



PACRAO News

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President's Message to the Membership

Emergence and Destiny

EMERGENCE IS PROBABLY THE BEST WORD to describe our school, our community, and even our global environment today.

On the broader global scene, our nations and the business and industries of our countries are still trying to recover from the devastating events of 9/11. Indeed, our institutions have been severely affected by the subsequent impact on local economies. And even PACRAO has not gone untouched—as we saw from the conference attendance at PACRAO 2001 in Burlingame. Attendance was up for PACRAO 2002 in Victoria, but still not up to our former registration numbers.

Emergence is, nevertheless, a good word to summarize our experience, because this word beautifully captures and conveys a resilient sense of hope and an undaunted focus on proactive undertakings. For me as the *emerging* President, this realization is both reassuring and at the same time humbling.

PACRAO is as strong as ever. Membership goals over the last few years have essentially been met. Our leadership in professional development is poised for even greater expansion this year. Our Diversity Development Committee, the most visible expression of continuing PACRAO commitment throughout the year, has infused our sensibilities with an appreciation and yearning for inclusiveness in every way and at all levels. And like so many cutting edge organizations, PACRAO is poised to leap into an electronic platform for membership benefits, official communications, Association services, and our organizational legacy.

The advent of our web transition is the reason why no Membership Directory was published this year. (Did anyone miss the mad scramble to find

your name label and those of your institutional members in Victoria?) In fact, the Executive Board envisioned that our Membership Directory would be the first of our services that would be available to you by early 2003. This would be followed by electronic adaptations of our PACRAO Newsletter and our PACRAO 2003 conference planning activities.



Despite our virtual metamorphosis, it is not PACRAO's intent to lose the human touch. After all, evidence of our emergence as an Association is most strongly felt in how we have reached out to each other personally and professionally. As President-Elect last year, I attempted to reach out to the state organizations within our PACRAO region. President-Elect Bob Bontrager is doing the same this year. It is our hope that more officers from our state organizations will attend and be visible at our PACRAO 2003 conference in Coeur d'Alene so that we can strengthen, affirm, and recognize our mutual goals and support in a broader forum.

Both our professional development and Diversity Development strategies have matured to new levels within our Association. Encouraging interaction and communication across our region, these initiatives seek to determine your immediate and most imperative needs in an effort to respond in a more attentive and productive way. These efforts are, after all, not merely about offering programs and meetings, but about strengthening our professional and leadership abilities.

Continued on next page

PACRAO 2003
Coeur d'Alene,
Idaho
November 2-5

President's Message Continued

In a spirit of professional outreach, I have personally responded to the interest of registrars and admissions officers in Mexico, whom I discovered are keenly interested in joining an Association like ours. The collegiality, professional development, and networking relationships that could be developed would be immensely beneficial to our neighbors south of the US border as well to us to many of our own institutions that already have relationships with Mexican institutions of higher education. We hope some of our Mexican neighbors will join us for Annual Meeting next November.

Which brings me to PACRAO 2003! Talk about emergence! No one can doubt the commitment, creativity, and energy of our members—especially to look at all of the activity surrounding the planning of PACRAO 2003! Local Arrangements Committee (LAC) Chairs Rocky Owens and Kirk Koenig held their first meeting last July at the Coeur d'Alene Resort. If you stopped by the PACRAO 2003 booth in Victoria, you know the excitement and enthusiasm is already high! Rocky even arranged for Jenna Pallet, representing the Coeur d'Alene Resort, to be on hand for part of the conference in Victoria.

PACRAO has never been to Idaho for an annual meeting, but our Idaho colleagues and the City of Coeur d'Alene itself are looking

forward to our conference November 2-5, 2003. Recovering from unfavorable publicity of the 1990's, Coeur d'Alene has emerged as one of the most sparkling resorts of the Pacific Northwest. Its hospitality has literally been extended for all the world to discover. And our opportunity will come next November, when PACRAO will invite you to discover the direction YOU can take—a personal and professional emergence into a landscape of new perspectives and creative possibilities!

Finally, proud as I am to serve as your President, the genuine glory of our Association belongs to you, the members. You make PACRAO what it is. You are the reason for our emergence. As long as we care about the responsibilities and future of our profession, there will always be the spirit to carry our PACRAO legacy forward.

