
Briefs, brochures (total panels)	170	174	+2%
Forms designed/edited	263	269	+2%
Daily ads	78	84	+8%
Office manuals	10	16	+60%
Miscellaneous editing (pages)	N/A	664	N/A
SD/O			
AIS Billing adjustment requests	82	52	-37%
Dollars recaptured from above	85,231	151,373	+280%
AIS hardware orders	33	69	+109%
AIS job schedule changes	75	247	+229%
AIS Problem Description Worksheets	122	130	+7%
AIS Production Turnover forms	18	22	+22%
Requests for AIS Service	155	124	-20%

	1987-88	1988-89	Change
Wang VS workstations	88	116	+32%
Wang VS users	151	184	+22%
Wang hardware service calls	149	109	-27%
Staff trained on Wang OA this FY	37	45	+22%
Internal mailing data base records	7300	7975	+9%
Internal mailing data base label sets	280	265	-5%

STAFFING

	1987-88		1988-89	
	Professional	Clerical	Professional	Clerical
Director, ISS	1.00	1.00	1.00	2.00
DRS	5.65	0.00	5.70	0.00
OS	4.00	27.50	4.00	27.33
PCO	4.00	0.25	4.00	0.25
SD/O	6.00	0.00	6.00	0.00
TOTAL	20.65	28.75	20.70	29.58

ISSUES

Evolution of reporting data base system. The University has a good start on supplying reporting data to those who need it; however, continued work is needed for this to reach its fullest potential. Within SSS, we will need to continue the evolution of reporting organization in SSS (e.g., system(s) to use for standard reports, how DRS supports other reporting units).

Evolution of institutional research. What role will DRS play in meeting increasing need for research on students by central administration and students?

Disaggregation of Student Computing. Uncertainty about the direction and timing of changes in this area will continue to occupy large amounts of administrative and SD/O staff time.

Office Automation System. Expansion of services and support on this system will continue to be discussed; directors will have to determine priorities.

Publications. Student publications must keep pace with new initiatives and directions, such as the University's new communication plan. Maintaining the communication to ensure this will be a challenge.

Applicant record creation. Continued retrenchment of Office Services payroll budget has imperiled the unit's ability to support Admissions in its mission to process applications quickly. Streamlined processing based on using the electronic file must be developed.

Continued concern over soft money funding. A large percentage of SSS postage, publications, and computing costs continue to be funded by soft money. Costs continue to increase at rates higher than University budget increases. A long-range, permanent solution must be found.

Space. Continuing space pressures will cause problems, especially with the return of Orientation to SSS in 1989-90.

FUTURE PLANS

Student data reporting and research. DRS will work toward implementation of full retention reporting data base and associated regular reports. Microcomputer-based statistical programming will be implemented in a cost-saving effort. With Admissions, DRS will develop a new course placement system. A survey of 1989 degree candidates will be completed.

Undergraduate catalog. Despite lack of central funding for the single catalog, several plans associated with it are going ahead (e.g., inclusion of course information on a desktop publishing system, progress in standardizing bulletin course descriptions). PCO plans to produce a comprehensive catalog in limited quantities to assist advisers and others.

Publications. To ensure that publications are meeting the needs of their various clients and audiences, systematic evaluation will continue during the coming year. A strong, consistent image for student publications will continue, but plans are to update the current design and work on building a more contemporary, culturally diverse photo file.

ID cards. New ID cards will be issued to Twin Cities students, staff, and academic employees by December 31, 1989, to support the University's automated library circulation system. Cards will be reissued on coordinate campuses during winter quarter, 1990.

Phonetic name search on the Student Data Base. Funding has been allocated to add phonetic name search capability to the SDB. This will facilitate record maintenance and the conversion of CEE records into the central system.

Application processing. A major effort will be made to streamline activities related to undergraduate application processing. An audit will be conducted on the computer system and processing procedures, and appropriate changes will be made to ensure a reasonable response time to applicants.

