

THE DEVELOPMENT OF A COLLABORATIVE COMMUNITY COLLEGE  
ONE-STOP ENROLLMENT SERVICE CENTER

by

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## ABSTRACT

Community colleges have been providing enrollment services using a variety of methods for over 100 years. The use of the term “one-stop enrollment services center” has been used in the last thirty years for certain enrollment service processes without clearly prescribing what is involved in the development and delivery of services. This product dissertation provides an example of how two community college one-stop enrollment services areas were designed and also provides recommendations for community colleges developing a one-stop enrollment center.

The challenge of taking many student service departments that have operated separately under the general umbrella of enrollment services and converting them into an integrated center cannot be understated. Too often administrators want to oversimplify the process of converting to a one-stop without understanding nuances of federal, state, and college regulations that each department must observe.

The product described in this dissertation recommends a method for developing an integrated one-stop. The design of the Collaborative Community College One-Stop Enrollment Center emphasizes the need to include the staff from the earliest steps of design and to employ transformational leadership to support the move to a one-stop center.

## DEDICATION

This dissertation is dedicated to my wonderful family without whom I would not have been able to successfully complete this program. To my wife, Diana, I appreciate the way you took care of our family and allowed me to focus on my dissertation. I am a much healthier and happier person because of you. To my children Grace and Ben, you have been patient and understanding as I have spent many hours studying in my office and to Molly for keeping me company for many hours as I was conducting my research.

I also dedicate this to my mother who encouraged me to go to college at a very early age and my late father from whom I learned my work ethic. From both of you I learned that it is each generation's obligation to make it better for the next.

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## CHAPTER ONE: INTRODUCTION

### INTRODUCTION

Community colleges serve a critical role in higher education in America and enrollment services must meet the changing needs of students in the unstable national economy and provide a vital component to the growth and vitality of the colleges they serve. Based upon their open door policies they remain the first college of choice for many lower income, minority, and first generation students (Dougherty, 2001).

Nationwide, 45% of community college students report their parents did not attend college; 80% of the students hold jobs; and nearly one-third of students have incomes less than the 150% federal poverty level (McClenney and Arnsperger, 2012).

College and university enrollment services have been provided in many formats in the past hundred years, but it has only been in the last thirty years that the concept of a “one-stop” center has begun to take shape (Johannes, 2012). Although many community colleges promote they have a one-stop, there is no clear-cut description of what constitutes a one-stop enrollment center. The lack of a definitive description of this process made this topic difficult to research and to study. Many one-stop centers provide services in administrative silos and are administered in ways that serve the needs of the community college without serving the needs of their students. This dissertation will look at the various forms of enrollment services centers and provide a new transformative model. Myran (2009) describes the transformative value of enrollment services as having

new forms of student access; on-demand delivery of instructional services and programs; alignment of program outcomes with student goals; the rapid growth of learning technologies; and, an increase in the number of students who expect the use of technology in all aspects of their college experience.

As community colleges are being challenged to evolve from student access to student success, the role of enrollment services must also continue to evolve. Instead of concentrating only on the open door, enrollment services must become more engaged in providing academic pathways and rethinking student services (Bailey, Jaggars, & Jenkins, 2015). According to Bolden (2009), “Community colleges are transforming the definition and practice of access to higher education and to the economic mainstream, particularly for those who are underprepared for these life-changing opportunities” (p. 33). Enrollment services must be able to assist students from the parking lot to successful completion of their academic goal.

Enrollment services are the true front door for a new or returning student to achieve their education goals and the next generation of more effective services will be the one-stop enrollment services center which will contribute to student engagement, satisfaction and persistence (Salem State One-Stop Committee, 2012). Johannes (2012) states, “One stop services provide an interface during critical moments of the student lifecycle. Leveraging interfaces is the point at which efficiency and effectiveness become partners to serve students” (p. X).

This dissertation will provide a description of two new community college one-stop enrollment service projects and will proffer a new template for enrollment services that provides for the needs of the students; provides for the needs of the college by

recommending a better use of resources while providing enrollment services staff the methods to meet the demands of both the students and the college. Institutional change is never easy and this dissertation will describe how transformative teaching and learning will be utilized in the development of a community college one-stop enrollment center.

#### BACKGROUND AND CONTEXT FOR THIS PRODUCT

Enrollment services are seen by some as not having an impact upon student learning and thus are often categorized as merely ancillary services and not directly responsible for providing for student success (Cohen & Brawer, 2008). On the other hand, there is evidence to suggest student services play a part in student learning.

Williams (2002) states,

Student services professionals are committed to student learning and development and to creating campus environments that support all students regardless of their educational goals. These professionals are involved in teaching and learning, much of which occurs outside the formal classroom, and they form collaborative programs both inside and outside the college to address the diverse needs of students and to foster student success. (p. 67)

Enrollment services provide students with the first point of contact at a college and a well-trained enrollment service staff has an understanding of a student's needs in and outside of the classroom. The link between student engagement and student learning has been debated for years but it has been positively linked to academic success (Van Auken, 2012). Schuh and Gasnesemer-Topf maintains, "Student affairs professionals are also among the most knowledgeable people on campus for designing and implementing programs to enhance the student learning and success of these students" (Schuh & Gasnesemer-Topf, 2010, p. 7). Enrollment services addresses student needs in three

critical areas: academic, financial, and social (Karp, 2011). Students may be seen as weak in one of the three areas, but they cannot be lacking in any of them.

Enrollment Services provide high school or transfer transcript evaluation, placement testing, and academic advising in order to assist students in finding appropriate class schedules. Students who are placed in the appropriate classes by using high school transcripts or academic placement tests have a higher retention and persistence rate which translates to a better opportunity of graduation (Belfield & Crosta, 2012). The role of financial assistance for community college students has evolved in the past 10 years from one supplementing a student's education to becoming critical to a student being able to stay in college and to maintain his/her household. The Financial Aid Offices (FAO) at most community colleges are understaffed and struggle to meet the growing demand for services. In addition to meeting the increased demand for aid, the FAO must also comply with Federal rules and regulations ("U.S. Department of Education," 2010). Community college enrollment services are the first point of contact for most students, and it is where the social connection to their school begins. Numerous studies have shown the importance of a strong student services connection with students at a community college. Many colleges are using the Community College Survey of Student Engagement (CCSSE) to focus on good educational practice, defined as practice that promotes high levels of student learning and retention, and identify areas in which community colleges can improve their programs and services for students (Nora, Crisp, & Matthews, 2011).

#### COMMUNITY COLLEGE ENROLLMENT SERVICES CENTERS

An investigation into college models of enrollment services found descriptions of university enrollment services. Lonabocker and Wager (2007) provided a history of one-

stop enrollment centers for universities but did not include information regarding community colleges centers. The authors credited the University of Delaware's student services building which opened in 1992 as one of the pioneers in the attempt to provide one-stop services. Included in the study were the early one-stops opened at Carnegie Mellon (1996), Boston College (1998), the University of Connecticut (2002), and the New York Institute of Technology (2002). Georgia State University has provided students a one-stop center since the early part of this century (*GSU*, 2006) and Salem State University regularly reports to their administration on their one-stop (Salem State One-Stop Committee, 2012).

The current literature gives reference to "One-Stops" or "One-Stop Shops" with a wide variety of descriptions but there has been little connection to the community college one-stop centers. This project provides an initial attempt to categorize the way community college enrollment services have developed. This author has developed descriptions of community college enrollment centers as they evolved. The earlier models are categorized as the Historic Model of Enrollment Services, the Mall Model of Enrollment Services, and the Hub Model of Enrollment Services.

### **The Historic Model of Enrollment Services**

Community colleges were first developed as junior colleges and the methods used to serve students mirrored that of 4-year institutions. Simply stated, the Historic Model of Enrollment Services can be described as "no matter how we build it, they will come," which served community colleges for the first 100 years of their existence. Services were offered (and in many colleges still are) in various locations around the campus with little coordination between the departments (Herbst, 2009).

The history of enrollment services in the university system dates back to the fifteenth century where the services began to appear at universities in Italy, France, and England. The term “beadle” was the first used to describe the person responsible for enrolling students until the title was changed to registrar in the mid-1400s (Becraft, 1997). Student services developed on college campuses as the needs of the day required, and not by any grand design. In essence, student services happened because colleges were responding to the needs of the changing student population and not as a system plan on the needs of their students (Quann & Associates, 1979). The general attitude from some college administrators through the 1970s was that if the students wanted to come to college, they would figure out the college enrollment processes.

On many campuses, enrollment services were placed into buildings and locations at the benefit of the college with little if any thought given to how it would affect students. For example, the admissions and records office would be in one building, the financial aid office in another, and the academic advising center would be in the basement of a third building. The titles and job responsibilities of the individuals responsible for providing enrollment services also were different from college to college (Quann & Associates, 1979).

The Historical Model was seen to be successful because the staff that provided services and the students who sought those services did not have alternative choices to services on that campus. The methodology to serve students was developed over time and continued to work at a certain level. Online services for the campus or other higher education choices were not widely available until the 1980s. The Historic Model is highly ineffective for students and for the campus alike. The lack of campus planning often



resulted in duplicated services being offered and students having to repeat their steps as they move from office to office. The inefficiencies added to administrative costs by providing a number of locations and staffs to enroll students (Johannes, 2012).

### **The Mall Model of Enrollment Services**

A shift in the way that student services were being provided began with the concept of the “open door” policy in the late 1970s and early 1980s (Myran, 2009). The new wave of students caused community colleges to examine their existing practices that resulted in the development of the Mall Model of Enrollment Services, which mirrored characteristics of retail shopping malls. Students were becoming accustomed to having multiple opportunities retail outlets in one centralized area and began to expect the same service from their college.

The Mall Model was the first attempt by community colleges at a true enrollment services one-stop. Institutions brought all similar student services, primarily focused on enrollment services, into the same geographic area of campus and often into the same building.

The Mall Model provided improvement for students as they had a centralized area on campus in which most, but rarely all, of their enrollment and other student services needs could be addressed. The proximity of the offices did improve the college’s sharing of some information and resources but the different offices remained segregated in duties and responsibilities and the general administrative inefficiencies still remained. Students experienced the benefits of the proximity of the services they sought but still had to manage with the bureaucratic issues of departments not sharing information or processes. Often students would self-select an office from which to receive services, and often, after

a lengthy wait in line, would be told they were in the wrong line and needed to go to a different office.

### **The Hub Model of Enrollment Services**

The Hub Model was the next iteration in the development of community college enrollment services. The Hub Model was a slight improvement over the Mall Model, as it added a centralized welcome desk where students and visitors had an obvious starting point as they began to navigate through the campus bureaucracy and begin their educational journey. Once again, essential enrollment functions were still segregated in individual offices, but now there was a centralized area where students could have some of their issues resolved. The centralized intake hub was designed to direct students to the correct enrollment service or academic office for assistance. However, in most Hub Models, training for the staff at the welcome desk was minimal at best. The staff were often student workers or part-time employees who understood neither the entire enrollment process nor which office was the correct referral for a student. For example, if students stated they have a financial aid problem, they would be sent to the (often long) line for the financial aid office only to be told, once they reached the front of the line, that their issue was a payment problem that needed to be addressed in the cashiering office on the other side of the campus. In addition, the students would have the same experience of having to repeat information at each service they encountered.

### **Collaborative Community College One-Stop Enrollment Services Center**

The Collaborative Community College One-Stop Enrollment services Center (C<sup>3</sup> One-Stop) proposed in this dissertation resolves issues not addressed by the Historic

Model, the Mall Model, or the Hub Model. The central question the C<sup>3</sup> One-Stop focuses on is “what is best for students?”

In 2016, students expect and deserve something more than the traditional enrollment services experience. Students are concerned with getting through the enrollment process, into appropriate classes, and being successful. They expect to receive services that are fast, accurate, and with staff who provide a high level of customer service. Enrollment Services needs to become more of an “Amazon.com” rather than a historic model that no longer serves the needs of the students. Students not only expect faster and quality customer service, but they expect an efficient, working technology to complete their transactions.

The Collaborative Community College One-Stop Enrollment Services Center is based upon the concept that all the processes that serve to get students from prospect to graduation are assessed and reexamined. The C<sup>3</sup> One-Stop takes into consideration the use of physical structures to facilitate services, the business processes required, and the staff who are providing this new level of service. The C<sup>3</sup> One-Stop coordinates services from many areas of the college and focuses on the enrollment services areas of admissions, registration and records, academic advising, financial aid, testing, veterans’ services, international student services, student support services, career services, recruitment and orientation, all forms of early outreach services including dual enrollment/concurrent enrollment, and fiscal services. A comprehensive explanation of the wide range of services provided in a C<sup>3</sup> One-Stop can be found in Chapter Four of this dissertation.

## SIGNIFICANCE OF THE PRODUCT

Community colleges are being challenged to improve completion and graduation rates, and the role of student enrollment services cannot be overlooked as a component of the completion agenda puzzle. In 2009, President Obama outlined his completion agenda in his State of the Union Address that called for colleges to focus on persistence and graduation rates as a measure of success (Obama, 2009). Students who attend community colleges bring a diversity of talent, experience, and expectations that are first addressed at enrollment services, the front door of most colleges. Colleges and universities are focusing time and energy in developing what has become known as one-stop enrollment services.

The reduction in state support for community colleges is widespread across the country and is very evident in Arizona. The state legislature has taken all funding out of the state budget for community colleges in counties with more than 30,000 people. This directly affects the Maricopa County Community College District, one of the largest community college districts in the country. The ten colleges that make up Maricopa are looking for ways to provide quality service while minimizing the impact on the budget (Maricopa County Community Colleges [MCCCD], 2015). Several MCCCD colleges have developed versions of one-stop enrollment centers in part as a way to continue to serve students while making the most of limited resources.

This dissertation will provide examples of two functioning one-stops and recommendations for improvement in future one-stop centers. A well-designed one-stop will not always result in immediate budget reduction but will provide students with improved services and will have a positive impact on the college's budget in the long run.

## PURPOSE OF THE PRODUCT

A review of the literature of one-stop enrollment services provides very little information regarding the design and development of a community college one-stop enrollment services center. The description of the Collaborative Community College One-Stop Enrollment Services Center provides a template for the creation of a one-stop center.

In the C<sup>3</sup> One-Stop Center, there is no need for separate departments such as admissions and records, academic advising or financial aid, testing, or career services. Students will still need to receive the services of these areas, but various areas and staff share the offices space. The services that were provided separately in various areas will be available from a cross-trained team of student services specialists who provide a point-of-contact service model in which every student receives a high complement of services, regardless of their needs.

The Collaborative Community College One-Stop Enrollment Center requires staff, managers, and administrators to experience a radical change in the way they see their roles. It is important to the success of the new center for all personnel to understand how difficult this change will be and how to best implement it.

## GUIDING PRINCIPLES

The first guiding principle for the design and implementation of a Collaborative Community College One-Stop Enrollment Services Center is “what is best for students?” Student development staff working in enrollment services will need to understand their role in enhancing student success. They will be allowed to remove themselves from their busy day-to-day activities and to participate in professional development that emphasizes

their role in student learning and not see themselves, or allow others to see them, as merely technicians and not educators: “If teaching faculty are the bricks, student development staff members are the mortar. Both must be in good condition or the building crumbles” (Chickering & Reisser, 1993, p. 427).

In order for the transition to a one-stop enrollment center to be successful, the changes in roles and responsibilities must be understood by each person who works at the college. Transformative learning techniques will be employed to move the project forward. Transformative learning can be seen as a training technique to challenge educators to look deeply inside themselves and to challenge the assumptions that the system will only work using the tried and true techniques of the past (Mezirow, Taylor, & Associates, 2009). The personnel affected by the large-scale change to the one-stop must be allowed to share their feelings of frustration regarding the changes. Contemplative exercises should be used so that individuals may be able to focus on personal barriers. Allowing for intense concentration and encouraging those most affected by the change in their job requirements will allow the staff to focus on the ideas which will lead to group problem solving (Barbezat & Bush, 2014).