As your President, my role is one of facilitating and coordinating that spirit, which is why your involvement is so important to me. Share your ideas, your talents, your expertise, and your personalities with us in any way you can—in our conference planning, as presenters, as members of a committee, or even in communications direct with me and your Executive Board. Together we make PACRAO! Together, we are the registrars and admissions officers and student services specialists of Western Northern Hemisphere! And together, we will shape our emergence into our future!

Diversity Corner

My name is Nirmala (Mala) Sharma and it is my pleasure to introduce myself to the entire PACRAO membership. I am your new Diversity Development Advocate for the year 2003.

The Diversity Development Committee (DDC) consists of sixteen members from the Pacific region, including our PACRAO President Mr. Clifford A. Ramirez, from the University of California, Los Angeles. The DDC is entrusted with the task of bringing several diversity sessions to the annual PACRAO conference. In addition, we coordinate the New Member Orientation/Diversity Development Connection I, facilitate the Diversity Development Connection II, organize the Diversity Development Breakfast, and sponsor a conference plenary session. The DDC also hosts professional development workshops during the year.

The annual PACRAO meeting will be held at The Coeur d'Alene Resort in Idaho from November 2 to 5, 2003. It is my pleasure to invite you to join us at this event and benefit from a wide variety of informative, professional sessions. This is a great

place to meet your colleagues, exchange ideas and network while enjoying the scenery and the resort.

I encourage you to get involved in PACRAO, your Association. Join the Diversity Development Committee or another committee of your interest. Please feel free to contact me either by e-mail at nisharma@cdrewu.edu or by phone at (323) 563-4832.

Looking forward to meeting you at Coeur d'Alene in November!

Sincerely,

Nirmala D. Sharma,
PACRAO Diversity Development Advocate
Director of Enrollment Services/Registrar
Charles Drew University
1731 E. 120th Street
Los Angeles, CA 90059

Professional Development Committee

Enrollment Management: Key Elements for Building and Implementing an Enrollment Plan

By Janet Ward

Just as every institution has a mission statement that expresses its purpose (educational goals and market segment), there needs to be a road map that shows where you've come from, where you are and where you are going. The enrollment plan is the road map for the mission, as it outlines goals, strategies and tactics. While creating a comprehensive enrollment plan is an all-institutional commitment, it's important to recognize that there are internal factors, that if in place, will simplify the development, implementation and management of the plan. This article will first outline some institutional traits that will enable enrollment leaders (e.g. marketing, admissions, financial aid, advising, registration and records, research, retention strategies, etc) in navigating their road map. Secondly, information will be presented that provide the basic elements for developing a comprehensive enrollment plan.

Institutional Traits: In Support of the Enrollment Plan

The first challenge in developing an enrollment plan depends on the clarity and commitment to the institution's vision. What are the goals and aspirations of your institution? What market niche are you serving or hope to serve in the future? What sets you apart from your competitors? Where do you hope to be in five, ten or twenty years?

Having spoken several times on this topic, the most challenging question raised has been, "What if your institution does not have a clear vision?" This is the critical first step, as all members of the community (from front-line staff in the registrar's office to the staff in the development office to the faculty) must be able to see how their work is important to moving forward to achieve the vision.

- ❖ **Vision and President's Leadership:** The president is viewed as the champion of the vision and constantly reinforces its message to key stakeholders (Board of Trustees, donors, alumni, parents, students, faculty and staff). Branding the vision via printed and electronic media is critical – what appears on letterhead, web pages, in publications, etc. As an example – here's Seattle Pacific University's vision:

*Engaging the Culture, Changing
the World*

By Graduating More Students of Competence & Character

While simply stated, faculty and staff across the community at SPU have been able to latch on to this statement and have been able to express how their work supports this vision.