Office Services Activities
Fiscal 1984 - 1989
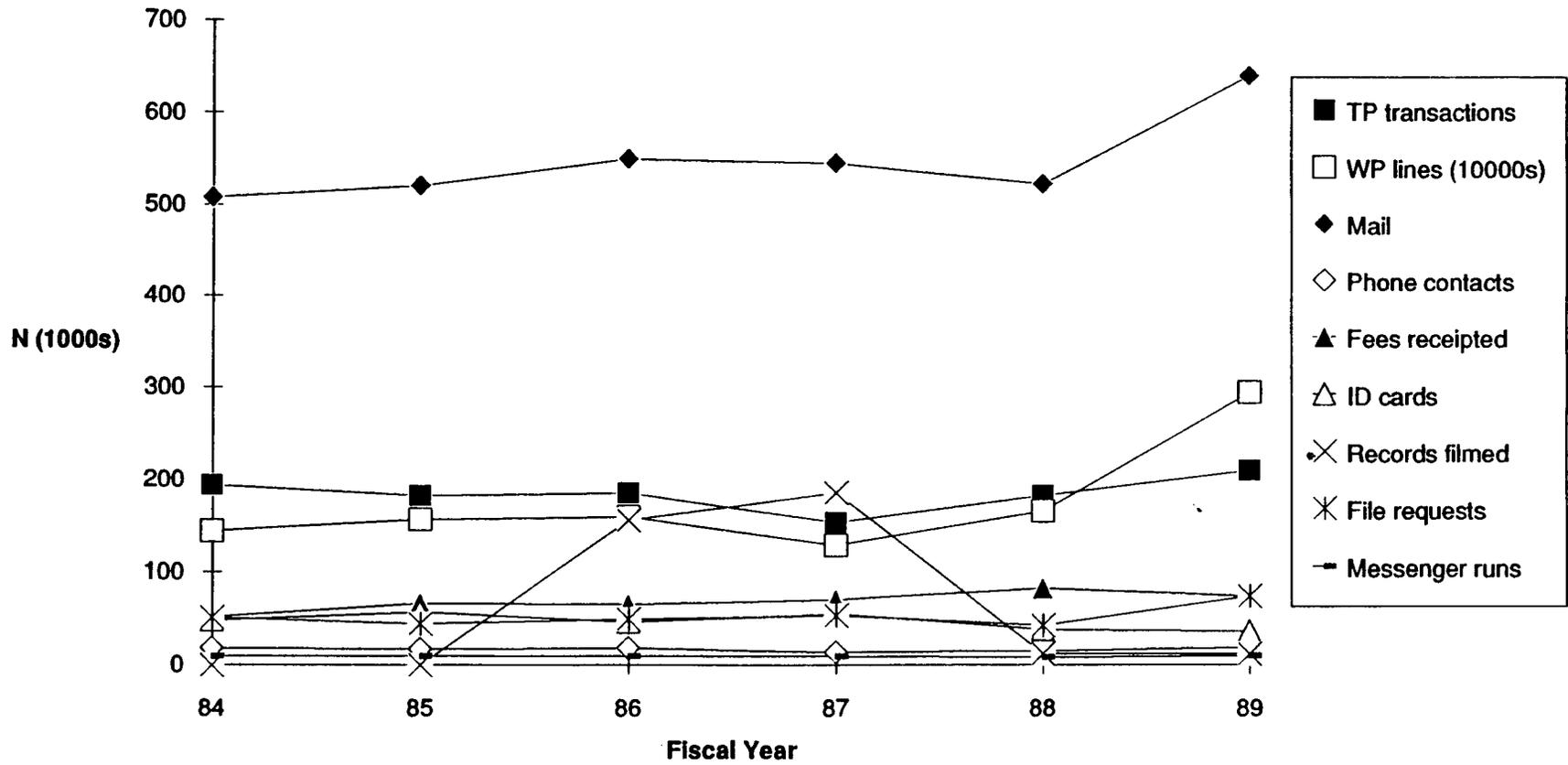
Publications & Communications Activities
Fiscal 1984 - 1989
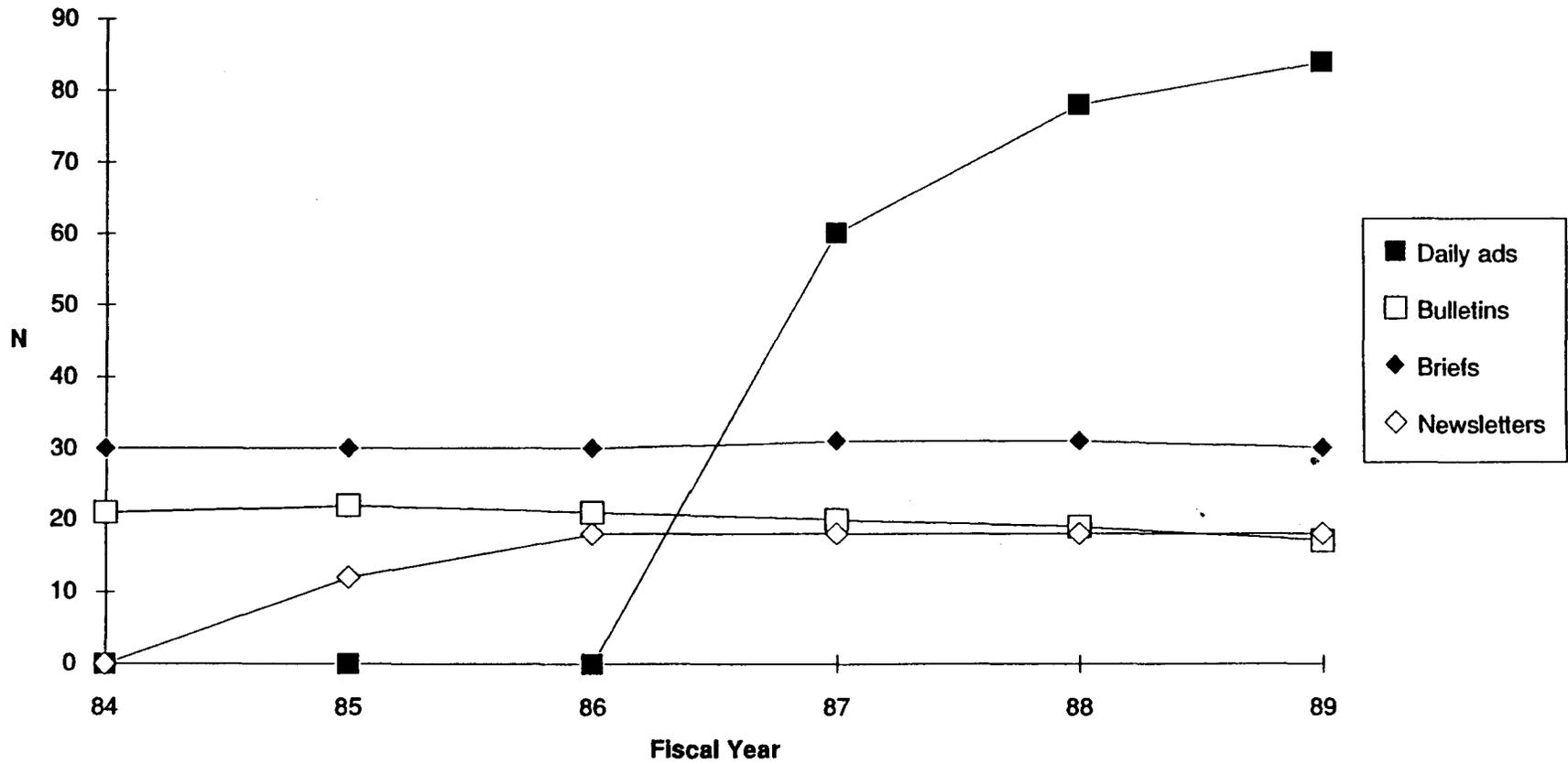
Office Automation System Activities
Fiscal 1985 - 1989