## CONCLUSION

This product dissertation describes how the move by a community college to a C<sup>3</sup> One-Stop is one of most challenging projects a college can attempt, as the old ways of doing things must be replaced with processes that challenge staff to learn different methods to serve students and to support student learning. The term “one-stop” will be used to describe the generic one-stop enrollment service centers whereas the term “C<sup>3</sup> One-Stop” refers to the specific model described in this dissertation. Chapter Two

provides the review literature regarding enrollment services, one-stops, and transformative leadership. Chapter Three provides a description of the development process for two community college one-stop centers. In order to protect the anonymity of the colleges discussed, the community colleges will be referred to as College One and College Two, and all citations that may have identified them have been removed. The description of the foundations for a C<sup>3</sup> One-Stop is provided in Chapter Four. Chapter Five describes the recommended design methodology, and Chapter Six provides recommendations for future designs, as well as the research implementations of this work.

The mission of a college is “not instruction but rather that of producing *learning* with every student by *whatever* means work best” (Barr & Tagg, 1995, p. 13). The C<sup>3</sup> One-Stop will challenge long-held beliefs on how services are to be provided, and transformative training techniques are an important tool in encouraging staff to accept their new roles. Student development staff working in enrollment services must understand their role in enhancing student success and must be willing to remove themselves from their busy day-to-day activities to participate in professional development activities to update their skills in order to be a full participant in higher education. They must embrace their role as educators and be willing to share their ideas with others at the college. The goal of the C<sup>3</sup> One-Stop Center is to determine how each of the bureaucratic barriers between the different offices can be removed and replaced with a true student seamless experience.

## CHAPTER TWO: LITERATURE REVIEW

### INTRODUCTION

Community colleges have been filling the need for access to higher education for well over 100 years. The idea for 2-year colleges originated with Dr. Henry P. Tappan, president of the University of Michigan in 1852, but it was not until 1896 that the first private community college, the Lewis Institute, opened in Chicago. The first public community college opened just across the state in 1901 when Joliet Junior College began offering classes at a local high school (Beach, 2011). Many academic scholars and the general public often minimize the education opportunities found at most community colleges (Dougherty, 2001). In spite of this public reaction, a recent study found that nearly half of the graduates with 4-year degrees had been enrolled in a community college at one time with 65% of those students being enrolled in at least three semesters. The choice of taking community college courses fits into many students' pathways to degree completion (Smith, 2015).

Community colleges serve students from all walks of life by offering the door to higher education wide open to all those who seek it. According to Myran (2009), "The term open door is a condensed expression of the democratic and egalitarian principles on which community college are based: the spirit of hope for a better tomorrow for all who seek it; the belief that talent and ambition are very widely distributed in our society and not the province of the elite and privileged few" (p. 2). Community colleges play a vital



role preparing U.S. citizens for the challenges of being successful in the global economy, adjusting to the world's political changes, and, most importantly of all, offering them the opportunity to enrich their lives (Lundberg, 2012).

Community colleges provide excellent services for those students who are not prepared academically or economically for other forms of higher education (Bolden, 2009). They must reinforce their open door policies and understand the importance of certain decision-making strategies such as supporting the current college mission, understanding the college's community, serving the students who most need service, using real data, and, making sure that the right personnel and resources are in order to complete the strategy (Ivery, 2009).

Sutton (2015) reports that "Learning doesn't begin at day one of classes – it begins at enrollment" (p. 1). Students must navigate the enrollment processes prior to beginning on their academic journey, and the way that these services are provided are the focus of this dissertation. In addition, this dissertation examines the development process of two community colleges' one-stop enrollment centers, provides a template for the design of a new one-stop center entitled the Collaborative Community College One-Stop Enrollment Center, and offers recommendations for community colleges on their transition to the new center.

#### DESCRIPTION OF ENROLLMENT SERVICES

The functions and the duties of what today is considered student enrollment services are now recognized for their contributions to student success and can be traced back to the 1100s when the Office of the Bedel first appeared in the three major universities of the period: the University of Bologna in Italy, the Sorbonne in France, and

Oxford in England (Quann & Associates, 1979). Becraft (1997) describes the history of student affairs from these humble beginnings in Europe, through the transformational periods in the United States, ending with the specialized role in today's community college as taking many directions, depending upon the needs of the particular institution. All, or most, of the following departments are usually considered part of enrollment services: admissions, registration, high school outreach programs, recruitment, student records, work-study, scholarships, academic advising, and testing (Cohen & Brawer, 2008).

Most college administrators do not understand the intricacies of enrollment services that contribute to the difficulties in redesigning services. The challenge to improve student services is greater than is usually anticipated, as services are offered by multiple departments, including recruitment, admissions and records, testing, academic advising, and financial aid (Molten, 2014). In addition, community colleges regularly do not involve student affairs personnel in the student learning outcomes assessment. The campus community needs to understand how enrollment services staff support learning and contribute to student success (Schuh & Gasnsemer-Topf, 2010).

Dickeson (2010) developed a process to determine whether academic programs and services are still necessary in today's colleges. His findings were that student services budgets have risen faster than academic budgets, but that this increase may have been caused by the fact the student services budgets were initially lagging far behind academic department budgets. In order to change to a more effective model, colleges must have a critical mass of faculty and staff who are willing to engage in the entire process of investigation, reflection, and finally continuous improvement (Bailey, Jaggars, & Jenkins,

2015). An important piece of the improvement in the development of a one-stop is the focus on quality customer service (Raisman, 2010).

#### ENROLLMENT SERVICES AND STUDENT LEARNING

In his 2009 State of the Union Address, President Obama laid out the concepts for what has become the President's Completion Agenda. He called for more graduates and a greater accountability of student success (Obama, 2009). Community colleges are examining many of its processes to determine how best to contribute to increased retention rates and improved student services. The completion agenda was a broad-based move by lawmakers to increase college graduates through the use of "high-impact" activities (Humphreys, 2012). Rhodes (2012) challenged the tenets of the Completion Agenda stating it does not adequately provide enough to improve the social economic status of those who truly need it. Students who live under 150% of the national poverty level often find community colleges as their best opportunity to obtain higher education (McClenney & Arnsperger, 2012).

The Survey of Entering Student Engagement suggests that, to improve student success, community colleges should become more intrusive in their outreach to students in orientation, academic advising, and financial aid (Sanders, 2008). Developing a collaborative community college one-stop center is partially based upon the idea that enrollment services contribute more to student success than just completing paperwork; enrollment services contributes to student learning. Williams (2002) described how student support staff are educators and how they serve students in and out of the classroom. Karp (2011) also described the benefits of non-academic support for academically challenged students. Student services contribute to positive student

outcomes by (1) creating social relationships, (2) clarifying aspirations and enhancing commitment, (3) developing college know-how, and (4) making college life feasible. The Center for Community College Student Engagement (CCCSE) has provided evidence regarding the effect of student engagement on student success (Center for Community College Student Engagement, 2014). While student engagement is seen as important, what exactly constitutes student engagement is not clearly defined (Nora, Crisp, & Matthews, 2011). Enrollment services must constantly reassess which activities appear to be successful in keeping students enrolled. Community colleges must provide students with the best opportunity to be successful, and this opportunity starts with the college providing the student with clear expectations for what needs to be done outside as well as inside the classroom (Karp & Bork, 2012; Van Auken, 2012).

The individual departments that make up the core of enrollment services have been shown to be important for cultivating student success. The use of placement tests at community colleges has expanded over the past years based upon the assumption that they are able to predict success in college. However, recent studies have shown that placement tests are not a good predictor of student grade point average but can help predict course completion, a factor that remains an important part of student success (Belfield & Crosta, 2012). Cho & Karp (2013) determined that students who enroll in student success courses in the first semester were more likely to earn college credits and persist, regardless if they were taking developmental courses.

The ability to access financial aid in order to pay for college has been shown to affect student success. When controlling for several variables, researchers found that there is a strong correlation between filing a Free Application for Federal Student Aid

(FAFSA) and student success at the community college level (McKinney & Novak, 2015). There is also quantitative support that providing financial aid to students with poor placement scores contributes to those students being successful (Webber, 2012; Ward, 2006). Students who are eligible to receive federal aid and who file a FAFSA on time have a 72% higher chance of persisting than their peers who do not (McKinney & Novak, 2012).

Student success is equated with the student completion agenda, and academic advising is seen as one of the most important steps in a student's academic career (O'Banion, 2013; Oriano, 2013; Kramer, 2007). Student persistence, a common measure of student success, is an interaction of many factors including student age, work hours, and the ability to receive financial aid and, thus, is too difficult to understand by studying just one factor (Nakajima, Dembo, & Mossler, 2012). Student persistence is directly related to the level and quality of the interaction the students have with staff and faculty (Nutt, 2003).

The Collaborative Community College One-Stop Enrollment Services recommends Early College and/or Dual Enrollment Offices to be located within the center. An (2013) found that dual enrollment courses boost college attainment rates for low income students. Cohen & Brawer (2008), when discussing degree completion, agreed that students who enter community college with six or more credits earned either through dual enrollment courses or concurrent enrollment have a greater chance of graduating.

Chickering and Reisser (1993) provide the seven vectors of personal development to describe how students attain success: (1) by developing confidence intellectually,

manually, and interpersonally, (2) by maturely reacting to emotions, (3) taking responsibility for their own actions, (4) being able to accept differences from others, (5) developing a sense of self, (6) pursuing their passion, and (7) developing a personal sense of ethics and integrity. Self-efficacy, the belief that someone can complete a task such as a college degree, also appears to have a slight positive relationship to student success (Peterson, 2015).

#### COLLABORATIVE COMMUNITY COLLEGE ONE-STOP ENROLLMENT SERVICES CENTER

While the Society of College and University Planning stressed the importance of one-stop shops for colleges in the 21<sup>st</sup> century (Beede, 1999), research into the methodology of developing a one-stop enrollment services center within universities as well community colleges is limited. Georgia State University developed its one-stop shop around three key programs: financial aid, student accounts, and the registrar's office (GSU, 2006). Salem State University reported that building a successful one-stop takes more than just deciding to reform operations, the college must be prepared to consciously change core operations, to put into place effective management systems which ensure progress, to develop high quality outcomes and the new mind-sets it will take to achieve them, and to develop supportive policies that provide opportunities for success (Salem State One-Stop Committee, 2012). A community college presentation at the 2015 American Association of Community Colleges (AACC) annual session described how an institution developed its enrollment services around student traffic flow through the four main areas of enrollment; admissions, orientation, financial aid, and advising (Sutton, 2015). However, it should be emphasized that creating a one-stop center is not the

panacea for all the college's problems including enrollment and budget reduction, but it is a method to redesign processes to better serve students (Walters, 2003).

It has been in the past 30 years, the concept of the one-stop has begun to be a focus on college campuses. Formalizing collaborative services helps to create stronger comprehensive linkages and cross-functional service delivery in a student-centric manner. It is important to note the connection of student learning to an "interconnected collaborative system of student services" (Johannes, 2012, p.X). There are seven themes as key to a collaborative system: (1) expectations for efficient service, (2) academic connections and relationships with faculty, (3) being known as the most helpful place on campus, (4) a positive campus climate, (5) effective communication, (6) supporting web services, and (7) efficient methods for addressing transfer concerns including common course numbering (Johannes, 2012).

As noted previously, the early models of community college enrollment services have been described as the Historic Model, the Mall Model, and the Hub Model (Sutton, 2015). The Historic Model is described as being developed by colleges who added individual enrollment services and locations as they became needed. The Mall Model was the first attempt by colleges to bring the services to the same geographic location while still maintaining the departments as separate services, but often required students to repeat the process of signing in to each office and explaining the reason they were seeking service. The third model, the Hub Model, added a welcome desk to the Mall Model but still allowed for the departments to remain separately managed (Herbst, 2009). The Collaborative Community College One-Stop Enrollment Service Center described in this dissertation is another step forward in the evolution of the one-stop center.

## LEADERSHIP AND CHANGE MANAGEMENT

Change in community colleges has always occurred at the margins, and student-centered approaches are needed to bring true change. Educational institutions have to stop seeing themselves as “fixed organizations” and be able to redirect their focus and resources in a much faster manner (Pusser & Levin, 2009).

Any time an institution promotes a major change in the way business is conducted, such as the change to a new model of one-stop enrollment services, the staff who directly serve students will be affected. All institutional staff development programs must be supported at the highest level of student affairs both fiscally and philosophically (Grace-Odeleye, 1998). They must be allowed to express themselves emotionally, as well as professionally, about their reactions to the changes (Barbezat & Bush, 2014). The institution must understand that all organizations are dynamic and interdependent and designers should not oversimplify the current processes and then try and act upon these simplifications. The new design must take into account the whole picture (Alonzo, 2012).

The support of transformational learning in the redesign of enrollment services provides the staff with bringing their real world experience to the early stages of development (Mezirow, Taylor, & Associates, 2009). Leaders must be able to challenge the notion that because something has always been done a certain way, that it is the only way and to be able to draw people to new ideas (Kouzes & Posner, 2007). The 21<sup>st</sup> Century Commission on the Future of Community Colleges (2012) reported that the current system, which serves over 13 million students, needs to have new courageous leaders to move the system forward and to keep up with the multitude of regulatory and technological changes. O’Banion (2012) agrees that if community colleges are going to meet the goals of the completion agenda, they are going to have to find leadership who is



willing to shake things up and to redesign their institutions. It will take courageous leadership from start to finish to complete the makeover.

The role of community college leaders is to deliver quality education for all who seek it (Brown, 2012). Leaders must work to understand the current systems and all of its complexities before the current staff will be able to understand them (Covey, 2004). Edmunson (2006) also wrote that it is a leadership paradox that more influence is gained when a leader listens as much as they speak.

Higher education institutions often promote their best staff to management positions; they are then often not successful and get stuck at a certain level. Managers are not given the training to understand that the skills that brought them to the management level are not enough to allow them to be successful at that level (Goldsmith, 2007). Transformational leadership is very difficult. Harrison (2011) describes the two beliefs of transformational leadership: (1) change is the central purpose of leadership and (2) leadership transcends one's position in an organizational hierarchy.

One challenge in designing a universal single one-stop enrollment services center is lack of research on the roles and responsibilities of the student services office and the different titles used across the country (Hernandez & Hernandez, 2014). Leaders work best when they are allowed to lead from their strengths (Rath & Conchie, 2008). According to Robbins, the difference between managers and leaders is that, to managers, the people who work for them are only as important to complete specific tasks, where leaders communicate with and energize people to keep them working toward a common goal (Robbins, 2002). The most important trait for a leader is courage, the courage to

stand and make difficult decisions and the courage to make directional changes as needed (Staub, 2002).

Leadership comes from any area of the college, not just from the top administration (Williams & Zenger, 1997; Jenkins, 2011). The biggest mistake an administration can do to expect systemic change is to believe that merely conveying a strong message will be enough to effect permanent change (Aguirre & Alpern, 2014). In order to exact change, institutions must develop teams that share information, delegate responsibility, and expect accountability at all levels (Beer, Eisenstat & Spector, 2011).

What often causes people to resist change is the competing commitment they have to another way of looking at the situation. It often does not matter if the competing commitment is rational or irrational; it exists and must be addressed before change can occur (Kegan & Lahey, 2011).

## CONCLUSION

The reviews of the history of enrollment services and of the different methods in which services are provided indicate that community college enrollment services developed with some of the same features but without a commonality of purpose. The next chapter will describe the creation of two community college one-stop enrollment centers.

## CHAPTER THREE: METHOD FOR DEVELOPING A ONE-STOP CENTER

### INTRODUCTION

Chapter Three focuses on the methodology for developing the Collaborative Community College One-Stop Enrollment Center (C<sup>3</sup> One-Stop). This chapter will compare and contrast the design and development of two community college one-stops in a multi-campus community college district and will examine some common issues and differences in the methodologies. The focus of this chapter is to improve services for students by designing a new facility, providing for new business processes and, most importantly, resolving all staff concerns.