- ❖ **Key Leaders Buy-in and Commitment to the Vision and Goals:** While the president's sponsorship is a crucial first-step; the achievement of the vision requires an all-University effort. While easy to say, the level of commitment becomes evident when "feet" are placed to the vision. Typically, institutions have guiding documents from core divisions within the institution, such as an enrollment plan, academic plan, facilities plan, endowment plan, student life plan, etc. The "rubber hits the road" when these plans begin to compete for finite resources and the level of buy-in to the institutional vision is tested when choices are made on which priorities are to receive funding ("feet"). Will funding be available to increase financial aid to students or should more funding go to hire more instructors or should it be redirected to help renovate a building? Buy-in and commitment by key leaders is demonstrated through the development of:
 - ❖ **Institutional Plans with Key Benchmarks:** What are the enrollment goals out five, ten or twenty years? Goals need to be stated and monitored. If you did not hit the first year persistence goal for freshmen, then you can ask second level questions to understand why the goal was missed.
 - ❖ **Collaborations among Plans:** How will goals in the enrollment plan impact the academic or facilities plan? For example, on my campus a question about enrollment growth challenged as more students brought with it an increased need in faculty, residential facilities, parking, financial aid, etc. Through conversations with leaders in academics, facilities, residence life, student life and other student support services, the question of growth also included the impacts on the other plans, as each of these had a price tag. This resulted in developing additional enrollment models (no growth, slight growth, growth) with their corresponding cost structures from all the impacted areas of the university.
 - ❖ **Budget Planning and Resources:** To move forward, what items must be funded in the next budget cycle? While effective managers re-engineer operations annually in order to keep departmental resources focused on priorities, at times an investment of new dollars is required. You have heard the phrase –

“follow the money.” This expression is true when looking at the institutional commitment to achieving the institutional vision; the money goes to fund the priorities.

- ❖ **Structure, Responsibility & Authority:** The operational and political climate on a campus may either support or hinder the achievement of the vision. While no one administrative structure is superior to another, the key to success does depend on the clarity of the structure as well as the clarity of the responsibilities and authority for each leadership position. Questions to consider::

- ❖ **The Individual** – Are the key leaders prone to be team players or lone wolves? Are they willing to work toward the institutional achievements or are they more focused on personal victories?
- ❖ **Decision-making** – Is there a clear understanding when decisions are yours alone, or to be shared with others, or rests with solely with the supervisor? Truthfully, as my career has progressed up the career ladder, I have found that the more critical the decision, the more likely it has been a collaborative one of among key stakeholders.

Individual Leadership Traits:

While the vision may be clearly articulated and embraced by the campus community, to achieve institutional goals rests upon the actions of individual leaders within the organization and their teams. The following characteristics apply to all leaders within the organization, whether a program manager, lead counselor, associate director or vice president. From my perspective, when hiring opportunities arise, these are the characteristics to look for beyond the technical expertise or professional experience:

- ❖ **Ability to Forge Collaborations across the Institution:** To achieve the goals within the enrollment plan requires input from different areas of expertise, with each area likely preferring different ways of doing business and/or different priorities. The keys to building effective collaborations require:
 - ❖ **Taking the Time to Build Relationships** – While achieving tasks and assignments are important, it is just as important to spend time on building relationships. Identify those individuals who will help you achieve the goals in the enrollment plan, and take time to get to know them as individuals as well as what they hope to achieve on your campus.

By understanding their hopes and aspirations, you may find a way to help them achieve their goals, and in the long run, they may be more willing to support your goals.

- ❖ **Building your “Trust” Bank Account** – your track record will speak volumes as it is based on your integrity and the consistency of your actions. Ways to build trust include helping others achieve their goals, giving away the credit for successes, meeting commitments and deadlines, and insuring that your actions support your words.
- ❖ **Being Proactive** – Take the initiative rather than waiting for things to come to you. In building collaborations, step out of your comfort zone and meet with a colleague to discuss a new idea, seek someone’s support, or ask another to join your project.
- ❖ **Holistic Perspective:** While understanding your operation is important, it is also important to understand the big picture and the long-term goals. Look for the inter-relationships among goals and tactics, and strive to find ways where your operation or the enrollment plan may support others.
- ❖ **Communication Style** – Become a Facilitator: The challenge for many is that as we have progressed up the career ladder, our promotions were based on our own achievements. However, to gain the respect and confidence across campus, a more collegial style may serve you better.
 - ❖ **Ask Probing Questions.** Explore what is behind various viewpoints or ideas. Be open to new ideas.
 - ❖ **Synthesize Information.** When listening to diverse perspectives develop the ability to synthesize what has been stated and then re-state the key ideas in a way to help others understand the salient points.
 - ❖ **Teachable Moments.** When things are not going well, instead of losing patience, use these times as teachable moments. Instead of judging others, use this as a moment to expand the teams or individual’s knowledge.
 - ❖ **Communication Conduit.** Become a transparent communicator by sharing information in all directions within the organization. My view is that the only information I am unwilling to share is connected to personnel actions and confidences.