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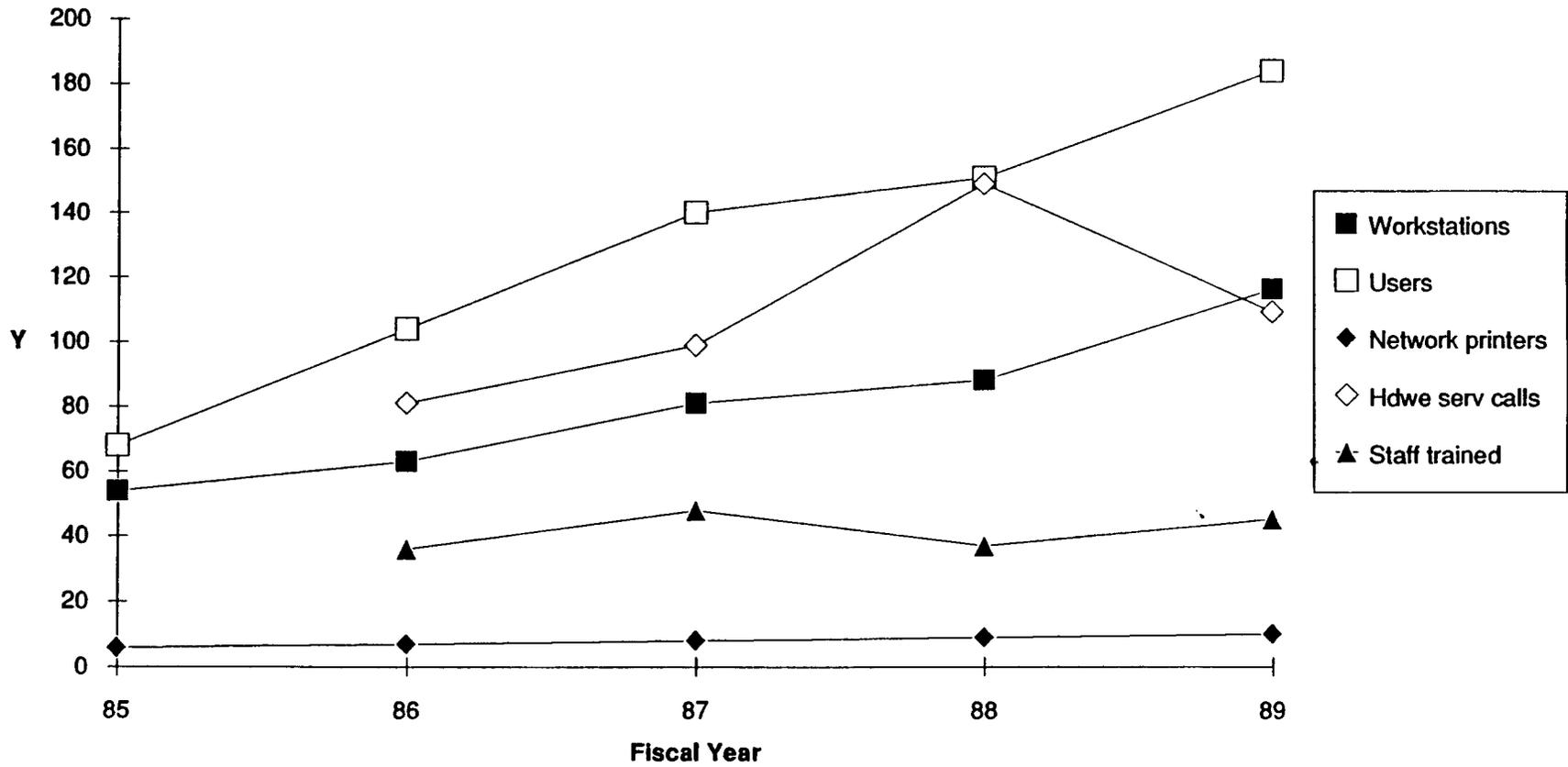
OFFICE OF THE REGISTRAR
1988-89

RESPONSIBILITIES

All the functions and responsibilities performed in the Office of the Registrar (OTR) are directly related to supporting the instructional endeavors of the University. Those functions can be roughly divided into the categories shown below:

SUPPORT FOR DEPARTMENTS AND FACULTY

- Create and maintain the authorized course and course offering data bases, produce advising documents, schedule classes and exams, equip and monitor classrooms, distribute class lists and grade reports, produce ad hoc reports

SUPPORT FOR COLLEGES

- Produce and distribute Class Schedules, distribute adviser reports, provide computer system hardware, train staff, develop new systems to assist with advising and degree progress, registration, and academic record keeping, provide ad hoc and production reports of many types

SUPPORT FOR STUDENTS

- Register students, provide various kinds of academic records, certify enrollment and various other data, distribute grades, produce diplomas, keep academic records for all coursework, serve as a clearinghouse and coordinating agency for student contact on academic issues, provide advising and information services in student contact areas and OSA St. Paul

SUPPORT FOR UNIVERSITY ADMINISTRATION

- Generate numerous central University enrollment and administrative reports, help generate data on students for reports and special studies, assist with orientation and admission, certify athlete and veteran eligibility, process loan deferment reports and certifications, coordinate student services in St. Paul

ACCOMPLISHMENTS

Prior to mentioning special projects and unusual accomplishments it is noteworthy that all major OTR functions ran on schedule this past year. Due dates and deadlines are extremely important and common in this office.

The AIS-SSS project team working on the development and implementation of the Miami University software package to perform academic progress and degree audit tracking at Minnesota made considerable progress. System design was completed, several staff have received orientation and training, and programming on the system has started.

OTR staff spent a lot of time helping lead the design of an automated CEE registration system which someday could interface with the day system. Effective with Summer Session I, 1989, OTR began the process of adding CEE courses and grades to the SDB on a weekly basis via an automated system. From SSI on students registered in CEE will automatically be added, and they will no longer need to request transfer of records. Transcripts will also be integrated for those students.