The term “one-stop” or “one-stop shop” as it applies to community colleges enrollment services has been described in various ways. The following steps have been proposed when developing a one-stop: (1) establish a calendar with benchmarks along the way, (2) develop a defined space that will provide the campus with a welcoming front door, (3) define job descriptions for all staff who will be working in the one-stop, (4) develop a workflow to address the majority of issues, (5) involve the various subcultures in the planning, (6) reformat the business processes that directly related to students, (6) include time for training, especially customer service training, and (7) create assessment tools (Lonabocker & Wager, 2007).

The purpose of this chapter is to examine two community colleges’ one-stop enrollment centers, examine how they were developed, and compare and contrast the two

in order to provide working examples of the creation of a one-stop. Chapter Four will describe the recommended components in the development of a one-stop, and Chapter Five will provide other considerations and future research implementations.

Many administrators see the value of a one-stop but do not fully understand all the factors that contribute to the success of one. Gary Eberhard, Maricopa County Community College Architectural Project Manager, stated that constructing a new building would not solve all the college's enrollment problems. In fact, the architect went on to say, the building could be the easiest part of the project (G. Eberhard, personal communication, February 17, 2016). The fact that designing and constructing a new building on a college campus is known to be a monumentally difficult task emphasizes the complexity and multifaceted issues involved in the creation of a one-stop.

This dissertation will demonstrate that a one-stop must be designed so that the three major components — the physical space, business process improvements, and the transformational change in the college's understanding of the role of enrollment services — must work collaboratively in order to provide students with the services they need to be academically successful. This chapter will describe the one-stop design first used in two community colleges in a multi-campus community college district; the community colleges in this dissertation will be referred to as College One and College Two.

#### PROFILES OF COLLEGE ONE AND COLLEGE TWO

College One and College Two are part of a very large community college district that enrolls over 200,000 students per year. The district provides over \$7 billion in economic stimulus to the service area. Both colleges in this dissertation enroll over 14,000 students per semester.

College One's project was developed as both remodeling and a new build project that affected 15 departments in four separate buildings. The project required that each of the offices were to remain open to serve students during the entire length of the project.

The building project at College Two was originally going to be a sports arena and athletic complex. The original plans were already designed and a location was chosen at the time the campus administration chose to halt the original project. The new project called for a smaller athletic complex and the addition of an enrollment services center.

College One is one of the oldest community colleges in the country and provides 150 degree and certificate programs in university transfer, career and technical education, and non-degree programs. The campus population is diverse, as students come from 100 different countries. The rich diversity of students and growth of the student populations provides a challenge to traditional models of enrollment services. College One experienced a period of rapid enrollment growth for the first five years of the new century. The enrollment trend began to reverse itself and the college found itself losing nearly 16% of its headcount before the end of the decade. It was at this point the college administration at College One decided to develop a one-stop center.

The second college in this dissertation has been an independent campus for fewer than 30 years and serves a community that has grown exponentially over that time. The combined populations of the two major cities served by College Two increased from 73,000 in 1985 to 493,000 in 2014. The yearly headcount in College Two has not kept up with the growth in regional population. Campus Two's unduplicated headcount in 2014-2015 was just over 20,000 per year. The college provides 10 associate in arts and associate in science degrees as university transfer options, 21 occupational or associate in

applied science degrees, and 28 certificates of completion or academic certificates at two campuses and a new education center.

#### ENROLLMENT SERVICES AT COLLEGE ONE AND COLLEGE TWO

Enrollment services on the campus of College One were located inside a rectangle of four city streets with all the buildings opened toward the inside of the campus and was an example of the Historic Model of Enrollment Services. The enrollment services offices were located wherever space was available as the campus grew. At the time the campus decided to move to a one-stop center, enrollment services were housed in three different buildings where processes and each department acted as if they functioned in separate silos. Each enrollment services department operated separately with its own managers and staff. The independently operating offices often caused students to spend time waiting in the wrong lines and causing students to repeat their questions.

College Two serves students at three locations: a main campus, a smaller campus 20 miles away, and a very small campus that provides limited services and no credit-earning classes. The last location will not be part of this discussion.

College Two's main campus was selected as the location for the One-Stop and Athletic Complex. The smaller campus had established a version of a one-stop Center some years before. That one-stop was a Hub Model with a shared welcome desk that would then refer students to the appropriate staff member. The various staff members worked independently of each other, and the reporting structure had the staff members report to an on-site supervisor who reported to the Dean of Students. The one-stop at Campus Two presents many of the issues many community colleges with multiple campuses must face.

College Two, as was the case with College One, did not have a welcoming “front door” to provide new students with a readily identifiable first step in their college career. College Two had created a partial Mall Model of Enrollment Services, where most of enrollment services were located in one of the original buildings on the campus. The space was not designed for the many services, and several attempts at remodeling the area had not improved student flow or access to services. While there was no established welcome desk, the academic advising staff had a desk positioned near the main entrance, and most students assumed it was a welcome desk. Students would stand in line at the academic advising desk, only to be directed to another line within the building where they would again have to wait for service. Lines often overlapped, and students would not be certain they were still in the correct queues as they moved forward.

#### BUSINESS PROCESSES AT COLLEGE ONE AND COLLEGE TWO

Students at College One had to visit three non-adjacent buildings in order to complete the enrollment and related business processes. Students often had to go back and forth from building to building in order to navigate through all the enrollment steps. The largest of the buildings was the two-story building that was built in 1966. There were enrollment services and other student services offices housed throughout the building. The enrollment services functions in the building were Counseling, Financial Aid, programs for Native American Indians, International Student Center, Adult Re-Entry Program, Early College, and Student Life. Included in the building were a cafeteria, a staff lounge, and the college bookstore. The entire building was in need of infrastructure upgrades and modifications to bring the facility up to current building code (RNL Design, 2009).

Another building, constructed in 1939, was the home for the Advisement/Transfer Center, Career Services, Disability Resources Center, Testing Center, and Tutoring. There was no welcome desk in the building, and students could not easily find where they needed to be for service. This building was also in need of improvements to meet current building codes and needed new electrical, mechanical, and plumbing upgrades.

The Admissions and Records Office moved into its current 6,879 square foot location in 1986. Student Administrative Services and Cashiers also maintained space in the building in an area with a separate internal entrance. A welcome desk was added to the facility after 2005 and was staffed with part-time and student workers whose only function was greet visitors and provide maps of the locations of offices.

The Dean of Student Affairs Office was in a fourth building separated from the other three main buildings. The Dean shared office space with the Recruitment Office in a building that primarily housed the Institutional Technology Office and the extra electronic equipment.

College Two's enrollment services at the main campus were located in three buildings at various locations on campus. The services found in the main building were Admissions and Records, Cashiering, Financial Aid, Academic Advising, Testing, and Veteran's Services. The Dean of Students and his administrative assistant were also in this building. As was stated earlier, this building was not designed to house enrollment services, and the space easily became overcrowded during the peak months of registration. Student comfort was at a minimum, especially during peak times, as waiting area was limited and students and staff had to exit the building at one end and reenter the building 100 feet away in order to access rest rooms.



Other important enrollment services were found at other parts of campus. Located in the Student Center Building, near the other end of campus, were the offices for Dual Enrollment, Early College, Disabilities Resource Center, International Student Support, Athletics, and the Honors Program. On the north side of campus was a temporary building that housed the Recruitment and New Student Orientation Office. Because none of these buildings were in direct sight line of each other, navigating the processes was a challenge to new students and visitors.

#### THE ONE-STOP DECISION AT COLLEGE ONE

In the summer of July 2009, College One's President approached the Dean of Student Affairs with an opportunity to participate in the design and creation of a new enrollment services model for College One. This project would involve most of the campus and the President was looking for a champion who would develop a new student-friendly enrollment model. The College One Administration had chosen to remodel student service areas with \$22,850,000 the college had available in 2004 General Obligation Bond Program monies.

The Dean of Student Affairs was chosen as the champion as he supervised each of the managers/coordinators in enrollment services: (1) Academic Advising, (2) Placement Testing, (3) Transfer Center, (3) Financial Aid (including the Scholarship Office), (4) Disability Resource Center, (5) REACH-Trio, (6) Career Services, and (7) Student Life and Leadership. The President also asked the Dean to include the other departments in Student Affairs — Counseling, Athletics, and International Affairs, which reported directly to the Vice President of Student Affairs — in the development of the new model.

Few extensive descriptions existed regarding the nature of a one-stop and, more importantly, even less research available on how to develop one. The Dean of Students was able to obtain a description of the One-Stop Shop at Georgia State University (GSU). GSU (2006) identified the following goals for their One-Stop Shop:

1. Improve service levels to our students – Commitment to Top-Quality Service
2. Increase process and organizational efficiency
3. Create and strengthen linkages and functions and activities across campus
4. Significantly reduce students having to visit multiple offices for enrollment issues
5. Move students to use more of the online services (p. 2).

Two other important concepts were gleaned from GSU's project. Georgia State University's One-Stop Shop provided for cross-training methods that allowed staff to access student records across functions, thus saving students time from going from office to office. Customer service training included encouraging staff to own the student's concerns, to greet all students and other visitors promptly and courteously, and to listen closely to the students with respect, focusing on their perspective (GSU, 2006). These statements lead to the concept of "high tech/high touch," a term used in the creation of College One's One-Stop and, later, in developing the One-Stop/Athletic Complex at College Two.

Investigating enrollment services at College One found many issues that needed to be addressed in order to improve services for students and the campus community. First, the facilities were outdated and programs were placed in locations at the convenience of campus needs and not for student efficiencies. Second, the business processes that students were forced to navigate were awkward and poorly designed. New-

to-campus students and visitors could easily become discouraged and leave campus without ever meeting with an enrollment staff member. Finally, the different departments were in silos that had been built and reinforced over many years. The lack of cooperation between departments appeared to contribute to students' difficulties in getting enrolled successfully. The new enrollment services model for College One would be developed on the simple premise of "what is best for students?" The physical layout of the one-stop center would also be designed to serve students and to remove the artificial silos that separate the offices that comprise enrollment services (RNL Design, 2009).

The Dean of Student Affairs submitted a white paper on August 19, 2011, that read in part,

[The College] is developing a state of the art One-Stop Enrollment Services Center that will serve the students and the campus community for the next decade. The goal of Enrollment Services will be the streamlining of student services delivery methods that will provide students with the highest quality of services. Currently, most of the staff are not cross-trained, and students are frustrated as they are often sent from office to office and from long line to long line without getting their original need met in a timely and professional manner. [The College] will develop business best practices that are creative and innovative. [The College] will streamline the registration process, reduce student runaround, provide individualized in-person service, and increase student use of technology.

The description continued in this way:

Currently, Enrollment Services is provided to students at [The College] by dedicated professionals who are in different offices, spread out across campus, with both physical and procedural walls preventing a smooth flow of services. Services and the staffs currently exist in professional silos. The following will be simultaneously addressed:

- Process examination and redesign of current enrollment processes
- Core indicators
- Physical space considerations
- Current and future use of technology
- Change management and training of current and future center staffs
- Development of an on-going assessment to determine whether the goals are being met and whether modifications are required as the Center is completed (Herbst, 2009, p.1).

College One's next step was to develop a Steering Committee, and the College felt it was important to find the right combination of professionals who have demonstrated the ability to provide for the major changes expected. As recommended by the architect, College One "will need the guidance and expertise of the project team in developing the one-stop model for all of the registration components to create a smooth, seamless process for their students. Previous experience with one-stop student center is vital to the success of this project" (RNL Design, 2009, p. 7). The President's Executive Team selected various members of the campus community they felt had the right background to serve on the Steering Committee, including the President who acted as Chair, an Architectural Project Manager from the district office, the Vice President of Administrative Services, the Director of Maintenance and Operations, the Director of Information and Technology, and the Dean of Student Affairs. The Steering Committee was responsible for overseeing the entire planning of the One-Stop Center. The project description included designing a front door for College One and implementing a "One-Stop Shop" for Student Services while creating an entirely new space to serve as a Student Union for Student Life and Development. The project included constructing an addition to the one enrollment building and a complete remodel of the building that housed several enrollment services. This building would be converted to a student union (RNL Design, 2009).

The Steering Committee met regularly with a team of managers from enrollment services to discuss the project. The two teams felt there had to be a need for the college to understand the need to develop sufficient infrastructure to support the current student

population and to foster appropriate growth. The teams established the following goals and objectives:

- Eliminate long lines in the enrollment process
- Eliminate “silos” and develop crossed trained staff to serve student enrollment needs more efficiently and effectively
- Create an environment which promotes the human element for both students and staff
- Develop processes which encourages interdepartmental interaction and to increase efficiencies
- Remove physical barriers
- Create a dining space that supports student engagement with the college
- Develop a state of the art Student Life Facility next to the One-Stop Center to encourage student engagement
- Develop green landscaping to accent the buildings
- Remove the physical barriers to the lower level of (Building One) courtyard/plaza
- Create a sustainable design that meets the needs of the students and campus community while acting fiscally responsible
- Explore water harvesting from the mechanical units to assist in the campus landscaping
- Create spaces which easily access the outside environment
- Space should be physically and technologically flexible (RNL Design, 2009).

#### THE ONE-STOP DECISION AT COLLEGE TWO

The decision to build a One-Stop enrollment services building at College Two took a much different path. The original building planned for College Two was a 2,000 permanent seat basketball arena and athletic complex. The original design document was presented in August of 2009 and was to be funded with \$24,500,000 of General Obligations Bonds. Prior to the start of construction, the arena and athletic complex

project was put on hold. College Two had recently formed the Front Door Committee consisting of administrators, faculty, and staff whose mission was to provide recommendations for improving the student experience. The Front Door Committee's main recommendation was to change the physical look of the campus and to add a "front door." The administration chose to move in the direction of a one-stop in response to the Front Door Committee's recommendation as it supported the college's three planning areas: accountability, success, and connection to the community. The Educational Specifications for the revised projected stated that student success often hinges on the student's experience entering college and an effective, easy-to-access, customer-centered enrollment processes, inherent in the one-stop model will contribute to student success.

Following College Two's decision to commit the resources to develop a one-stop, a new Steering Team was selected. The makeup of the Steering Team chosen at College Two was slightly different than the one at College One due to the nature of the project. College Two's project was a joint enrollment services building and a gymnasium/sports and recreation complex. The chair of the committee was the Vice President of Administrative Services and the other members were (1) the MCCCDC Architectural Project Manager, (2) the Director of Information Technology, (3) the Director of College Facilities, Planning, and Development, (4) the Provost from College Two's second campus, (5) the faculty chair from the Massage Therapy program, (6) the Athletic Director, and (7) the Dean of Student Affairs.

The two steering committees were led by strong leaders from their campuses. The President at College One had vast experience with building projects and brought that same leadership to the project. College Two's Steering Team, on the other hand, was led

by the Vice President of Administrative Services, who also had experience in leading building projects. Both steering committees relied heavily on the experience of the enrollment services managers who would be operating in the new buildings. The managers of enrollment services met regularly with the steering teams.

#### IDENTIFYING A LOCATION

The first challenge for College One's Steering Team was to develop a new "front door" for the campus. The building selected to house the One-Stop Center was located on the interior of the campus footprint with no direct access to any of the four major streets that surround the campus. A site analysis of College One found the strength of the location was that the main entry drives from the southern and western boundaries could be used to provide a new entry onto campus. The space to the west of the main construction site, a small faculty and staff parking lot, was chosen for the expansion of the building. The parking lot to the south of the building would be reconfigured to include a grand entryway, student drop off zones, and direct access to the One-Stop. The west entryway would also be reconfigured to allow for smoother flow of traffic to and from a major street. A potential problem with the design, the reduction of faculty and staff parking, was resolved when additional faculty parking spaces were added to the project.

The location of the One-Stop/Athletic Campus at College Two provided a different type of challenge. The original design of the sports arena would have had the facility built either on the east side of campus adjacent to the current sports fields or in the southeast corner of the campus on an unused area of land. Neither space would represent a true front door for the campus. College Two's Steering Committee considered

both of these spaces and then rejected them for the site. The Steering Committee felt an obligation to address the recommendations of the Front Door Committee and to provide a true front door for the campus.