- ❖ **Energy Committed to Institutional Goals vs. Personal Advancement:** While career advancement is sought by many, wise organization promotes the person focused on understanding institutional priorities and commits time and energy to their attainment. This is the person who willingly goes the extra mile for a student, or sees a problem and pursues a solution that permanently removes the difficulty so others will not need to experience it.

The Elements of the Enrollment Plan

The goal for developing an enrollment plan is to provide a tool that outlines the primary goals to be achieved over a five, ten or twenty year time-line. The plan supports the institution's vision and complements the other plans within the organizations (e.g. academic, facilities, student life, endowment, etc.) as all work together to achieve the vision. At Seattle Pacific University, the key documents for enrollment planning and assessment are:

- ❖ The Enrollment Plan
- ❖ Executive Summary with Strategic Enrollment Indicators
- ❖ 10-Year Enrollment Growth (Fall Headcount)

The Enrollment Plan:

Vision Centered - *Engaging the Culture, Changing the World*

This document states institutions aspirations and the goals to be attained over multiple years. What are your goals in ten years? In five years? To be effective in guiding decisions on strategies, tactics and resources, the plan needs to be supported and understood by all enrollment leaders as well as other key leaders on campus. Buy-in by senior administration is critical. While only five to ten pages in length, it should be:

- ❖ **Comprehensive:** Cover each enrollment area for which you are responsible – such as, undergraduate, graduate, high school completion, continuing education, community service, etc.
 - ❖ **Clearly Articulating Goals:** Each enrollment area needs clearly stated goals. Start with the long view – where do you want to be in 20 years, and then work back from there and create goals for ten years, then five years, then next year. It is important to set benchmarks for five and ten years in order to monitor progress toward the goals. Goals may include:
 - ❖ **Size** – How many students do you plan to enroll as you look at new students and continuing student

retention? What are the factors important for growth?

- ❖ **Student Quality (admissions)**—SAT score, entering GPA, other factors?
- ❖ **Mix (admissions and retention based** – gender, diversity, by geographic region, other?
- ❖ **Outcomes-net revenue, persistence rates, graduation rates, debt load at graduation, default rate, other?**

Net revenue is a key concept for enrollment leaders to understand and embrace. While achieving headcount goals are important, from a business perspective, particularly for private institutions that are tuition driven, it is more important to hit the net revenue goal than the headcount goal.

Net Rev. = Tuition – Discount (% of Tuition used for Financial Aid)

Executive Summary & Strategic Indicators

An executive summary is be created to provide more details on each enrollment area (e.g. undergraduate, continuing education, graduate programs, etc.). The elements to consider including in each plan would be to clearly identify the:

- ❖ **Enrollment Drivers** – On what will success be measured?
 - At SPU, the enrollment drivers are to achieve goals related to admit rate, graduation rate and net revenue.
- ❖ **Situational Analysis: Threats/Challenges/Opportunities**
 - This includes an internal look at your institution as well as outside. Consider the impacts of the local economy, changes in state or federal regulations, changes in curriculum, etc.
- ❖ **Planning Assumptions:**
 - Outline the planning assumptions for achieving next year's enrollment goals. Any assumption that will influence key strategies should be articulated, e.g. change in curriculum may increase the time to degree for some students, or a price increase of x% is factored into the planning for financial aid awarding and net revenue, etc.
- ❖ **Key Strategies:** The key strategies that support enrollment goals are written in the executive summary to inform various departments of critical tactics for achieving enrollment goals. Strategies may include:

Undergraduate Enrollment

- ❖ Recruitment & Admissions
- ❖ Price
- ❖ Financial Aid
- ❖ Retention Strategies
- ❖ Service

Graduate Enrollment

- ❖ Marketing – by program
- ❖ Price
- ❖ Service

An invaluable tool in tracking progress towards strategic enrollment goals is one spreadsheet that lists the various inputs and outcomes. This tool accompanies me to all meetings as it provides key information at my fingertips on historical data/trends, present state (Fall 2002), and future goals (five and ten years). The following is an extract from the strategic enrollment indicators spreadsheet; data from 1994 through 2012:

BY 2002-03	1995	1998	1999	2000	2001
UNDERGRADUATES	<i>Pre Strategies</i>				
NEW STUDENTS					
Traditional Undergraduates	657	670	670	643	680
High School Transfer	10	28	370	417	647
	267	236	239	230	243
% Outside WA (US Citizens)	21.9%	36.5%	41.7%	46.3%	40.4%
Gender - % Male	35.5%	35.0%	31.0%	32.3%	32.6%
Freshman SAT Score	1110	1142	1140	1145	1146
OUTCOMES	F94	F98	F99	F00	F01
Persistence: FR to SO Year (First Year)	76%	80%	81%	79%	80%

Assessment Process: Closing the Enrollment Planning Loop
 After fall quarter statistics are finalized, enrollment leaders begin to analyze progress made toward the enrollment strategic indicators including an environmental scan of internal and external threats and opportunities. The purpose of this annual assessment is to understand if progress is being made toward goals, and whether or not special actions need to be implemented in the coming year. The assessment of the enrollment plan feeds into the institution's planning process for the coming year, which includes budget planning as additional resources may be required to support institutional priorities.

- ❖ **Decide What Is to Be Assessed.** Review your enrollment plan and look at the items listed as goals and if they are critical for achieving the institutional vision, then the goals and accompanying strategies should be assessed. The following is an example of one goal from SPU's assessment process:

Goal	Strategy
A SIZE	
Undergraduate	3000 by Year 2010 Managed Growth

The goal is size – to reach 3000 students by 2010 by managing the growth. As a result of our assessment process, this goal has been recently revised to slow the rate of growth.

- ❖ **Develop the Assessment Process.** After deciding what goals and strategies are to be assessed (remember, not everything needs to be assessed), then identify:
 1. How frequently will the assessment occur?
 2. What will be assessed?
 3. What methodology or tool will be used to conduct the review? These documents should be maintained to demonstrate that your institutional process was followed.
 4. What results will influence future decisions about the enrollment plan?

The following chart provides the assessment process as it relates to the undergraduate student enrollment "size" goal and strategy.

Frequency	What is assessed	Methodology/Tool	Results
Annually	A. Fall quarter headcount B. Capacity issues	A. Utilize official statistics B. Review Enrollment Model and Strategy C. University Planning Committee data after Fall Quarter Town Day (includes university statistics, university services, academics, student life & residence life) D. Statistical Analysis - persistence	A. Headcount achieved B. Capabilities emerge to influence enrollment plan, strategies and institutional resources

- ❖ **Recording the Assessment Results.** Decide how to document the process and record the outcomes. How were the goals or strategies revised? Maintain these documents for the accreditation visit.

Enrollment Management: Staying Focused to Achieve Goals

Regardless of whether you are creating your first enrollment plan or revising your current plan, challenges await for all of us as we navigate new ideas through our campus communities. No matter where you are on your path, I encourage you to keep these thoughts before you:

- ❖ Focus on what's important – *Be Vision Centered*
- ❖ Build strong working relationships with key leaders
- ❖ Focus on strategic indicators (institutional & enrollment)
- ❖ Annually assess and update enrollment plans
- ❖ Communicate successes to the community — *Share the Story*
- ❖ *Make a personal commitment to remain energized & open to change*

Janet Ward is Assistant Vice President and Dean for Enrollment Management at Seattle Pacific University (WA). The author has over 20 years of experience in higher education administration and has held leadership roles in various professional associations; served as PACRAO President (1995-96). jward@spu.edu

Message from President-Elect

Make this a PACRAO year
The new year is full of exciting possibilities for PACRAO. Throughout this newsletter you will see opportunities to get involved. For my part, I will highlight a few more.

Membership

I join my good colleague, Fred Dear, in asking your help to boost PACRAO membership. Any professional organization is only as good as the quantity and quality of its members. Please share with us any ideas you have for promoting PACRAO membership in your local area.

Vendor participation

Many of us have strong relationships with vendors who provide a number of useful services to our operations, and can provide an added dimension to our annual conferences. The financial support they provided to our conferences is useful as well. If you have worked with a company or organization who you feel would be a good addition to our conference, please let me know.