Prior coursework in CEE will all be added to the SDB for any student registering in CEE.

This development should solve many problems encountered by students and collegiate advisers. It will facilitate numerous administrative processes. Finally, in an effort to assist St. Paul students, OTR volunteered to register students for CEE courses at St. Paul A & R rather than forcing them to travel to Minneapolis.

During the year OTR assumed responsibility for creating ad hoc reports from the RRDB for users. No additional staffing was provided to help produce the reports which take the equivalent of more than one FTE position. We also designed, with assistance from OSFA, a set of student access screens which students could use to inquire into their records, registration, and financial aid records. No funding is yet available for this development. Degrees received reports were designed and distributed to colleges and historical degree information is being created for standardized reports. The registration program which posts registrations to the SDB was rewritten. The new program works much more effectively and eliminates all the problems which the old program used to cause in student records.

OTR staff were instrumental in the decision to move to the 50 minute class hour. Staff have been planning the implementation of the 50 minute hour and the 60 minute hour for Summer Session. Another significant action was an agreement with Graduate School to create "thesis" credit courses to track faculty effort (250 were created). Activities related to the remodeling of large classrooms and many rooms in Folwell continued to be a major push.

OTR activities directed at improving services for students included standardizing, again with cooperation from OSFA and CEE, certification procedures. The design of a "Visitor Information Center" for Coffey Hall was completed as was the remodeling of the Student Relations office in 150 Williamson. Plans were made for the creation and implementation of a "Student Organization Center" in St. Paul OSA. OTR staff made a considerable effort to assist Orientation both by helping with Parent Orientation and by helping run programs in St. Paul. Staff participated in many functions for prospective students such as visitations to other campuses, community college counselor training programs, and "preview days."

Finally, working with college officers through the Registrar's Advisory Committee and other contacts a number of significant policy and procedure changes were discussed and implemented during the year. Examples are a policy change which allow posting of record changes even after degrees are granted and new procedures for the registration and certification of Medical School students.

ACTIVITY INDICATORS

	1987-88	*1988-89*	*Change*
Registrations processed			
Summer	24,841	23,821	-4%
Fall	46,450	44,438	-4%
Winter	42,399	41,329	-3%
Spring	39,869	38,499	-3%
TOTAL	153,559	148,087	-4%

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	1987-88	1988-89	Change
Cancel/Adds processed	138,109	150,098	+9%
Transcripts processed			
Official transcripts mailed	84,254	98,135	+16%
In-person transcripts	90,127	109,122	+21%
College/Department transcripts	20,812	25,031	+20%
TOTAL	195,193	232,288	+19%
New diplomas issued	10,733	10,478	-2%
Replacement diplomas issued	228	225	-1%
Day grades processed	541,510	527,857	-3%
Extension grades processed	83,588	86,511	+3%
Mail-in certifications	18,349	29,944	+63%
In-person certifications	31,888	29,584	-7%
Late changes to **Class Schedule** information	7,247	7,145	-1%
Number of special room reservations	14,802	13,027	-12%
Course sections scheduled			
Summer	5,007	4,905	-2%
Fall	8,417	8,563	+2%
Winter	8,374	8,232	-2%
Spring	8,034	7,973	-1%
TOTAL	29,832	29,673	-1%

The slight decreases in a number of these indicators can be attributed to falling University enrollment. The large swings in the mail and in-person certification categories can be tied to changes in federal loan deferment procedures. We anticipate a continuing high volume of mail-in certification activity as lenders and guarantee agencies attempt to do a better job of collecting student loans and meeting federal follow-up requirements. The large increases in transcript volume will continue. The new system facilitates rapid production of all types of student records. They are being used more frequently by colleges, advisers, and students. Another factor is the fact that each year there are many more students with University records!

STAFFING

	1987-88		1988-89	
	Professional	*Clerical*	*Professional*	*Clerical*
St. Paul A & R/ Student Affairs	2.00	10.00	2.00	10.00
Minneapolis	20.50	70.00	20.75	69.75
FTE TOTAL	22.50	80.00	22.75	79.75

While there were no major staffing changes this past year it is important to note a few accomplishments outside of regular staff activities. One staff member consulted with Lakewood Community College on degree audit systems, another assisted with the instruction in Speech 5414 and produced special reports for CLA on enrollment trends. Staff members in St. Paul made special efforts to advise and assist student groups and Student Activities. Several staff played significant roles in SSS building remodeling and the creation of building committees, another in University classroom remodeling and space committees. Several participated in search committees for significant University positions.

ISSUES

During the course of the year OTR will be examining the many special services the department provides to see if they can be continued in the face of considerable staffing retrenchments for the 1989-90 year. A factor which complicates the situation is that OTR staff are committed by a huge effort associated with adding CEE records to the SDB.

Obtaining approval and funding to completely implement the Academic Progress Audit system will be a priority during the year. Items such as this which relate to means of helping improve advising at the University will be a high priority.

A continuing frustration is the fact that student registration continues to be considerably complicated by the existence of numerous holds, both academic and financial, and other kinds of "signature" requirements through which students must pass prior to registration. In spite of efforts to simplify/ eliminate some of these impediments, little progress has been made.

Efforts will be required to accommodate the new College of Architecture and Landscape Architecture, the programming of the new Student Accounts Receivable system (STARS--which also presents some opportunities to simplify certain operations), and a new state law requiring immunization of all students enrolled.

FUTURE PLANS

The 50 minute class hour will be implemented this winter quarter and in Summer Session 1990 a 60 minute hour. Extensive planning and publication for these changes is continuing. During the course of the year a "Room Utilization" study will be completed on all the centrally scheduled classrooms on the Twin Cities and Duluth campuses.