The location finally selected was on the south side of campus, facing the street that served as the main entry into the campus. The location and the design of the building would dramatically alter the face of the campus. The original buildings that fronted the campus would no longer be the first buildings seen by the public. In addition, the selected location would cause a change in traffic patterns and the loss of a small number of faculty and administration parking spaces. As the design process proceeded, these parking spaces were added in other campus lots. In the end, the location at the front of the campus was chosen in order to best present a new entry to campus.

College One and College Two were able to work within certain constraints in order to provide for a front door to each campus. College One was able to redesign parking spaces and interior roads to lead visitors to the new One-Stop Center. College Two's One-Stop/Athletic Complex, located at the front of the campus, has an interior facing front door. The road next to the One Stop/Athletic Complex is heavily traveled and the cause of much concern regarding the safety of drivers attempting to safely enter the college. For that reason, the side of the One Stop/Athletic Complex appears from the south side to be the front door to the campus, but visitors enter using the doors on the north side of the center. Visitors enter one of two parking areas and then are greeted with a large covered walkway to the "front door." In this way, the building faces inward for safety but can still serve as the front door to campus.



## PROJECT TIMELINES

The College One project preceded the one at College Two by two years. The concept of moving to a radically different enrollment services model, a true One-Stop, was part of the initial discussions in both designs. It was important for the team of architects and the Steering Committees to understand the concept of a One-Stop and the desire for openness and shared spaces, as opposed to separate and individual departments.

The College One Steering Committee and architects conducted a Planned Relationship Study, also known as a Proximity Study, to begin the process understanding how locating all the various services in one space would work. The team brought in the managers of the areas to be directly involved in the new enrollment services area. The goal was to imagine spaces that would enhance the enrollment experiences for students while providing for a more coordinated enrollment process (RNL Design, 2009). The Planned Relationship Study provided the initial concepts for the final space designed. The study designed current relationships among departments, as well as a description of the process students would follow to flow through the process. The steering committee considered the special relationships between service areas in order to build quality customer service into the design. The space was designed with the one-stop concepts in mind, rather than forcing one-stop processes into a building that would not serve the needs of students or staff. The project had to design the space to include the remodeled section of the main building as well as the planned building expansion.

College Two's Steering Committee also collaborated with the enrollment services managers to create a Proximity Diagram in order to assist in the interior design of the building. The One-Stop/Athletic Complex was a completely new building, and the team did not have to adjust for the any current structures. The team did have to consider the

shared spaces with the athletic complex in addition to the needs of a new One-Stop. It was quickly determined that enrollment services would be a two-story building, allowing for some flexibility in the location of services and the final design.

#### DESIGN PRINCIPLES

As part of both designs, direct student services were separated from the workspace where files were to be processed and kept. In previous enrollment services centers, staff would often serve students at the same space where they process student files. Because space was at a premium in these centers, staff would be expected to work on processing and completing files in between meetings with students. In the One-Stop centers designed for both College One and College Two, these duties were separated and file processing was moved behind secured doors. There were two reasons for this change. The first was that staff would be allowed to focus directly on the student in front of them and not be concerned with paperwork from other students. The second reason was to protect the privacy of student files by removing them from view by the general public and preventing possible Federal Education Rights and Privacy Act (FERPA) Violations.

The One-Stop Center Project at College One was to be designed in such a way to enable student services to continue to enroll students without closing. It was, as one of the architects mentioned, “rebuilding an airplane while in the air and still landing safely” (G. Eberhard, personal communication, February 17, 2016). The Steering Team worked closely with the architects and the construction company to determine schedules that would fit the construction guidelines but would also fulfill student needs for services. Temporary workspaces for certain departments and a temporary cafeteria space had to be designed as part of the initial plan.

The open designs of College One's One-Stop and College Two's One-Stop/Athletic Complex were based upon the concept of removing physical walls between services. As visitors enter either One-Stop, they will not see a space called "Admissions" or "Financial Aid." Both centers have prominent welcome desks providing triage and referrals to the appropriate staff location for service. The designs are based upon the idea that most students and parents are not familiar with the enrollment process or office names and may not know where to go in order to receive service. The welcome desk would assist students and visitors to clarify needs and provide them with the service they needed, either at the welcome desk or another location within the One-Stop.

College One's Steering Team developed a vision statement which said the One-Stop Center Renovation would address the need to reorganize the enrollment process by housing all of the Student Support Services in one building and implementing a "One Stop" concept, thereby improving customer service to students. The team looked to infuse technology and equipment with informational screens to provide quicker information streams for students. The project included a new addition to the largest of the existing enrollment services buildings, a complete remodel of the existing part of that building and a remodel of another enrollment services building into a Student Union with an exterior patio where the Maintenance Building stood. An important part of the design was to establish a front entrance to the building to essentially create the "front door" to the Campus. In addition to improving services for students, the renovations looked to provide spaces for staff and community to interact in a more congenial environment. The Team determined the college would benefit from a new cafeteria, eating/club space, and

updated green space between the buildings that had been neglected for several years (RNL Design, 2009).

College One's design had to take into consideration that project would require many of the enrollment services departments to make an intermediary move prior to moving into their permanent location. The Facilities Master Plan Phase One called for the construction of a 17,500-square-foot addition to one of the enrollment services buildings with construction scheduled to begin in January 2011 and be completed by spring of 2012. At the same time this new construction was occurring on the west end of campus, the other enrollment services building in the center of campus would be remodeled into a Student Union. The five departments occupying that building were asked to move temporarily to a recently remodeled classroom building. Advising, Disability Resource Center, Testing, Reach/TRIO, and the Career Center would all be moving into recently remodeled temporary spaces in the F Building (see Table One).

Phase II was set to begin in July 2012, with six departments moving into the newly created space in the One-Stop Center and five departments, including the cafeteria, that were in the older section of the building, moved either to the newly remodeled Student Union or to the space in F building. Phase II would include the expansion and renovation of the green space between the One-Stop Center and the Student Union.

Phase Three would see the newly remodeled section of the One-Stop Center opened and the six departments relocating into the new space. The One-Stop Center and the Student Union would be complete at that time. The final step would be to renovate the 20,000-square-foot F Building into the new Chemistry Building. This renovation was set to open in the spring of 2013.

The Steering Team looked at various construction schedules to determine how to complete the project successfully with the least amount of disruption to students, the enrollment process, and to the campus in general. Any project of this scale was going to cause some disruption on the campus, but the Steering Team sought to minimize the disruptions to students while giving staff an opportunity to complete their current duties. The table presented below is the fourth draft of the plan and was the one used by the teams.

A positive and unexpected consequence of the planned moves occurred with the first five enrollment services departments who were moved to a temporary location. The building they were leaving was older and was not designed to handle the student processes that were required in each departmental silo. Staff had been assigned to work spaces and offices depending on when they were hired and not on job responsibility. The changes that had occurred over the years in student services had resulted in staff being located away from their departments but in offices where they had worked for several years. Until the One-Stop Center Project discussion began, the departments in the building had not challenged the operations of the various departments in the building. While many of the practices and policies were critical to the operation of the college, many were simply matters of long-accepted practices. This new project was a perfect way to challenge the status quo as described by Kouzes & Posner (2007). The intermediate move to the temporary location, prior to moving their permanent location in the One-Stop Center, provided an opportunity to break the current staff out of their silos, or perhaps more accurately their bunkers. The accumulation of materials and other “stuff” had been happening in several offices for more than ten years. The opportunity to finally clean

house was met with both enthusiasm from some and hard resistance from others. The staff in advising had been located in everything from walled offices to cubicles that had been squeezed into the space over the years. The staff in the offices appeared to have the most resistance to the move, as they would now be in temporary cubicle spaces before moving into permanent cubicle spaces in the new One-Stop Center. The loss of their office was interpreted as a loss in status. The newer staff saw the move to the cubicle space as an upgrade over their current spaces and how all the spaces would be similar as the college moved forward. The deadline set for the initial move into the temporary spaces did cause some disruption to services and to the morale of the staff and this issue will be discussed in Chapter Four.

Table 1: *Facility Master Plan Phases (June 2010)*

Phase One: January 2011

Area	From	To
Advising	Learning Center	F Building
DRC	Learning Center	F Building
Testing	Learning Center	F Building
Reach/TRIO	Learning Center	F Building
Career Center	Learning Center	F Building

Phase Two: July 2012

Area	From	To
Advising	F Building	New Addition
Admissions/Records	Admissions/Records	New Addition
Financial Aid	One-Stop Center	New Addition
Recruitment/Retention	D Building	New Addition
International Students	One-Stop Center	New Addition
Cashiers	Admissions/Records	New Addition
Counseling	One-Stop Center	F Building
Student Life/ Leadership	One-Stop Center	Learning Center
Early College	One-Stop Center	Learning Center
Bookstore	One-Stop Center	Admissions/ Records
Cafeteria	One-Stop Center	F Building

Phase Three: Spring 2013

Area	From	To
DRC	F Building	Remodeled One-Stop Center
Testing	F Building	Remodeled One-Stop Center
Counseling	F Building	Remodeled One-Stop Center
Career Center	F Building	Remodeled One-Stop Center
Reach/TRIO	F Building	Remodeled One-Stop Center
Cafeteria	F Building	Remodeled One-Stop Center

College Two’s move into the One-Stop/Athletic Complex was not as complicated as College One’s but did provide challenges in other areas. As was the case at College One, the staff at College Two had to “declutter” their spaces prior to the move in July 2015. The staff began to clean, shred, and package in order to move materials beginning in that spring. The staff asked to have enrollment functions moved from their building the last week before the official move, in order to have Information Technology prepare the department’s computers for moving and for staff to complete the cleaning and packaging process. Academic Advisors and staff from Admissions and Records were moved temporarily to a computer lab (a process which had also occurred as a temporary move during the prior three years at peak registration times), and the staff was able to finish preparations for the move. Enrollment services continued in the computer lab and the new One-Stop/Athletic Complex was opened for students on time in July 2015.

FACILITY SIZE

The part of the existing enrollment services building at College One that would become the One-Stop and cafeteria was 33,000 square feet, which included the first floor and the underdeveloped basement. The expanded space, which would be the location for

most of the One-Stop, would be an additional 13,000 square feet. The total area for the One-Stop Center would be 46,000 square feet. The building that was to become the Student Union was a one-story building with approximately 10,000 square feet. The addition of a small coffee bar and patio increased the size to 18,000 square feet for the project.

The One-Stop/Athletic Complex Project at College Two was going to provide for new enrollment services space but, as mentioned earlier, enrollment services would share the building with the Athletic Department. The space requested in the Educational Specifications for the Athletic Department included a 14,500-square-foot gymnasium with bleachers, a lobby space to be shared by other building functions with spaces for student gatherings (“sticky spaces”), a concession stand, and ticket area. The total space for this area was designated as 17,375 square feet.

The Athletic Support Area included the following spaces: academic student room, athletic director’s office, four staff workstations, four coaches’ offices, coaches’ meeting room (available for campus-wide use), a student worker area, and a training room for athlete care and treatment. The total space allocated to this area was 13,625 square feet.

A total of 5,500 square feet was assigned to the eight individual locker rooms. The various team calendars allowed for sharing of spaces, since not all teams had practice and games during the same time of the year. Women’s soccer, softball, and golf would share the same locker space, as would men’s soccer, baseball, and golf. There would be two visitor locker rooms and an official’s locker room. Women’s basketball and volleyball teams would share a locker room. The only team not sharing locker space



would be the men's basketball team (the College doesn't have a men's volleyball team), and this space would be smaller than the other shared spaces.

The remaining space on the athletic side would be dedicated to student and campus wellness. A multi-purpose 1,800-square-foot classroom would be available to provide for large movement classes (i.e., yoga or dance) and could be adapted for dual classroom space if needed. The total space allocated for the Wellness program was 2,100 square feet.

The total space allocated for the athletic complex was 51,575 square feet. There were also space requirements for building infrastructure, such as electrical and mechanical spaces, maintenance and operations, and public restrooms.

The total space requested in the Educational Specifications for Enrollment Services, including infrastructure needs such as electrical and mechanical spaces, janitorial rooms, public and staff rest rooms, and a data room was 23,370 square feet.

This space would be shared by the following:

- A lobby, including a welcome center, student self-service lab, student and waiting area
- Dean of Student Affairs and administrative assistant offices
- Conference room
- Enrollment services customer service desks
- Enrollment services staff cubicles
- Student ambassador workstations
- Financial aid workstations
- Multipurpose presentation room
- Three multipurpose learning spaces
- Contact center

- Placement and academic testing area, including testing reception, testing scanner room, testing supply room, testing lockers, testing computer room, non-computer testing room, three rooms for students with disabilities, testing technician's office, and testing coordinator's office
- Shared student records storage
- Break room
- Workroom
- 12 enrollment services managers offices
- Fiscal services area, including an office for the manager of fiscal services, safe, counting area, storage, and fiscal customer service area
- Veteran student services area, including veterans coordinator's office, office work station
- Student service area, student reception area, and technician office
- Student Support and Transition Services area, including a reception area, workroom, and office for the coordinator.

#### The timing of the development of College Two's Enrollment Services

Educational Specifications for the One-Stop/Athletic Complex played an important role in the design. While the One-Stop Center Project at College One was primarily focused on expanding the One-Stop Center, developing a new enrollment services area, creating a student union, and remodeling of the landscape of the grounds between the buildings, College Two's One-Stop/Athletic Complex did not have the same focus from start to finish.

As was mentioned earlier, the initial plans for a sports arena were scrapped in favor of a combined athletic complex and enrollment services building. As College Two was transitioning to the idea of a One-Stop as part of the new design, the managers of enrollment services were given the instructions to develop educational specifications for enrollment services without knowing the new model the college would be developing.

Each manager created a “wish list” of their perfect space requirements for their individual area and not as a comprehensive One-Stop. The educational specifications designed by each of the managers were updates and improvements based upon the current Mall Model that existed in their current location. Later, when the One-Stop Model was introduced into the design of the One-Stop/Athletic Complex, many of the current managers of enrollment services felt disenfranchised from the process as they felt their recommendations for their areas were being dismissed without consultation. These complications are addressed in Chapter Four.

#### BUSINESS PROCESS DESIGN

At College One, managers in enrollment services addressed the changes in the enrollment services business process design. Prior to the design phase, the managers began to generate new enrollment processes that would be part of the structural design. The changes proposed again centered on the concept of “what was best for students” and was driven by customer need. In addition, the managers focused on external demands such as United States Department of Education Regulations and Maricopa County Community College District Regulations. The concern for student privacy and adherence to FERPA led to many discussions of how the building should look. The challenge to make the space flexible with no walls had to address the need for privacy and protecting confidential material.

As stated previously, College Two’s One-Stop/Athletic Complex One-Stop was not the original design for the project. In addition, the Educational Specifications generated by the managers in enrollment services were not created with a One-Stop in mind. The miscommunication regarding the building caused many to distrust the entire

building process, while others saw the value in the One-Stop and became immediately on board with the proposed changes.

The Steering Team and the Enrollment Services managers at College One were interested in improving the use of technology in the new facility. The Dean of Students led a small sub-committee to find an electronic queuing system. After investigating what was being used throughout the district, a commercial queuing system was purchased. The enrollment services managers requested double computer screens for each station and self-help stations built into the design.

The community college district for College One and College Two mandated that new student orientation (NSO) was required for all full-time, new-to-college, and degree-seeking students. The staff at College One responsible for providing NSO did not have a permanent space and would have to schedule rooms when available. The Steering Team at College One decided that a permanent space with computers would be part of the new One-Stop, and a space was developed. The room would contain 20 permanent computer desks both to serve NSO and to provide a space for staff training when needed.

A secondary feature of the new One-Stop was goal to provide some reduction in cost of services to students. Cross-trained staff would be able to assist in other areas during peak times. New staff, when brought on board, would be hired as “enrollment specialists” with a specialty in a specific area, such as admissions or financial aid. The team of enrollment managers at College Two developed flow charts for each of the areas of enrollment services to describe how students progressed through each area (see Appendix B).

Each manager was encouraged to create flowcharts for major functions in their areas. Unfortunately for the project, not all process flowcharts were completed prior to the move. Once completed, the managers posted the flowcharts and other training materials on the college's intra-web so that staff would have easy access to them.