State and Regional Associations

I have been in contact with state and regional (S/R) presidents and presidents-elect to update PACRAO's listing of those individuals as well as website addresses and annual meeting dates. I have heard back from most S/R's, but not all. If you have newly-elected officers or set annual meeting dates and locations, please forward that information to me.

If I can be of any assistance on these or other PACRAO issues, please don't hesitate to contact me.

Bob Bontrager
President-elect

SEVIS: One Institution's Tale of Implementation

By Janet V. Danley

In the days following the horrific events of September 11, 2001, while still giving comfort and assistance, many in the international educators' community wondered what the future would bring. The implication that international students – or at least people who pretended to be international students, were involved in the tragic acts was widely reported in the media. Those of us in higher education knew that many of the Immigration and Naturalization Services (INS) initiatives of the past decade had been directed toward developing a management system for international students and scholars. The events of 9/11 heightened the need for such monitoring.

As sensitive to the situation as we were, the introduction of the Student and Exchange Visitor Information System (SEVIS) in the USA Patriot Act was a surprise to many. The January 30, 2003, implementation deadline seemed unrealistic and impossible. Further, the enormity of this unfunded mandate created serious concerns at institutions. Those with moderate to large international student and scholar populations, such as Washington State University, seemed particularly vulnerable. Washington State University enrolls 22,166 students, of whom 1255 are international students. Additionally, the University employs approximately 150 scholars at any given time.

Recognizing that SEVIS would necessitate a re-examination of the business processes for international student admissions and the maintenance of records for continuing students, the International Programs and the Enrollment Services staff at Washington State University initiated a series of discussions with faculty, staff, and administrators of the University. As a consequence, the University community took a much-needed focused look at the role of international education and international students at the institution. While we have always valued the contributions international students made to the diversity of the institution, we came away from our discussions resolved to protect our ability to attract and admit international students and to protect their rights as students, while complying with the provisions of the INS regulations.

The early discussions with staff focused on what data would be required for compliance. Since the regulation and the simultaneous development of the national database were agonizingly slow, many more questions were raised than were initially could be answered. At Washington State University, the majority of the data collected from international students are obtained in the admission application process, so it seemed most practical to collect as much of the required data for compliance to SEVP at the time of admission. However, it was obvious that this approach would require that we modify the

admission application packages for both undergraduate and graduate international students. At the same time, we discovered through conversation, that data are collected from international students in a variety of offices for a variety of purposes, much of which are not recorded on the University's main student record database. We determined that a centralized database would facilitate data collection and a third-party software package was purchased.

Concurrent to the discussions about data collection, we reviewed workflows and assignment of duties in the offices responsible for data collection. The proposed access limitations to the SEVIS system to the primary designated school official (PDSO), the designated school officials (DSO), and clerical support by the administrative school officials (ADSO), was going to impact how work was done and would require re-engineering in order to ensure compliance to SEVIS data requirements.

Throughout the late spring and early summer 2002, we continued to focus on workflow and duty assignments. Administrative oversight for the SEVIS implementation was a consideration since the impacted offices had little spare personnel or time that could be dedicated to the deployment of the program. The decision was made to hire a SEVIS Coordinator who would be responsible for the initial deployment and staff training and a search was conducted during November and December 2002.

The International Programs staff, understanding that international students could possibly be confused and caught off guard by the regulations that were going to be more rigorously enforced, developed a SEVIS training program for both students and staff. (Please see the attached PowerPoint presentations, initially developed by Michigan State University and modified for use at Washington State University). Although the student requirements had not changed significantly with the implementation of SEVIS, the reporting requirements were very different and the consequences of failing to report changes to INS could be dire. In an effort to prepare students, the International Programs staff worked tirelessly during the final months of fall semester 2002, to inform the students of the changes. Meanwhile, University staff are working collaboratively to finalize the SEVIS implementation at Washington State University.

Janet V. Danley, Ed.D, Executive Director of Enrollment Services, is responsible for Undergraduate Admissions and New Student Programs, Financial Aid and Scholarship Services, and the Registrar's Office. Janet has been employed at Washington State University for nearly two years and has nearly 15 years experience in student services responsible for records and registration, institutional research, admissions, and a variety of other functions during that time. For comments or questions, please send email to danleyj@wsu.edu or call, phone: (509) 335-4531.