A considerable effort is being made this fall to bring the Class Schedule course entry indicators in line with requirements entered into the computerized registration system to save student run-around. A continuing effort will be made to eliminate impediments to registration--those holds and signature requirements which seem unneeded.

During winter quarter the first phase of the Academic Progress Audit system will be implemented for CLA, Morris, Education, CBS, and perhaps Duluth. Considerable effort will be made by OTR working in conjunction with colleges to gather and enter program, major, and degree requirements into the system for the 1982-90 bulletin years. Additionally, it will be necessary to identify any exceptions granted to individual students to any of the academic requirements so they can be incorporated in the audit system.

The large increase in the volume of loan certifications is forcing OTR to consider automating certification functions. Plans are underway to design improved certification information screens and perhaps automate letter writing functions.

OFFICE OF STUDENT FINANCIAL AID
1988-89

RESPONSIBILITIES

The Office of Student Financial Aid (OSFA) assists students in the completion of their academic programs by helping them meet the cost of their education. Three groups of clients are provided a variety of services in meeting this responsibility:

- Students: Students are assisted in securing loans, grants, scholarships, and employment and in managing their personal debts and finances.

- University Departments: University departments are assisted in recruiting students for academic programs, awarding scholarships, and hiring and retaining capable student employees.

- The Community: Government and private agencies--such as the U.S. Department of Education, the Higher Education Coordinating Board, and lenders and loan guarantors--are provided essential information, and non-University employers are assisted in hiring and retaining capable student employees.

OSFA is committed to excellence in the provision of these services and to the continued improvement of the delivery of financial assistance.

ACCOMPLISHMENTS

Service. In 1988-89, turnover in support and counseling positions in the Financial Aid Information Center allowed OSFA to review and reorganize general information services and counseling functions to ensure greater quality student service. Financial Aid counseling was provided throughout the year in the form of appointments and walk-in services in Fraser and Coffey Halls, as well as at the Law, Graduate, and Health Professions, Office of Minority and Special Student Affairs Learning Resource Centers, and Office for Students with Disabilities outreach locations.

During 1988-89, the Student Employment Center issued 48,925 referrals for jobs--an increase of nearly 9,000 since 1986-87. The increase could mean that students are becoming more particular about the jobs they accept or that employers are becoming more particular about the students they hire, or both. Student Employment is providing better assistance to individual applicants than ever before. Improved service through more efficient applicant interviewing procedures meant that most students who applied for jobs were screened and referred within 25 minutes of entering the office.

Outreach. OSFA staff continued participation in a number of successful outreach activities in 1988-89, including:

- Community Service through employment programs throughout the State of Minnesota.
- Student and parent high school nights for Twin Cities schools
- Twin Cities campus student and parent orientation programs
- Minnesota College Fair
- Minnesota State Fair

- Welcome Week activities

- Representation at Check Disbursement

- Discovery Day

- Financial aid and student employment workshops and training for students and departments on campus, and workshops for professional organizations.

Academic Monitoring. In response to requirements of the U.S. Department of Education to monitor the academic progress of financial aid recipients, OSFA developed and implemented a new policy for the 88-89 year which continues to measure both qualitative and quantitative standards of academic progress. The new policy supports the scholastic requirements of the academic units on the Twin Cities campus, is more efficient to administer, and far less confusing to student aid recipients.

Financial Aid Reporting Data Base. In March, the Financial Aid Reporting Data Base (FARDB) began production with assistance from the Information Center at Administrative Information Services. The FARDB enables us to respond rapidly to most internal and external requests for reports both with financial aid information alone, and with information derived from linking the FARDB with other institutional reporting databases. FARDB is valuable in many ways, and we expect its utility to increase as staff develops applications within their units.

Employment Opportunities. Students had more jobs to choose from (28% increase), including skilled jobs and jobs related to career goals and academic majors. Specific actions encouraged this outcome:

- Listing vacancies became easier for employers when an extra phone line was installed at the general service number and procedures for telephone job listings were improved.

- The expansion of Community Service Programs enabled students to perform meaningful community service and gain an income to support school expenses.

- A formal STS microcomputer training program was implemented. Two hundred and fifty-five students were trained and evaluated in word processing and data entry.

More students are choosing temporary employment as an option. The Student Temporary Service (STS) showed an increase in vacancies of 11.3%, and Microcomputer vacancies increased 47%. STS also increased placements by about 300. The service ratio of placements per vacancies was 98%.

Rules Revision. Students and employers had a more efficient and clearer set of employment policies via revisions to the Student Employment Rules. These revisions were accomplished in conjunction with the Student Employment Committee.

Innovations and Delays in Aid Delivery. While still not complete, the Loan Application Processing System (LAPS) enabled us to process Stafford loans with a very rapid turnaround time. During this past year, we piloted its multicampus use at the Duluth campus with equally good results.

Financial aid award letters were produced at an earlier date than in any recent year. As a response to possible delays or breakdowns in the automated system, OSFA staff has developed a framework for adopting alternative processing methods, thus ensuring greater institutional control over the delivery process and more timely delivery of financial assistance.

Quality Control. OSFA designed its own institutional verification program for Title IV funds for the 89-90 year, based on participation in the Quality Control Pilot Project, an initiative of the U.S. Department of Education to determine the extent to which the Title IV student financial aid delivery system can be improved at the institutional level. In this novel approach to quality control, institutions assess the effectiveness and efficiency of their offices, and design ways to improve their operations. The goal is to increase the accuracy of financial aid awards by ensuring students eligible for aid receive neither more nor less than intended. During 88-89, student reported data was evaluated with the goal of identifying and correcting error-prone areas.

Minnesota Part-Time Student Grant Program. Expenditures jumped from $273,753 in 87-88 to $394,161 in 88-89, an increase of 44%. This may indicate an increase in financial needs of non-traditional students.