#### STAFF DEVELOPMENT

One aspect of the complexity of developing a single One-Stop was the challenge to develop a fully integrated staff. At College One, the combined functions represented 14 departments that reported to two vice presidents and a dean. The 14 departments each had a manager/coordinator, with both full-time and part-time employees. The different classifications of each employee potentially limited job duties and responsibilities. The managers and staff had been primarily working independently of each other within their functional area prior to the development of the one-stop center. For example, most of the academic advisors did not understand all the financial aid requirements, and many staff in financial aid did not understand academic advising. Each of these potential barriers needed to be addressed prior to beginning any cross training.

There were five groups of stakeholders who were going to be affected by the proposed changes: (1) student service staff, (2) college administration, (3) faculty, (4) students, and (5) the community. In order for the change to a One-Stop, each of the groups had to view enrollment services differently. The Human Relations Office was consulted regarding the change in job duties by the different employee groups.

Once College One's One-Stop model was in the early stages of development, the Enrollment Services Management Team began to develop regularly scheduled training for the staff. The initial focus of the training was determining the change readiness of the

staff. This particular training was conducted by the District Human Relations Department. The staff spent several weeks in workshops regarding change and change readiness. The training format was lecture and small group discussion, later shown to be ineffective in preparing the staff for the move into the new facility.

The development of College One's training schedule for the departments that were going to be involved in the move into the new buildings was hampered by several factors. First, the student affairs offices were not allowed to close for a day of training. This meant that training had to be scheduled twice a week and that not all the staff could attend at the same time. The double scheduling meant that all members of the new One-Stop would miss out on opportunities to bond as a team in a shared training session. Student services also could not offer training during peak registration periods through the start of classes. This meant that for 6-8 weeks around the beginning of fall classes that training would have to be postponed.

The cross training at College Two also addressed similar issues. Many of the enrollment services managers did not completely understand or support the move into a One-Stop. They were still feeling a loss of autonomy and were reticent about providing training regarding the duties in their area. Another issue that hampered training was that the enrollment services area was not fully staffed at the time of the transition, and staff often missed training in order to maintain services to students.

## CONCLUSION

In conclusion, the two One-Stop Projects developed in the multi-campus district opened on time and on budget. The architect was correct that the easiest part of the process was constructing the facilities. The One-Stop Center Project at College One and

the One-Stop/Athletic Complex Project at College Two were opened to generally good reviews from students and the community at large, but as was described in this chapter, there is much to improve upon in developing, planning, and building a One-Stop. The three overlapping components of constructing Collaborative Community College One-Stop Enrollment Services are the facilities, the business processes, and the people who will be operating in the new building. These issues will be addressed in the model presented in Chapter Four.

## CHAPTER FOUR: DEVELOPING A C<sup>3</sup> ONE-STOP MODEL

### INTRODUCTION

At the end of the last century, the Society for College and University Planning said that the development of a one-stop enrollment service was a best practice and emerging trend for the 21<sup>st</sup> century (Beede, 1999). The Collaborative Community College One-Stop Enrollment Services Center (C<sup>3</sup> One-Stop) is the next generation of one-stop designs and brings together components to provide students with a seamless educational experience. The three essential components of a C<sup>3</sup> One-Stop are: the leadership and the staff who will provide services for students, the improved business processes, and the campus space assigned for this function with the goal of the C<sup>3</sup> One-Stop to engage, enroll, and educate.

“WHAT IS BEST FOR STUDENTS?”

Community college students, often the first in their family to go to college, develop their first impression as to whether they belong at college when they drive onto campus for the very first time. The earlier community colleges are able to make a positive contact with their potential (and returning) students the better the chances the student will stay and ultimately succeed. A recent Survey of Entering Student Engagement (SENSE) found that only one in five students felt welcome the first time they came to campus (Sanders, 2008).



The C<sup>3</sup> One-Stop attempts to answer the simple question “What is best for students?” when it comes to providing academic support through enrollment services. The 21<sup>st</sup> Century Commission on the Future of Community Colleges (2012) reports, “Colleges often lack the structure and coherence in academic planning, advising, career counseling, financial aid, and course taking patterns that are required if larger numbers of students are to succeed” (p. 10). With the increasing demands upon students and the bureaucracy added by federal, state, and local forces, the Historic Model, the Mall Model, or the Hub Model, described in Chapter One, will no longer be able to provide students with the services they need. Enrollment services must change and quickly in order to reach the student of the 21<sup>st</sup> century. The Collective Community College One-Stop Center provides students with a clear understanding where to start with the services they need to begin their academic journey. Karp and Bork (2012) notes “The bottom line is that, without clear guideposts helping students to understand what is expected of them in community college, student success is inhibited. Only if the expectations are clearly defined, in actionable and meaningful ways can students live up to them”(p. 8). The goal of streamlining student processes is to provide students with pathways which are intuitive and which seamlessly cross-departmental boundaries (Black, 2004).

#### COLLABORATIVE COMMUNITY COLLEGE ONE-STOP ENROLLMENT SERVICES

A Collaborative Community College One-Stop Enrollment Services Center unifies many departments within the division of student services as well as integrating these services into the campus environment. The One-Stop is a centralized location where the college has developed comprehensive business processes which serve students at the highest level and provides them with the interpersonal experience with staff that connects

them to their academic goals. A true One-Stop is a combination of the people who work in the center, the federal, state, and collegiate processes; and the physical structure which was designed to assist students complete their goals.

#### DESCRIPTION OF ENROLLMENT SERVICES

It is important to understand the role of enrollment services prior to discussing the development of a One-Stop. Enrollment services are part of student services that exist because they provide a wide variety of services that do not neatly fit in the academic side of an institution. Enrollment services provide the connection between potential students, current students, parents, and the faculty who will teach them. The services provided ensure that students have their needs met and are able to attend classes at the same time allowing colleges to grow so that they are able to pay faculty and support the technological needs of the institution (Becraft, 1997).

Enrollment services and student services are arranged differently on each campus. Their various responsibilities may include such services as financial aid programs, enrollment management, minority student programs, substance abuse programs, student conduct, child care, student retention programs, student organizations including student government, cultural diversity activities, academic support, athletics, international student programs, student counseling, disabled student services, veteran's services, and career planning (Dickeson, 2010). Although this dissertation uses the term "Student Services" to describe these, the same services are called student affairs, student development, and student life at different institutions across the country (Williams & Zenger, 1997).

There is usually a hierarchy within student affairs that ends with a chief student affairs officer or senior student affairs officer (Hernandez & Hernandez, 2014). The title

of Dean of Students, Dean of Student Affairs, Dean of Enrollment Services or similar title usually reports to the Vice President:

The student services function is typically organized as a separate administrative division headed by a vice-president or a chief student development officer. Subdivisions may include a dean of students supervising counselors, athletic directors, and coordinators of disability services and student activities. Under their aegis would be student publications and events, along with placement testing, advising, and student rights and responsibilities. A dean of enrollment services would supervise registration, admissions, financial aid, recruitment, high school relations, student records, work-study arrangements, and grants and scholarships. (Cohen & Brawer, 2008, loc. 3452)

Some community colleges have combined the vice president roles and have a Vice President of Academic and Student Affairs. Whatever the title, these administrative positions are responsible for meeting the multifaceted needs of students and the various student and enrollment services offices (Hernandez & Hernandez, 2014, p. 34).

#### ENROLLMENT SERVICES AND STUDENT LEARNING

Enrollment services must come out of the shadows as being seen as only an ancillary service for student success (Cohen & Brawer, 2008). Student services staff have a knowledge of student characteristics and attitudes, and with their ability to design services aligned with the academic mission of the institution, and their understanding of learning outside the classroom, student affairs practitioners understand student learning: “Student affairs professionals are also among the most knowledgeable people on campus for designing and implementing programs to enhance the student learning and success of these students” (Schuh & Gasnsemer-Topf, 2010, p. 7). Student services can contribute to student graduation, especially for those students with poor placement rates, when the services are adequately supported by the college (Webber, 2012). The various ways student services contribute to student learning are discussed later in this chapter.

## LEADERSHIP AND CHANGE MANAGEMENT

It is important to understand the need for leadership in making the change to a One-Stop. Leadership training has become paramount to prepare the new student affairs leader to be able to navigate through the administrative jungle of rules, regulations and staff issues. There are the repeated warnings that a large percentage of the current crop of community college leaders will be retiring leaving a huge void at a time when colleges are dealing with legislative and budgetary crises (Nevarez & Wood, 2010; Brown, 2012). Leaders must realize that neither they nor their staff will ever be able to understand every skill necessary to perform each duty. A strong leader knows his/her strengths and the strengths of the staff both individually and collectively and they should lead from their strengths (Rath & Conchie, 2008). Others can easily tell when a person is being inauthentic as a leader and it severely decreases their chance of being successful. Once a leader understands his or her strengths the next step is for them to learn the strengths of their staff and to allow their staffs to utilize them.

Leaders are the heart of an organization with their essential role to inspire a group of individuals to come together for a common goal. The definition of leadership is often confused with that of management. Leaders motivate and bond people together through communication, which includes listening as well as informing. Managers are rule makers who see people they supervise as interchangeable components and as a means to an end (Robbins, 2002). A person can be a leader without being labeled as a manager (the leader can come from anywhere in the organization concept), and many managers will never be seen as leaders. In general, managers focus on execution, leaders on purpose (Bolman & Deal, 2008). Leaders are often out-of-the-box thinkers who are able to explain their focus to others and allow them to move well beyond their current job description.

Aguirre and Alpern (2014) have provided ten principles to help leaders become change managers (and not just managers expecting change to occur):

- Lead with the culture
- Start at the top
- Involve every layer
- Make the rational and emotional case together
- Act your way into new thinking
- Engage, engage, engage
- Lead outside the lines
- Leverage formal solutions
- Leverage informal solutions
- Assess and adapt.

Powerful leadership is seen as essential if an organization is to thrive and expand beyond its current status. Top executives develop a vision for their business that is different from goal setting, which is concrete and measurable. Leaders use the company's vision, mission statement, and operating principles to set the focus for the company (Robbins, 2002). Leaders in higher education are seen to possess the traits shown by leaders in other fields. This includes flexibility, decisiveness, courage, risk taking, and the ability to demonstrate a genuine concern for others (Cohen & Brawer, 2008). In conducting an intensive interview of more than 10,000 staff members, Gallop Polls developed three key findings why people follow the most influential leader in their life: the most effective leaders are always investing in strengths; the most effective leaders surround themselves with the right people and then maximize their team; and the most effective leaders understand their followers' needs (Rath & Conchie, 2008).

Enrollment service leaders must be prepared to address the major issues in the field including: the professional conflict between academic and student affairs, retooling the core functions of student affairs to address the reduction in financial and staff resources, and adapting student development theories which will serve the ever changing needs of students and student service staffs (Nevarez & Wood, 2010). A person involved in moving the college in a new direction must develop decision making strategies to support the current college mission, understand the college's community, serve the students who have the most need, use real data in decision making, and evaluate personnel and resources in order to determine whether there is enough in place to complete the strategy (Ivery, 2009).

If an aspiring leader is to stumble, many of them take a huge misstep by not building respect with their staff before making major redesign decisions, such as with a one-stop. If a college staff begins to show resistance to the new one-stop design, trust will be lost. Rebuilding trust and respect is difficult but may actually lead to a more cohesive unit. The literature is extensive that describes the qualities and skills of a successful leader. Powerful leadership is seen as essential if an organization is to thrive and expand beyond its current status. Leaders must realize that space exists between the way an organization has been functioning and the needs of a modern organization; their responsibility is to find a way to bridge that gap or else the organization will lose its ability to compete in the marketplace (Staub, 2002). Setting a vision is different from goal setting, and the top educational leaders help set the institution's vision while working with both the mission statement and operating principles to move the college forward (Robbins, 2002). Leaders in higher education must be flexible, decisive,

demonstrate courage, be risk takers, and, most importantly, demonstrate a genuine concern for others (Cohen & Brawer, 2008).

The student affairs staff coming into the workforce today have grown up using the latest technology and a gap exists as new leaders are seen as suffering from a lack of innovation and the ability to use technology to the fullest advantage. These leaders face a lack of understanding of the role of the college, lack of understanding outcome data, and a practice of not choosing to participate in state and federal policy making (Pusser & Levin, 2009). There is also a need for future leaders to know the depth and breadth of the service that community colleges provide and to appreciate community colleges as the societal and economic forces that influence the nation and the local community. New leaders should be prepared to raise community colleges to a new level and to deliver on the promise to America of what is possible when everyone has access to quality higher education (Brown, 2012).

Williams and Zenger (1997) applies leadership theory to the field of enrollment services and clarifies the differences between management and leadership. They describe how managers and non-managers can lead and that leadership and managing are not the same. It is important for leadership to also understand the political interests of the various departments on a community college. When interests of a political campus faction collide with those in the area of student affairs, the dominant coalition will win out, and often that is not student services. The student service leader must be willing to invest political capital in making changes that will benefit students and to have the courage to see an issue through until the end (Dickeson, 2010). Often seen as distasteful to student affairs leaders, campus politics is the realistic process of making decisions and allocating

resources in an environment of scarcity. Politics are at the heart of most major decisions and must be addressed in order to enact positive change on a campus (Bolman & Deal, 2008).

The method that a successful leader uses to communicate to his or her employees is changing from the traditional one directional method, from boss to employee, to listening first empathically and authentically in order to comprehend the needs of their staff. Covey (2004) suggests that communication is the most important skill a leader can master and effective leaders must be successful at the four basic forms of communication: reading, writing, speaking, and listening. Of these, listening is seen as the most important as an individual takes the time to understand the thoughts, needs, and desires of their staff. It is not until they completely understand their staff will it be possible for them to get ideas across to them. This is often counterintuitive to individuals who are seeking the mantle of leader (Covey, 2004). Edmunson (2006) also describes this paradox. The more leaders listen, the more influence they will have and the more their employees will be able to develop their own sense of direction and more importantly, the more they will be engaged in the process. Engaged staff members will develop their own ideas and contribute to the organizational mission, as they will develop ownership in the success of the institution. Leaders can engage people to the point where people are more likely to share their ideas and they know they will be heard. There is a paradox within this paradox as well. Leaders must also be able to put together the thoughts of leadership and express them by talking. Whereas listening will provide a person with a greater ability to influence another, talking increases their mastery of the subject and “(t)he best way to master something is to teach it” (p. 33).



Leaders possess a strong internal locus of control and do not believe their success or failure is a matter of fate. They see institutional and personal success as a result of a person's drive and talent and not luck or other external factors. Leaders also have to understand the importance of the focus of those whom they seek to lead. People will not change their behavior to meet the goals of the institution until it is demonstrated that doing so is also in their best interest. It is a case of determining the concept of understanding the others needs and motivations and addressing them. To be a successful leader the focus must shift from themselves to others (Goldsmith, 2007).

Transformational leadership is a powerful method to enact change and to put energy into an organization. Transformational leadership brings people with separate focuses and fuses them into a single unit, made up of many unrelated parts, to succeed as one team. In addition to focus and energy, transformational leadership raises morale and provides a higher standard of ethics and core values to both the leader and those who are led. People will follow those who see the future as brighter and who present a clear path to arrive there (Kouzes & Posner, 2007). Harrison (2011) has written both agreeing with and critical of Kouzes and Posner's view of transformational leadership. She writes about the need for those who attempt to make critical changes within an organization to know both the strengths and weaknesses of transformational leadership. Harrison agrees that transformational leadership has two primary beliefs: (1) change is the central purpose of leadership and (2) leadership transcends one's position in an organizational hierarchy. Transformational leadership refers to the process whereby an individual engages with others and creates a connection that raises the level of motivation and morality in both the leader and the follower. Harrison also describes the single best explanation of why

leaders lead and followers follow is self-interest and the only way a leader will be successful is to determine the needs of those he or she is attempting to move forward. Her last point is that transformational change is rarely, if ever, accomplished without strategic allies in key positions of power. Student affairs leaders must be able to cultivate political power within an organization in order to attempt to make significant change within the organization (Harrison, 2011).