All-University Merit Scholarships. In 1988-89, the University continued to fund all National Merit scholars enrolled at the University of Minnesota. Scholarships ranging from $500 per year to full tuition (based on financial need) were awarded to 175 Twin Cities campus Presidential Scholars. The program includes the freshman and sophomore classes. Awards ranging from a minimum of $1,000 to a maximum of $3,000 (based on financial need) were provided for students through the central minority merit scholarships (Presidential Outstanding Minority Scholarship and Katz Scholarship).

Audits. An internal Audit Committee was established to monitor audit activity in response to a radical change in the nature of the appeal process in federal audits. The shift was away from a consultative, negotiating atmosphere towards a rigidly proscribed adversarial legal procedure, with a greater possibility of substantial financial liability, and a much greater cost to the institution for addressing audit findings.

Multiple Data Entry Service Changes. Significant decisions were made by the federal government which will change how students apply for financial aid for the 1990-91 school year. The changes will affect the forms they fill out, the fees they pay and possibly the service they receive.

Because of the changes being made in the application process, the Multiple Data Entry (MDE) services (which process financial aid applications for colleges and universities across the country) are behind their normal schedule for bringing up the 1990-91 aid delivery system. At this point we anticipate some delay in bringing up our systems, but the degree of delay cannot yet be ascertained.

These mandated changes will be confusing to students and may result in the failure of some students to apply for the Minnesota State Grant program. In addition, these federal mandates adversely affect our ability to fully utilize our automated loan processing system because data elements needed to process loans are no longer included in the application for federal student financial assistance.

These concerns are shared generally by financial aid administrators across the country as well as the MDE processors. To date, Congress and the Administration have not taken steps to modify the delivery system.

Operational and Administrative Functions. In an ongoing effort to define goals and a structure that best serve to meet the needs of our clients, OSFA has hired a graduate student in Educational Administration to work with management staff on an organizational development plan for building and maintaining a successful operation. The plan outlines a unified system of goals and objectives, an appraisal program designed to detect discrepancies between goals and individual and unit perform-

ance, and an annual planning period for the succeeding year based on the department's overall performance and needs.

Staff Training and Development. Approximately 70 staff completed OSFA's "New Staff Training" program designed to train both full-time and part-time employees in all areas and programs within OSFA. Limited training was also provided to staff from the Students Accounts Receivable and Bursar's office (Check Disbursement).

Weekly In-Service training for all financial aid staff was planned around the theme, "Communicating with Students." Staff from the University community as well as staff from outside the University were included as guest speakers.

STAFF

In 1988-89, OSFA employed 90 full-time staff, supported by 65 part-time staff in five divisions as follows:

	Full-time staff	*Part-time staff*
Administration	15	5
Data Management	19	4
Student Affairs	26	6
Student Employment	12	25
Systems	20	25

New Director. On July 1, 1989, Chris Halling was named director after having served for six months as acting director while a nationwide search was conducted to replace former director, Bob Misenko.

Kudos. During 1988-89, OSFA employees held offices in the Minnesota Association of Financial Aid Administrators (MAFAA) and the National Association of Student Employment Administrators (NASEA). Staff represented the University and participated as delegates, committee members, council advisors and presenters for MAFAA, the Midwest Association of Student Aid Administrators (MASFAA), the Midwest Association of Student Employment Administrators (MASEA), the Minnesota Higher Education Coordinating Board (MHECB), the National Association of SAM Users (NASU), and American College Testing (ACT).

Julie Benz received a MAFAA Executive Council Award for her work on the Federal Legislative Committee.

Dianne Danov served as chairperson of the MAFAA Professional Development Committee, which won a national award for its project, "Training for Success." Ms. Danov accepted the award at the NASFAA annual conference in Washington, D.C., in July.

Sue Hamre's workshop on desktop publishing for student employment publications won the Best Presenter's Award at the MASEA conference in Chicago.

Student Temporary Services received national recognition in an article published in The National On-Campus Report. The article describing the services STS offers to employers and students was published in the July 3, 1989 edition of the publication.

ISSUES/FUTURE PLANS

Issues facing OSFA in 1989-90 include:

- reexamining the choices for delivery systems for state grant money in the light of new information from the Minnesota Higher Education Coordinating Board's State Grant Program office

- responding to radical, poorly timed changes in the family financial data gathering process resulting from new federal initiatives

- maintaining quality service despite new federal requirements that increase operating costs without increasing administrative allowances

- developing a preferred lenders program to streamline loan delivery

- continuing to implement responses to federal loan default prevention initiatives

- continuing to implement the Loan Application Processing System (LAPS) including expansion to additional campuses in the University system

- shifting focus to the recruiting of students for jobs in view of the increase in the number of vacancies and decrease in number of applicants over the past three years (see appendix)

- continuing recruitment of career-oriented and community service vacancies

- establishing an Orientation to Work program for incoming students, to be held as part of fall freshman orientation

- planning and developing a new international work opportunities program

- implementing accurate and timely procedures for CWS awarding and monitoring and increasing communication with CWS employers about regulations and policy changes via the Student Employment newsletter.

- providing more information on financial aid to academic units and central administration

- continuing to work with the development team on the new Student Accounts Receivable System (STARS)

- initiating a project to create an automated batch interface with the Admissions system to improve compliance with regulations

- continuing to develop capacity for use of the FARDB to support operations.