Finally, student service leaders must learn to be both transformational leaders and to be able to tap into the political power of their institution. Transformational leadership is the leadership of change and requires both imagination and courage to be able to implement large systemic alterations (Kouzes & Posner, 2007). In order to be successful as a transformational leader, student services personnel must find ways to attain power within their college and to be comfortable with that power. Leaders must understand how power functions and to find how to obtain or at least tap into the power to be able to maintain their transformational activities (Harrison, 2011). Of all of the interpersonal skills outlined in this paper, the need for student services leaders to appreciate and embrace political power will be the hardest for most practitioners to accept.

#### COURAGEOUS LEADERSHIP

Transformational leadership must be courageous leadership. O'Banion (2012) has written about the needed changes in community college leadership in the 110-year history of community colleges. Leadership has gone from those who build, leaders who consolidate, leaders who negotiate, and leaders who partner, to leaders who act as change agents, and those who will "disturb the universe." It will take courage to disturb the current universe of enrollment services: "Change cannot be achieved without committed

and courageous leaders (21st Century Commission on the Future of Community Colleges, 2012, p. 17). The community college leaders who understand the need to change the way that enrollment services are delivered on their campus must be willing to challenge the status quo that exists, not only in student services, but throughout the campus culture.

Courageous leadership is not only needed from the leaders at the top of the college administration, but every manager and staff must be supported in their efforts to bring about the changes needed to improve student services by developing a one-stop. The development of the C3 One-Stop, as described in Chapter Five, points out the need to have all staff who are going to be effected by the change to a one-stop be involved in the discussion from day one. The discussion and the movement to a one-stop will also take the courage from the staff to move forward and to overcome the systemic inertia that exists in most systems.

## CHAPTER FIVE: THE MODEL FOR A C<sup>3</sup> ONE-STOP ENROLLMENT SERVICES CENTER

### C<sup>3</sup> ONE-STOP SERVICES DEPARTMENTS

The Collaborative Community College One-Stop Enrollment Center contains the twelve key departments responsible for beginning students on their successful academic journey. Each of the services formally provided within the separate offices will be provided within the one-stop, it is the removal of barriers between services, which is important to understand (see Appendix B). The C<sup>3</sup> One-Stop must provide the basic enrollment services which were previously provided in six separate offices. In addition, there are an additional six departments or functions that are recommended to be in the C<sup>3</sup> One-Stop, as space and staffing allows.

### **Core Enrollment Service Components**

The six core enrollment service components that should be included in a C<sup>3</sup> One-Stop are these:

1. Admissions and Records
2. Placement Testing
3. Financial Aid
4. Academic Advising
5. New Student Orientation
6. Student Fiscal Services (Bursars Office)

Admissions and Records can be seen as the engine that drives the C<sup>3</sup> One-Stop. The primary functions of Admissions and Records are to admit students by reviewing applications, transcripts, test scores, and other supplemental information and verifying the student information (Becraft, 1997). With the explosion of registration fraud, the amount of time and effort taken with each application has increased over the past few years, and it important that all staff involved in the admissions process understand the regulations regarding what is acceptable documentation.

Once a student is admitted, students are referred for placement testing prior to students meeting with academic advisors for course selection. Placement testing should be seen as an integral step in a student's connection with the college and is one of the core services in a One-Stop. The use of standardized placement tests prior to registration has become mandatory in many community colleges. Maricopa County Community Colleges, one of the largest community college districts in the country, has made testing mandatory along with advising, new student orientation and, based upon placement scores, a student success class ("MCCCD Student placement," 2013). Placement test scores are positively associated with student academic success and college credit accumulation even after controlling for high school GPA (Belfield & Crosta, 2012). Students whose placement scores put them into developmental courses (not eligible for college transfer credit and serve as prerequisites for courses which are transfer eligible) are more likely to be successful in their first semester. A recent study found that students who enroll in a student success course in the first semester were more likely to earn any college-level credits within the first year and were more likely to persist to the second

year. It is important for students who test into developmental courses to be advised to take them immediately (Cho & Karp, 2013).

There is little debate about the value financial aid is to student success. As the cost of a college education continues to rise, the responsibility for paying for it falls more and more on the student and their families: “Students who spend more time working per week have less time to study, are less likely to attend class on a regular basis, and are more likely to be sleep deprived. These conditions all affect their college education” (Nakajima, Dembo, & Mossler, 2012, p. 604-605). Ready access to financial aid information is vital to students completing their free application for financial aid (FAFSA) and submitting it before the priority deadline. Studies have shown that students who file a FAFSA late are still at risk as they receive, on average, less total state and institutional grant money. Financial aid has been shown to increase persistence but there is much more to be done as only 58% of students who are eligible for financial aid actually receive it (McKinney & Novak, 2015). When faced with a conflict between work and school, these students may not be able to simply quit work to pursue their education because of the responsibilities they hold. Students who receive financial aid have a 15% higher persistence rate over those who do not receive aid (Nakajima et al., 2012).

An indispensable service of a Collaborative Community College One-Stop is academic advising: “Academic advising occurs every term for every student and should be mandatory; it is the prelude to the central activity of the college-instruction. Certainly the college should organize its resources to ensure that this prelude is sufficient to navigate the student success pathway to completion” (O’Banion, 2013, p. 13-14). It is important for academic advisors to improve their delivery of advising and counseling and

to find methods to teach skills for the new century (21st Century Commission on the Future of Community Colleges, 2012, p. 11). For more than a decade, students have pointed out that academic advising is the most important of all student services and research continues to confirm that academic advising directly relates to student success (Oriano, 2013). The effects of academic advising reaches across the entire spectrum of services and can be the core of academic services provided in enrollment services (Kramer, 2007).

New Student Orientation is another core service of the C<sup>3</sup> One-Stop. New Student Orientation provides the introduction to campus that most new students require to begin to feel comfortable navigating their way to classes. Research has shown the benefits of New Student Orientation especially for those students required to take developmental courses (Center for Community College Student Engagement [CCCSE], 2014).

The sixth department recommended to be part of the core service provided in the C<sup>3</sup> One-Stop is student business services, also known as cashiering or the bursar's office. In most community colleges, the student business services do not report through Student Affairs in the college's organizational chart; bringing them into the one-stop setting will provide for managerial challenges but it is necessary in order to provide students with the complete enrollment experience in one location.

### **Other Enrollment and Student Services**

In addition to these six core services, other programs may be included in the one-stop. While all of the programs listed below could be in the one-stop, space and fiscal responsibilities may not allow the college to locate them within the facilities. These six additional services are recommended for a One-Stop Center:

7. Career Services
8. Disability Services
9. High School Bridge Programs (Concurrent and/or Dual Enrollment)
10. Student Life and Leadership
11. Student I.D. Station
12. Parking Permits

Career Services is not often thought of an enrollment service. In an effort for students to realize how their academic studies lead to future employment, Career Services at College Two has been located right next to the welcome desk in the One-Stop. This deliberate placement was to provide undecided students with easy access to career counselors who provide a standardized career interest inventory prior to the students' seeing an academic advisor. Armed with this information, students are able to focus on a major aligned with their career aspirations.

Disability services, Veterans Services, and the High School Bridge Programs, such as concurrent or dual enrollment, are offices normally not associated with enrollment services. Students who seek assistance from each of these should be seen as college students first, who would benefit from the services of a One-Stop. Each one of these students requires admissions, testing, academic advising, and possibly financial aid services. By locating these offices in the One-Stop Center, the staff of each area can be cross trained in order to assist other areas. As an example of cross training, at College Two, staff members from Admissions and Records, Academic Advising, Recruitment, and Career Services regularly visit the high schools at registration time to assist students who are applying for Dual Enrollment/Concurrent Enrollment programs. Early College



and dual and or concurrent enrollment courses play a valuable role for at-risk students. Dual and or concurrent enrollment courses positively influences college degree attainment, even after accounting for a rich set of covariates that captures student, family, schooling achievements, and school context factors (An, 2013).

Student Life and Leadership or Student Activities is also another service that is not normally considered to be part of a one-stop. It is important to foster student engagement at the front door of the campus that contributes to student retention and completion (Center for Community College Student Engagement, 2014).

The last two services recommended for the C<sup>3</sup> One-Stop are locations where students may obtain their student identification cards and their parking permit. They may be the same location and could possibly be part of the welcome desk. New technology has reduced the amount of space required to provide this service and it is good customer service to allow new students to have easy access to both.

#### STEP 1: STARTING THE DESIGN PROCESS

The decision to move to build a One-Stop often germinates from various areas. The president may decide the college needs to have a more modern look and decides to begin with changing the appearance of the college's front door. A dean may see a brilliant presentation at a national conference and bring the idea back to campus. A student focus group may agree the current registration process does not work for them or their peers. Regardless of how the idea is born, it needs strong administrative support to see it through to completion. The Collaborative Community College One-Stop Enrollment Model proposes a new way of looking at the design of the One-Stop. Lonabocker & Wager (2007) developed ten steps to creating a one-stop:

1. Benchmarking: completing a thorough review of the literature available for the project
2. Space: identifying the right location with student convenience and comfort in mind
3. Division of responsibilities: identifying which staff will be responsible for which level of service
4. Division of boundaries: identifying where should different issues be resolved
5. Organizational culture: identifying specific policies and politics that may not mix including dress codes and communication styles
6. Internal communication: determining the best ways to communicate with staff
7. Process redesign and role description: questioning whether there are better ways, including the use of technology, to get things accomplished
8. Training and development: training on the concepts and features of a one-stop are vital to its success
9. Customer service: being flexible enough to meet the needs of all students
10. Measures and metrics: developing appropriate assessment processes for the project.

The C<sup>3</sup> One-Stop Center proposes a change in the sequence of activities as described by Lonabocker & Wager. In the C<sup>3</sup> One-Stop Center, it is vital for the staff involved at the very core level of student and enrollment services be immediately brought into the discussion prior to selecting an architect, finding a site for the new facility, and announcing the change to the college. There must be training regarding what a C<sup>3</sup> One-Stop Center is and how it will change the way services are provided for students. The training should also include training on change management and preparing the staff for the changes in their roles. Initial meetings with enrollment services staff should occur prior to the thoughts of brick and mortar.

## **Establishing Ground Rules**

In most cases after the college has chosen to move to a one-stop, the next step taken, including by College One and College Two mentioned in this dissertation, was to select a steering committee, an architect and to determine where the facility was to be located. The enrollment services (and other college functions) that would be housed in the building were considered but not as extensively as they should have been by the Steering Committee.

College Two conducted a Plus/Delta/Plus anonymous survey of its One-Stop Center staff and managers six months after opening the building for service. There were many compliments regarding the building and the new processes. The staff responded positively to having the departments working more cooperatively and getting to know the different staff better. They also felt positive about being able to ask someone questions about a student issue.

The overwhelming Delta comments were related to both the staff and the public not understanding the concept of the “one-stop.” Many staff said they and the public (including other college personnel) thought that “one-stop” meant that one person was supposed to handle all the student’s issues at one location and did not understand that the one-stop was location where many services could be accessed (Newland, 2014). The enrollment services managers in a separate Plus/Delta/Plus survey felt that they as stakeholders were not involved in the early decision-making regarding the One-Stop. They overwhelmingly agreed that they should be involved in the decision-making and implementation of process changes as much as possible (Kruse, 2014).

## **Preparing Staff for Changes**

The most important component of the development of a Collaborative Community College One-Stop is the preparation of the current staff to transition to the new model. This vital step is often overlooked in the development of new student services and may lead to issues that will take time and resources to fix once the new space has been opened. It is important to include staff development as it “indirectly assists in promoting institutional growth and development by providing tools and processes that allow staff to participate actively in formulating change through encouraging innovative ideas” (Grace-Odeleye, 1998, p. 84). One of the most important concepts for leaders in student services to comprehend is that they cannot merely impose their values on their staff and expect them to follow. They must, instead, develop the practice of involving people in the process of creating a shared vision. Trust building is a result of appreciative listening, consensus building and conflict resolution between leaders and staff: “Unity is forged, not forced” (Kouzes & Posner, 2007, p. 66).

Another point to consider in the building of a C<sup>3</sup> One-Stop is that the staff directly affected by the change are unable to stop doing their current jobs while preparing for the new roles they will have in the One-Stop. This provides a leadership challenge to be able to develop, coordinate, and deliver staff development in a manner that does not disrupt the current business of enrolling students.

In the One-Stop, there will be no need for separate locations with the traditional names “admissions and records,” “academic advising,” or “financial aid.” This change will disrupt how staff see their roles. Students will still need to receive the services of these areas, but now there will be shared responsibility and services provided. The services originally provided separately in various areas will be provided by a crossed-

trained team of student services specialists who will provide a point-of-contact service model where every student will receive a high compliment of services, regardless of their needs.

The Collaborative Community College One-Stop requires staff, managers, and administrators to experience a radical change in the way they see their roles. Many staff may feel that it threatens their jobs; while managers express that they would lose control over their specific area of operation. As was stated earlier, it is important to the success of the new model for all personnel to understand how difficult this change will be and how to best implement it.

In order for the change to a true one-stop enrollment center to be successful, the changes in roles and responsibilities must be understood by each person. Transformative learning techniques must be employed to move the project forward. Transformative learning can be seen as a training technique to challenge educators to look deeply inside themselves and to challenge the assumptions that the system will only work using the tried and true techniques of the past (Mezirow, Taylor, & Associates, 2009). The personnel affected by the large-scale change to the One-Stop must be allowed to share their feelings of frustration regarding the changes. Contemplative exercises need to be utilized so that individuals may be able to focus on personal barriers. Allowing for intense concentration and encouraging those most affected by the change in their job requirements to be allowed to focus on the ideas which will lead to group problem solving (Barbezat & Bush, 2014).

Staff development begins with the first discussions of how the new building and processes are being created. Staff must be brought into the one-stop design process as

early as possible. They will bring ideas to the project development process that will be missed by the best architects and well-meaning administrators. If staff is left out of this process, the project has missed an opportunity to move forward seamlessly with all the affected parties on-board from the beginning.

As early as possible, a training team should be established to begin the long process of preparing the staff for the new One-Stop. If financially possible, outside trainers should be brought in to begin assessing the change readiness of the staff and what steps are necessary to prepare the staff for the upcoming change. The team in charge of training cannot wait for the final design of the building before preparing the staff for the eventual change. This makes creating a training schedule challenging but there are various topics that could be addressed regardless of the final look of the new space. These topics include team building, change readiness, and improved communication skills. One area of training that was successful at both of the two community colleges mentioned in this dissertation allowed each current department to provide a presentation on their current roles and responsibilities. This was the first step in departments' better understanding what the entire enrollment system looked like and how they could participate in the future.

Staff development must be scheduled around the important enrollment dates so not to have staff be distracted during training. In addition, training must be mandatory for those for whom it is scheduled. Too often staff will say they are too busy to attend training, only to feel unprepared when the new facility is open. It is important to serve current students, but it is equally important to prepare for the new process of serving students. Staff development must continue once the building opens.

## **Establishing Regular Assessment**

It is also important to check how staff is responding to the new facilities and roles once the building is open. Four months after College Two Center opened, the Dean of Students brought in administrators from another community college to conduct an assessment of staff and managers thoughts about the new center. The comments were collected and shared with the entire staff and have led to further improvements in the College Two Center.

### STEP 2: RE-ENVISIONING BUSINESS PROCESSES

The C<sup>3</sup> One-Stop will combine elements of a typical enrollment services department so that students can be served as much as possible at limited points of contact. The business processes for each of the different areas of students services must be mapped out in order for them to become part of the cross training necessary for staff to become comfortable in their new roles in the one-stop. The managers of each of the current areas should work closely with their staff to provide process maps. In some colleges, process maps are done on a regular basis and will merely need to be updated before cross training begins. In many community colleges the business processes have not been codified in many years, and this will provide the departments an opportunity to develop processes internally before sharing them with other departments.

It is important that the staff understands the basics of each area of enrollment services at each of the locations. In the C<sup>3</sup> One-Stop the various business processes are divided into four zones, each with a different type and level of service. The first contact that students will have will be at the welcome desk in Zone 1. As was discussed earlier, the staff at many welcome desks in community colleges are either part-time workers or

student workers whose only assignments are to greet visitors and, to the best of their training, refer them to the another department for service. The staff in a C<sup>3</sup> One-Stop Zone 1 must be highly trained permanent staff who will be able to provide level one point-of-contact service. It is important, too, to have a supervisor for Zone 1 who has been cross-trained in enrollment services.

### **Function of the Welcome Desk**

C<sup>3</sup> One-Stop staff will be trained in one of three levels of services. Level one service is defined as basic service that could be provided by anyone in each of the enrollment services departments. The services range from completing the admissions application to basic questions about FAFSA. One feature of Zone 1 is to assess the students' needs and attempt to provide services to students in order to prevent them from having to wait in a queue to speak to a subject matter expert in Zone 3 or Zone 4.

An important issue is when to service students directly and when to place them in the queue for Zone 3 or 4. Services provided at Zone 1 will vary depending on the volume of students waiting in the queue at the welcome desk, and during peak times, students may have to be placed into a queue to see a technician in Zone 3 in order for the staff at the welcome desk to reduce the number of students waiting in line.

One observation after seeing the welcome desks in action is that this is one of the most challenging aspects of the welcome desk's role. The staff becomes accustomed to handling certain issues at the front desk and often chose to continue this service. During peak times, that tendency may cause delays. The staff supervisor for Zone 1 will be responsible for monitoring the queue for the welcome area and adjusting how much service can occur within that Zone during peak times.



There is a certain amount of paperwork that comes into a community college that merely needs to be directed to the correct processing area. This paperwork will be received at the welcome desk and placed into secured drawers or files until it can be collected by the intended recipient. Staff must be cross-trained on the types of forms to be collected so that the forms received are completed correctly, and students will not have to return to the college to correct a form.

### **Function of Zone 2: Self-Help**

The staff at the welcome desk will be responsible of determining whether students, based upon their presenting need and stated computer skills, are able to serve themselves in Zone 2, the self-help zone. The Self-Help zone will be managed by the front desk supervisor, who will assign staff to assist students unable to complete the process on their own. One of the secondary goals of the self-help area is to provide students with training on issues that they may complete themselves from home and to reduce future traffic in the One-Stop.

### **Function of Zone 3: Enrollment Tech**

Students who cannot be served by staff in Zone 1 or Zone 2 are referred to staff in Zone 3, the enrollment tech zone. The staff in Zone 3 will be cross-trained in all level one areas of enrollment services but will be subject matter experts, level two, in one particular area. The staff at the welcome area will be able to place the students in the right electronic queue to see the individual technician who will assist them. Due to the design of Zone 3, the admissions subject matter expert will be situated next to the financial aid subject matter expert and so on. In this way, students have easy access to more staff in

the same location with the intent the staff will respond to the student and not cause the student to have to return to the welcome desk to be re-entered into the queue.

#### **Function of Zone 4: Academic Advising**

Three groups of special population students — (1) students who are new to college, or students who need assistance in creating their first schedule, (2) continuing students who need help in schedule building, and (3) students who need advice in maintaining their path to graduation — are placed into the queue for Zone 4, academic advising. Academic advisors are considered level 3 experts who will spend a longer period of time, estimated at one half hour per visit but varying based on the student need, in a more private location as described earlier.

The processing area should be located near the welcome center in order to respond to student questions regarding paperwork that has been submitted. For instance, a common request is whether submitted transcripts have been evaluated and accepted credits have been posted. In most systems, this question may be answered by looking at the student's file online, but many colleges still have the need to view the physical file to be able to answer the student's question.

There has to be an understanding of the staffing for the various zones during peak and off peak times. Staff from other departments that are part of the One-Stop will be trained to assist in other areas. In off peak times, staff assigned to either the welcome desk or Zone 3 are available to work in the processing area on student files. During peak times, staff from all areas of enrollment services, such as Dual Enrollment or Career Services, are available to assist with working the front desk, working the student queue and making sure the students have the needed materials, or even greeting students in the

parking lot. In the C<sup>3</sup> One-Stop, it is important for all staff to see that serving students is everyone's responsibility and not just those assigned to certain zones.

### STEP 3: DESIGNING FACILITIES

The third step in the C<sup>3</sup> One-Stop is the decision about the facility. Following the on-boarding of the enrollment services staff, providing training and developing the business processes, the college steering team should begin the process of finding the architects and construction team, and then determining the design and location of the new facility.

When a community college decides to investigate a move to a new enrollment services model, such as the C<sup>3</sup> One-Stop, the first issue that is often discussed is one of facilities. The three choices available are to build a new facility, remodel or move to another space on campus, or to leave the current enrollment services space as is. Regardless of the choice made, a number of other factors must be considered at this time. The space for the one-stop should be selected for the comfort and convenience of students. The amount of space to be designated for the one stop, the openness of the facility, noise abatement, privacy, and even student traffic flow must be considered (Lonabocker & Wager, 2007).

In these tight economic times, it is unique to have the opportunity to build a front door to the campus. There are many ways in which funding could be acquired for a project of this size, and while this report will not discuss them, there are some important factors to consider. The building of a new enrollment services center is a major financial expense and as well as a major change in operations. The president of College One emphasized that this was a once in a lifetime opportunity for the college and it was the

steering committee's responsibility to ensure that everything was done correctly the first time.

The first and foremost factor is that the administration must build a campus coalition of support for the project. When a campus decides to devote the resources it takes to change the campus culture in regards to enrollment services, it cannot be done without support from faculty and all other staff. Well-intentioned projects will be delayed or even taken in different directions without getting the support of faculty and staff prior to announcing the program. The expenditure for an enrollment services building, regardless of the source of the funding, will be seen by some as taking money from other areas of campus who may believe that they are in need of either a new building or funding for programs. A project of this size is challenging enough without having to deal with campus issues that delay or sabotage it.

### **Building a New Facility**

The opportunity to build a new facility designed to house a one-stop and possibly other campus services is an opportunity to reframe the appearance of a campus. The natural location for a one-stop is where it can serve as a front door to the campus and an invitation to education. As a presenter at an AACC annual convention recently said, "Learning doesn't begin at day one of classes – it begins at enrollment" (Sutton, 2015, p. 1). It is important to make the connection from parking lot to academic opportunity as smooth as possible.

The steering team selected to design and guide the project should consist of 7-8 people who understand the concept, scope and responsibilities of members. The team should have a representative from the administration, fiscal services, buildings and

grounds, safety, faculty, maintenance, enrollment services, student services, and at least one champion who understands what a one-stop enrollment services is. It is recommended that a student representative is invited to each steering team meeting and be allowed to vote on all issues. Student schedules are constantly changing due to academic scheduling and/or work schedules, so it may be necessary to make sure a representative from the student government is always in attendance. “It is important to have a team of open minded people who will embrace change,” said Gary Eberhard, an Architectural Project Manager who has worked on one-stop projects on three different campuses. The team must be able to verbalize their needs and to work with the architectural firm hired by the college (G. Eberhard, personal communication, February 17, 2016). Jim Kavelage, from Opsis Architecture whose firm has worked on one-stops around the country, stated that, “It really helped us to have someone with experience with one-stops who could articulate the vision for the architects” (J. Kavelage, personal communication, February 2, 2016).

In addition to the steering committee, the college should convene a committee of enrollment services managers and staff to consult in the process. These meetings would begin the process of getting the managers and their staff to understand the nature of the project and allow them to have input into design issues when appropriate.

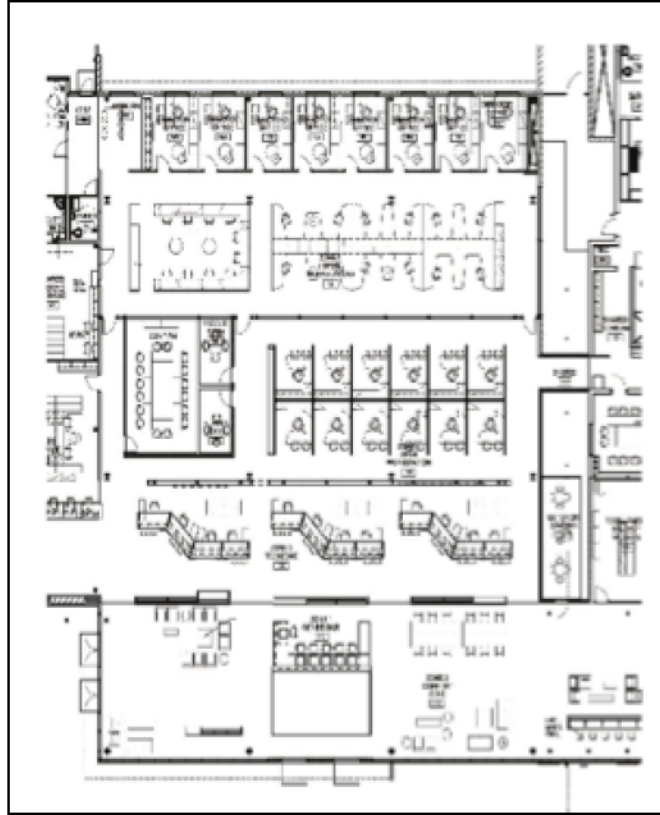
The choice of the location of the building is as important as any other decision and should have input from the campus community. The responsibility for the location should be made with all parties’ input and with the president’s approval. The physical location and the structure should be part of a positive student experience and should direct the student where to go (J. Kavelage, personal communication, February 2, 2016).

The interior design of the Collaborative Community College One-Stop has its own special importance by serving students with comfort and efficiency and the first impression given to visitors must be open and welcoming. The C<sup>3</sup> One-Stop is designed with levels of service provided in different segments or zones. There is not a space dedicated to a specific enrollment function, but rather the area is open with services blended together. The C<sup>3</sup> One-Stop is designed with four zones for direct services to students and a separate zone for the confidential processing of student files.

#### Designing Zone 1

The Visitors entering the One-Stop are met with a welcome area, Zone 1, featuring a front desk, standing room for visitors who are waiting to be served and adjacent seating (See examples in Figure 2 and Figure 3). Both examples have an open design and with clean sight lines. As described earlier, there are no areas designated just for “admissions” or “financial aid,” for example.

The philosophy behind the design is two-fold, the first being is that the C<sup>3</sup> One-Stop is designed to have cross-trained staff provide, whenever possible, service at the initial point of contact with students. Another strong reason to support this design is that students often do not know what they do not know when it comes to the registration process. One of the common complaints from students who experienced an earlier model of enrollment services was that they did not know where to start and would spend hours in a line only to be told they needed to speak to someone in a different department. The use of a well-trained welcome desk staff eliminates many of the concerns of students who are new to campus. Many returning and continuing students have unique issues and by providing a centralized welcome desk, they too have a starting point to find answers.



*Figure 1: One-Stop Enrollment Center*



*Figure 2: One-Stop Enrollment Center Aerial View*

There were long debates during the development of both the College One Center and the College Two Center regarding the amount of space that would be devoted to the area around the welcome desk. The debate centered on the issue of the cost of having space that was seen by some as only being needed for the time when registration was in full swing. Several members of the steering committee felt that the space would look unused for most of the year and would not justify the building and maintenance cost. The counter-argument was that the space was the first impression that new students and their families would have of the institution. The six months of the year when the building was involved in registration required space that could deal with large volumes of people. It may appear to some that registration occurs only two to three months of the year, when in fact, as was pointed out by enrollment services staffs at College One and College Two, registration occurs 8-10 months of the year with at least 6 of those months considered peak times. In the end, both steering teams reached compromises about the size of the entryways. The consideration of cost and space will need to be considered at each step of the process. As can be seen in Figure 1 and Figure 2, the size of the area surrounding the welcome desk can vary.

The size and location of the welcome desk is another important consideration. At College One and at College Two, the welcome desks are located where they may be seen by the various entry doors into the facilities. The discussion about the size of the welcome desk was similar to the discussion about the entry space size. Once again the steering teams worked for a compromise. There are five staff workstations at the welcome desk at the College One Center and three staff work stations in the College Two Center. The welcome desk serves as the entryway into receiving services and the size



matters during peak times. Whereas both the College One Center and the College Two Center had hoped to eliminate students from standing in lines even at peak times, it became evident when both centers opened that this would not be possible. Both centers experience large volumes of students seeking enrollment services near the start of a semester, and the number of students would have overwhelmed the staff at the welcome desk had it not been for the colleges establishing a queuing area (“rope line”) where students would wait to be seen at the welcome desk.

The welcome desk at both campuses operates in similar ways. Students are greeted and their needs are assessed. Students may receive service at the front desk depending upon the nature of the request and/or the number of students waiting in line.

#### Designing Zone 2

Zone 2 is adjacent to both College One and College Two welcome desks and is the self-help area. Depending upon the student request, they may be directed to the self-help area to complete their transaction. Staff from the welcome desk or staff specifically assigned to the self-help areas assist students with their transaction. The philosophy behind the self-help area being close to the welcome center is that students may be able to resolve their concerns quickly and, with assistance from staff, learn how to resolve future enrollment concerns in order to be able to work online from home.

#### Designing a Queuing System

If the student’s request requires assistance from another technician the student is placed into an electronic queuing system for Zone 3 in order to meet face to face with a skilled enrollment technician. The queue is posted on various screens within each building and in the Student Union at College One. If the students provide a cell phone number and have text capabilities, the queuing system will automatically contact the

students with their wait status and inform them when they are next in line. At College One, a public address system directs them to the location where they are to be served. In the College Two Center, students are informed they are next in line and are then greeted at the welcome desk by the enrollment service technicians who come out from behind their desk to greet the students and escort them to the appropriate work station. Both methods use technology, while the one at College Two provides a personal touch to the initial contact. The speaker system at College One was installed after the staff was having trouble being heard calling the names of students. This modification is an example of change that has to occur to make the system work smoothly for students.

There is also a benefit to staff by using a queuing system. In the other enrollment services models described earlier, students line up in front of the work station and a staff member will see student after student without an opportunity to complete the paperwork from a previous student before moving on to the next in line (who is often standing just feet away waiting to be served). In the C<sup>3</sup> One-Stop, staff have control of the queue and are able to complete the paperwork on one student before summoning the next student. In addition, and the system was created with this as a built-in feature, there are times when a staff member needs to consult with a supervisor after dealing with a difficult situation. In the older models, staff could not easily step away from their desk (with students in line looking at them expectantly) when needed. The C<sup>3</sup> One-Stop is designed to provide staff with their safety and comfort in mind.

### Designing Zone 3

Zone 3 provides students with the opportunity to meet face to face with cross-trained enrollment specialists. It is important to understand the nature of the services provided in Zone 3 as well as the approach for future improvements.

Community colleges enrollment services currently have well trained staff in one subject matter, such as admissions but they may or may not have an understanding of other enrollment services areas. The range of information that is required in each of the individual departments in enrollment services often takes months, if not years, to fully master. When converting from a traditional model of enrollment services to a C<sup>3</sup> One-Stop, the amount of time it will take to master other areas must be part of the design consideration. It is not possible to stop enrollment services completely in order to cross-train staff entirely and the current design recommended allows for this.

In Zone 3 there should be a station with an enrollment specialist who is subject matter expert in admissions next to a station with an enrollment specialist who is a subject matter expert in financial aid. Next to them should be an enrollment specialist who is a subject matter expert in academic advising. The staff in Zone 1 are responsible for assigning the student, based upon a careful analysis of the presenting concern, to the appropriate station and subject matter expert. The subject matter experts in Zone 3 will be interspersed so that the stations will have admissions, financial aid, academic advising, and so on, sitting next to each other. This provides the staff the opportunity to consult with one another and to be able to serve the student at one location without the student having to be re-queued. For example, if a student has completed a task with the admissions subject matter expert and then has a financial aid question that goes beyond the training of the admission's staff, the admission's staff is able to consult with the financial aid person nearby, and service continues for the student until all questions are answered.