Twin Cities Campus Student Employment:
Job Applicants vs. Job Vacancies
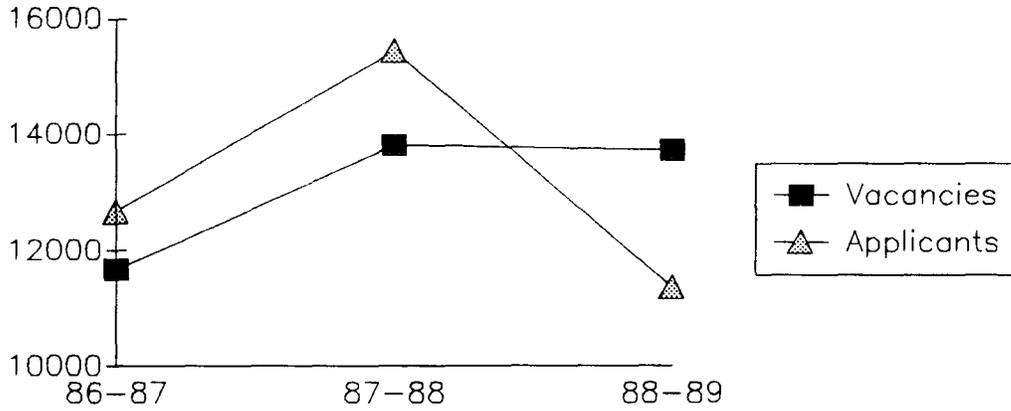
1988–89 Twin Cities Campus Student Employment:
Vacancies & Placements Ranked by Placement

Sources of Financial Aid 1982-83

Private
0%

Federal
38%

University
59%

State
3%

Sources of Financial Aid 1988-89

Private
1%

Federal
34%

University
60%

State
5%

Twin Cities Financial Aid by Type: 1983 – 1989

Dollars in Millions

200

160

120

80

40

0

WORK

LOAN
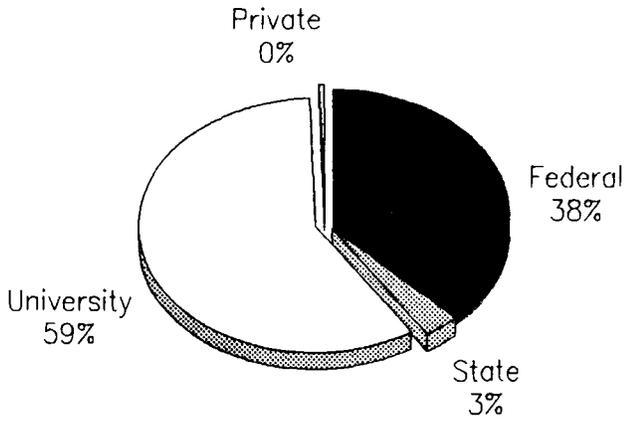
GIFT

82-83   83-84   84-85   85-86   86-87   87-88   88-89
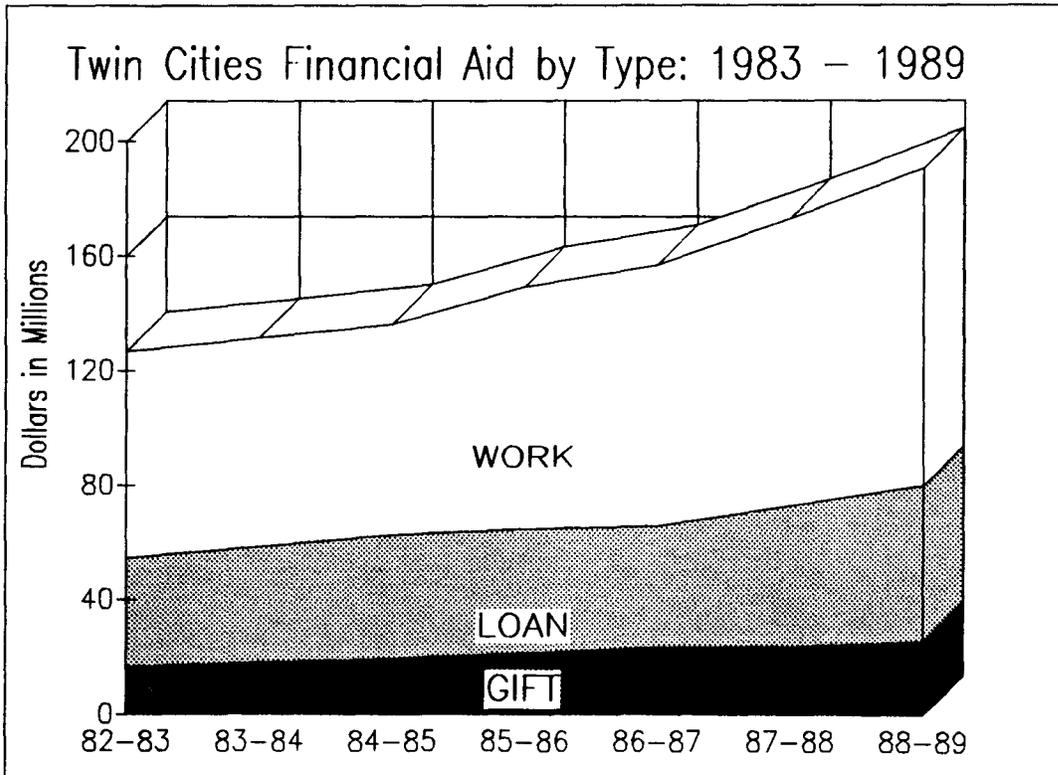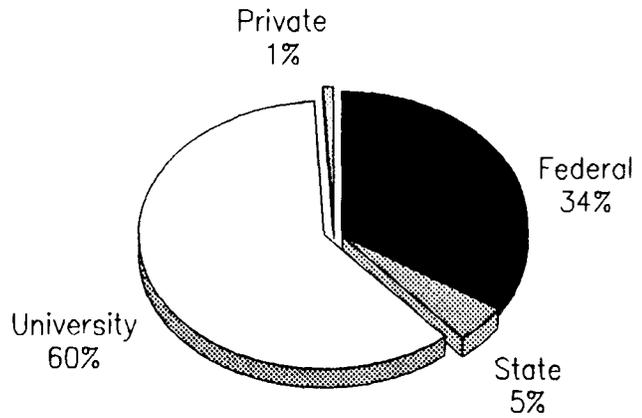
Financial Aid by Fund at the University of Minnesota Twin Cities Campus: 1982-83 through 1984-85

Program	1982-83 Dollars	Awards	1983-84 Dollars	Awards	1984-85 Dollars	Awards
GIFT AID						
SEOG	$1,557,615	2,195	$1,659,363	1,949	$1,235,197	992
Pell Grant	$7,704,042	7,067	$8,725,419	7,454	$9,187,844	7,661
MN State Grant	$2,875,038	5,250	$4,635,331	5,766	$3,947,105	5,286
MN State Part-Time Grant	$143,335	347	$125,558	271	$126,970	241
University Scholarship	$3,826,100	4,691	$2,446,958	3,366	$2,610,947	3,577
Non-University Scholarship	$631,632	705	$706,570	725	$880,988	838
Athletic Scholarship					$1,366,240	
Exceptional Financial Need Schol.	$25,520	2	$64,471	5	$53,585	4
Financial Aid for Disadv HP Students						
TOTAL GIFT AID	$16,763,282	20,257	$18,363,670	19,536	$19,408,876	18,599
LOANS						
HPL - Dentistry	$457,273	141	$476,641	123	$432,332	115
HPL - Medicine	$464,077	128	$441,062	137	$421,310	118
HPL - Pharmacy	$142,485	44	$203,301	66	$255,075	69
HPL - Veterinary Medicine	$179,236	76	$167,323	50	$219,194	82
Perkins Loan	$2,886,493	4,028	$3,187,772	3,158	$2,833,108	3,642
Nursing Student Loan	$48,178	71	$40,112	26	$33,206	46
University Loan	$1,550,763	1,397	$820,084	807	$1,104,367	1,465
HEAL	$130,348	27	$385,057	62	$488,446	81
Stafford Loan (GSL)	$31,801,014	12,383	$34,539,775	13,241	$35,216,261	14,590
PLUS (GSL)					$681,121	
SLS (GSL)					$1,394,736	
SELF						
LAL						
MMF						
Other Loans						
TOTAL LOANS	$37,659,867	18,295	$40,261,127	17,670	$43,079,156	20,208
EMPLOYMENT						
Federal College Work Study	$2,188,415	2,595	$2,005,089	900	$1,854,159	791
Minnesota College Work Study	$1,120,000		$1,324,335	597	$1,205,476	589
University Employment	$68,705,021	17,170	$69,458,331	14,567	$70,720,140	14,498
TOTAL EMPLOYMENT	$72,013,436	19,765	$72,787,755	16,064	$73,779,775	15,878
GRAND TOTAL	$126,436,585	58,317	$131,412,552	53,270	$136,267,807	54,685

Program	1985-86 Dollars	Awards	1986-87 Dollars	Awards	1987-88 Dollars	Awards	1988-89 Dollars	Awards
GIFT AID								
SEOG	$1,480,273	1,577	$1,614,492	1,156	$1,416,007	906	$1,447,211	875
Pell Grant	$10,159,347	7,366	$8,877,424	6,387	$9,124,289	7,309	$11,434,691	8,705
MN State Grant	$4,038,464	5,625	$6,398,162	7,590	$6,112,453	5,875	$5,108,538	6,259
MN State Part-Time Grant	$364,538	814	$268,835	753	$387,561	771	$392,611	944
University Scholarship	$2,941,072	3,225	$3,883,703	4,862	$3,961,685	3,408	$4,115,042	3,735
Non-University Scholarship	$843,257	774	$1,003,377	931	$992,209	4,258	$1,066,067	2,334
Athletic Scholarship	$1,477,488	317	$1,681,247	375	$1,760,245	411	$2,104,762	432
Exceptional Financial Need Schol.	$79,862	6	$57,060	5	$72,225	6	$67,220	5
Financial Aid for Disadv HP Students					$59,102	35	$39,533	20
TOTAL GIFT AID	$21,384,301	19,704	$23,784,300	22,059	$23,885,776	22,979	$25,775,675	23,309
LOANS								
HPL - Dentistry	$327,839	115	$487,482	123	$539,012	124	$921,036	141
HPL - Medicine	$401,902	91	$463,807	79	$576,126	111	$700,092	114
HPL - Pharmacy	$163,204	61	$194,047	73	$145,271	59	$210,735	58
HPL - Veterinary Medicine	$154,794	65	$228,773	78	$206,975	56	$448,180	72
Perkins Loan	$2,659,821	3,348	$3,444,774	3,948	$4,109,467	4,398	$3,612,581	2,334
Nursing Student Loan	$48,243	42	$49,855	43	$87,485	62	$48,372	41
University Loan	$1,614,723	1,853	$2,428,070	3,473	$2,383,557	3,436	$1,261,357	1,016
HEAL	$826,826	141	$525,500	73	$137,089	39	$115,990	41
Stafford Loan (GSL)	$33,528,537	13,961	$30,992,477	13,240	$36,735,975	12,961	$41,070,018	18,847
PLUS (GSL)	$469,466	234	$85,043	141	$242,909	75	$519,119	298
SLS (GSL)	$2,088,096	845	$1,705,828	726	$2,459,274	821	$3,172,314	1,275
SELF	$866,797	311	$1,186,108	460	$1,187,051	424	$1,721,112	729
LAL					$56,609	13	$80,802	23
MMF							$453,325	413
Other Loans							$162,797	36
TOTAL LOANS	$43,150,248	21,067	$41,791,764	22,457	$48,866,800	22,579	$54,497,830	25,438
EMPLOYMENT								
Federal College Work Study	$1,400,103	573	$1,649,602	522	$2,462,840	796	$1,569,311	1,440
Minnesota College Work Study	$1,404,520	616	$1,462,824	666	$1,431,725	568	$1,434,390	653
University Employment	$81,983,893	14,519	$88,305,202	15,192	$96,450,250	15,536	$107,499,722	18,090
TOTAL EMPLOYMENT	$84,788,516	15,708	$91,417,628	16,380	$100,344,815	16,900	$110,503,423	20,183
GRAND TOTAL	$149,323,065	56,479	$156,993,692	60,896	$173,097,391	62,458	$190,776,928	68,930