#### Designing Zone 4

Academic Advising is considered a mandatory step of new student enrollment in many community college systems and is provided in Zone 4. This educational planning is important and takes place away from the general services provided in Zones 1-3, where staff may take the time necessary to meet the students concerns. In both colleges described in this dissertation, Zone 4 staff have separate cubicles providing increased privacy. Advising staff greet the students near the welcome desk, escort them to their stations, and then escort them out of the area upon completion. One major improvement at College Two was the ability to add a rear exit that allows a student to leave advising without having to backtrack through the other Zones. This part of student flow was discussed in the design phase of the building and contributes to relieving congestion in the One-Stop.

The issue of placement of the academic placement testing area is important to the design of a C<sup>3</sup> One-Stop. The space needed for a testing center can be large, and it should be a permanent site. The testing center needs to be in close proximity of the welcome desk, preferably in the same building, but not necessarily on the same level. Due to design demands, the Testing Center at College One is on the garden (lower) level of the College One Center, while in the College Two Center, the Testing Center is on the second floor. It is easy to direct student to both of these offices and the locations emphasize the importance of testing to the enrollment process.

#### Designing the Processing Zone

An important area to consider is the Processing Zone, the area where students' files are managed and kept. The responsibility for providing a secure location where staff are able to work on student files is important to the design of the C<sup>3</sup> One-Stop in order to

protect them following FERPA regulations. In previous enrollment systems, staff would see students at the same location where they would be expected to maintain and review student files. In busy enrollment periods, they would often be evaluating confidential material when a student would be standing in front of them awaiting service. The area where students have face-to-face contact with staff and the space where staff process student information in the C<sup>3</sup> One-Stop are now separated and the processing area is kept behind secured doors with staff only admittance.

### **Remodeling an Existing Space**

A community college that chooses to remodel an existing space may or may not be able to develop the front door location discussed in a new construction. There are ways that an interior building could still serve as the front door for the campus. For example, Eberhard stated he was using the experiences from the College One and College Two in the design of the next one-stop he is developing for the District. The planners are developing a grove of trees to lead from a parking lot to an interior building that will serve as the “front door” to the campus (G. Eberhard, personal communication, February 17, 2016). In this way, landscaping was also being used as a component in the C<sup>3</sup> One-Stop.

If the remodeled facility is not on the exterior of the campus, but the college still wishes for it to serve as the front door, it is important to determine which building on campus will be viewed by visitors as the front door (by the nature of the location and appearance of the building). The departments in this building should become part of the one-stop design process so that they can begin to participate in the greeting and referral of students to the correct location.

## **Designing with No Structural Changes**

While it would be very difficult to develop a true one-stop inside a facility that maintains many of the qualities of a Mall Model (or even more difficult, an Historic Model), it is possible through the use of extensive training for staff and the campus community. The challenge would be to change the business processes without changing the physical environment. Without the constant vigilance of management, it would be very likely the departments would soon return to the old ways of providing service within the old structure.

## CONCLUSION

The design process for a Collaborative Community College One-Stop Enrollment Center reorganizes the traditional steps for developing a one-stop. The first step remains the college administration committing the resources for a systemic change in the process of enrolling students. The next step involves providing the staff directly affected by the proposed changes with the opportunity to be part of the business process and building design. The next step is the selection of the architects, finding the location for the building, and designing the building. By creating the One-Stop in this manner, many issues of re-engineering once the building is open can be avoided, thus saving the college resources.

There is a need for strong leadership and understanding of the complexity of the processes early in the process. Student services have, in one form or another, been serving students in higher education for over 700 years. Unfortunately, there are still times when leaders feel as if they have to justify the need and value of student services on campus especially in these times of budgetary downturns. It is becoming important for

student service leadership to build new and improved services with their limited resources and to find a way to improve the image of student services in the eyes of the campus community. Leadership includes carrying the message to all who will listen — and especially to those who will not — that a strong student services is necessary to student success. Leaders must not hesitate to turn to research in this data-driven environment to show quantifiably the benefits of a strong student service.

Leadership in student services often comes from the heart and leaders will go above what is expected in order to serve students and to support the staff members who work in student services. This is a strength and a talent that must be recognized and reemphasized. That being said, leaders must also not see politics and power as negative terms. Without access to the decision making power in an institution, transformation will be stifled and status quo will continue.

Leaders must do what is best for students, even when they must face resistance from other staff or faculty. This may be uncomfortable for many who see themselves as having limited power. Student services leaders must embrace the courage to do what is right for students even in the face of adverse consequences. This is the time for positive disruption and to embrace the need to disturb the universe (O'Banion, 2012).

Finally, the campus expectation that needs to be addressed is the misperception often heard about One-Stops: that every person can do every job at a level three competency. The cost to have professionals trained at this level is most often well beyond what a community college is willing or able to afford. This totally unrealistic expectation will make it appear to some that a highly successful One-Stop is not a One-Stop at all. A

One-Stop is a location where students will have their needs met by highly trained professionals within the center and not by a single person.

Chapter Six will conclude the discussion regarding the Collaborative Community College One-Stop Center by providing future consideration and suggestions for research opportunities.



## CHAPTER SIX: CONCLUSIONS AND IMPLICATIONS FOR FUTURE RESEARCH

### INTRODUCTION

The many issues of designing and implementing a one-stop enrollment services center on a community college campus provided the basis of the Collaborative Community College (C<sup>3</sup>) One-Stop Enrollment Services Center. The methodology to research the C<sup>3</sup> One-Stop needs to be explored. The final chapter of this dissertation will provide recommendations for the development of a C<sup>3</sup> One-Stop Enrollment Services Center.

### LIMITATIONS OF THIS MODEL

The study of the community college one-stop enrollment model and the effect it has on student success is very limited. There are more and more dissertations, like this one, which discuss individual one-stop projects at individual community colleges, but there is no comprehensive research on specific models. With the increased development of one-stops at community colleges, there will be more opportunities for research to determine the effectiveness of the various models.

The development of the two One-Stop Centers discussed in Chapter Three occurred over the past seven years at two different colleges in the same community college system. One of the suggestions from this dissertation will be that future one-stop design teams designate a project historian to keep records from idea inception to the

opening of the facilities. This would benefit not only future researchers but provide great information for future campus historians.

The terms Historic Model of Enrollment Services, Mall Model of Enrollment Services, and Hub Model of Enrollment Services were created by this author several years ago in order to begin to organize the literature about the field. With the publication of this dissertation, the Collaborative Community College One-Stop Enrollment Service will be added to the discussion.

#### “ONE-STOP” ENROLLMENT SERVICES

Because the use of the term “one-stop” and what it means in terms of service is unclear to most people associated with community colleges, these issues must be understood in order for a college to consider moving to a collaborative enrollment process. Many people erroneously believe that a “one-stop” implies that only one person will handle the entire needs of students and parents. It is important to understand the many processes that must be followed and completed to have students reach their first class. Community colleges are required by federal and state laws to conduct a number of administrative steps in order to admit students for classes. This complexity is exacerbated by the individual needs and circumstances of each student who wishes to register. Academic advisers are required to know, not only details about each degree and certificate offered, but how each degree transfers to at least ten universities, all of which have their own requirements. The rules and regulations for receiving federal financial aid change on a yearly — if not more often — basis, and the regulations must be strictly adhered to in order for a community college to be able to continue to offer aid. Veterans Services, Early Outreach/Dual Enrollment, and Placement Testing all have a myriad of

rules and regulations that change as often as prerequisites are changed for a program. It is important for those outside of enrollment services to understand the internal challenges that can be met through a “one-stop”— but only when the community understands that a “one-stop” is not a person, but a location where all the students’ needs may be met by staff who may be cross-trained in certain areas but are still able to provide the subject matter expertise needed by each individual student.

#### DEVELOPMENT OF A C<sup>3</sup> ONE-STOP CENTER

The recommended steps for developing a C<sup>3</sup> One-Stop Center are:

- Step 1. One-Stop Enrollment Center Decision: College administration agrees to develop a one-stop enrollment center and commits the necessary resources.
- Step 2. Champions and Vision: One-Stop Project Champions are selected and a one-stop vision for the campus is created.
- Step 3. Engage Campus: The one-stop vision discussion begins with the campus. It is recommended that this is completed through various formal and informal means.
- Step 4. Engage Enrollment Services: The one-stop vision is shared with the enrollment services staff through division and department meetings. The staff are encouraged to provide recommendations for the design of the one-stop which are shared with the administration.
- Step 5. Steering Team Selected: The Administration creates the Steering Team whose membership represents all areas of the campus.
- Step 6. Business Process Design: A new one-stop enrollment business process design is created by examining the current student enrollment processes. The goal is to streamline the student process by offering multiple services at the same location.
- Step 7. Architect and location selected: The Steering Team selects an architect and location for the new facilities.
- Step 8. Project calendar: The Project Calendar for construction is developed. The schedule for enrolling students as well as the student academic

calendar should be considered for each important construction deadline.

- Step 9. Staff Training: Cross-training is developed for the enrollment services staff. Elements of cross training should not only include business processes but team building and change-management exercises.
- Step 10. Facility opens.
- Step 11. Assessment and continual improvement.

Step One occurs when the college administration has agreed to apply the resources needed to convert the college's enrollment services into a new one-stop enrollment services design. The decision should not be taken lightly as it should take up to a year to prepare the college for the transition (Lonabocker & Wager, 2007). Each community college will have limitations on the development of a one-stop. The planning for such a move will take months that includes developing campus-wide consensus and receiving support from the college's governing board. It is also important to receive the support of the local community being served. Each one of these areas could be a cause for delay before moving the project.

Colleges must determine whether the campus is ready for another large project. Project fatigue is a real phenomenon that needs to be addressed before moving forward. This project will take energy and the full attention of the project champion to be successful.

A champion or even better, a team of champions, should be selected who understand the concepts required in a C<sup>3</sup> One-Stop Center and who will be responsible for maintaining the efficacy of the project to completion is Step Two. The final version of the one-stop may look different than the original concepts, but the quality of blended student

enrollment services in a setting that puts the needs of the students first should never be compromised.

It is at this point, Step Three, the champions bring together the entire campus to introduce the general concepts of the C<sup>3</sup> One-Stop Center. The time and effort it will take to bring the campus together is significant, but it is worth it to gather everyone's input to begin to create a sense of ownership in the project. Campuses must decide whether to initially inform the entire campus or to first engage enrollment services in the discussion, a step listed as the fourth. The conversion to a one-stop enrollment center is a huge change in the way that front-line staff will be asked to serve students, and it is vital to respect their input. Thus, the sequence of Steps Three and Four will depend upon the internal needs and political nature of each college.

Once a community college's administration makes the decision to revamp to a one-stop model of enrollment service — whether this involves a new building, a remodeling of a building, or to re-conceptualize existing spaces— and before the business processes are reorganized, it is important to first understand the staff who will be most affected by the changes. The enrollment services area contributes to student learning through their task-oriented roles, and it takes a systems thinking approach to understand all what happens. Alonzo (2012) observes, “Workplaces are comprised of various systems of people, departments, and technologies all swirling around in the larger system with partnering and competing workplaces. With such complexity present, a systems thinking lens will allow us to see how the parts are functioning alone, and perhaps more importantly, better communication about how they are working together”

(p. 1). Beer, Eisenstat and Spector (2011) add, “task driven organization are where what has to be done governs who works with whom and who leads” (Loc. 2885).

In any of the enrollment services models — Historic, Mall, or Hub — managers or coordinators work very closely with their staff, who are dedicated to one particular subject matter. For example, while the rules and regulations for financial aid require a focused dedication to keeping up with a mind-numbing amount of regulations, most financial aid managers and their offices continue to get aid into the hands of deserving students properly and efficiently. If the managers of each area do not see the value of the proposed changes, the project can not be as successful. Jenkins (2011) wrote that

research on effective organizations in and outside of education is emphatic about the importance for organizational improvement of strong leadership. Given the decentralized nature of authority and decision making in community colleges, it follows that leadership for reform needs to be cultivated not just among college presidents and other top administrators but also among deans and department chairs, faculty leaders, and student services program directors. Studies of policy implementation support the common-sense notion that organizational actors who understand an organizational reform and see that it aligns with their interests are more likely to support it. Conversely, if individuals view improvement goals as an external mandate that is incompatible with their own goals and interests they are less likely to commit to achieving them. (p. 31)

Step Five is the selection of the Steering Team. The team members should represent the areas of the college directly affected by this project and should be chosen for their willingness to commit to multi-year projects. They should understand the philosophy behind the one-stop center and be able to explain the process in an effective “elevator speech.”

The business process design, Step Six, is a complicated, but vital, part of the new design. This is the time when the departmental walls are often most strongly guarded, and it is important the individuals in this step are well versed in both the current processes and transformational leadership.

The process of a community college moving to a true one-stop enrollment services model is much more involved and consuming than this author understood prior to undertaking each of the prior projects. The challenge of having a vision for the college that is very different than the status quo, being able to be a change agent, while at the same time continuing to provide ongoing services to students and the campus community, provided an opportunity for personal transformational learning while assisting the college in its move to a new center.

Steps Seven and Eight, Architect and Location Selection and Project Calendar, are purposely moved later in the process normally followed by a college creating a one-stop center. This move does not diminish the importance of these steps, but rather provides the college with the opportunity to develop campus support earlier in the project. Institutions have occasionally struggled with, and even had to abandon, certain projects that met with strong campus-wide resistance.

Step Nine is staff training. The first challenge to training enrollment services staff is daily demand. On most campuses, the senior administration is hesitant to close enrollment services for a single day, fearing the loss of enrollment. It is difficult to provide training for a new process if the staff members cannot leave the current process long enough to receive proper training. Time must be given for training away from the current environment, or the staff will not see the training as important.

In regards to the staff themselves, when a new project encounters resistance, in most cases, it's not because people are afraid of change, but because they may have another agenda. And it may be an agenda that they may not be consciously aware exists. Kegan and Lahey (2011) observes, "Resistance to change does not reflect opposition, nor

is it merely a result of inertia. Instead even when they hold a sincere commitment to change, many people are unwillingly applying productive energy toward a hidden completing commitment. The resulting dynamic equilibrium stalls the effort in what looks like resistance but is in fact a kind of personal immunity to change” (loc. 1944). The existing agenda may have been that the individual units had worked for many years to reach their current level of service of which they were proud. Then, without much input, they were being told to change to a new system. One common concerns of long-time employees which arouse during the training at College One was whether the institution felt they had had been doing their jobs wrong for the past thirty years. These issues needed to be addressed in order to reassure the staff before the new system was implemented.

As noted, it may be impossible to completely shut down the enrollment processes for any length of time in order to provide training and to move to a new model of services. Another important limitation may be the current employee structure used by an institution. It may be difficult to require staff to take on different roles without addressing job reclassification or receiving cooperation from an employee union. Both of the one-stops discussed in this report are located in Arizona, a right-to-work state, and there are no unions in the community college system. The multi-campus district in this dissertation does recognize employee groups and, thus, the re-design process took careful consideration when developing job duties for employees in order to avoid putting them out of scope of their current classification. Moving forward, College Two has begun to refill position openings using the job title “enrollment specialist.” Each specialist will have a subject matter expertise, such as academic advising, but the overall job



descriptions describe that the employee will be expected to be trained in all areas of enrollment services and be able to serve in various areas of the one-stop.

Step Ten is when the facility opens and the campus should prepare for the opening. This is a time to celebrate all the work that has taken place and serve as a springboard for continued future successes.

Step Eleven refers to assessing the effectiveness of the C<sup>3</sup> One-Stop Center. As has been mentioned earlier in this dissertation, there is limited research on the effectiveness of a one-stop and whether the model has any effect on student learning and student success. With the creation of more and more one-stops at community colleges around the county, there will be the opportunity to determine the effectiveness of one model as compared to another. Recommended topics for consideration when comparing one-stop models include identifying (1) which model, if any, contributes most to the completion agenda, (2) which model provides greater student satisfaction, (3) which model, if any, is positively correlated with student engagement, and (4) which model provides for greater, or more efficient, use of campus resources.

#### FUTURE OF THE ONE-STOP

“Students do not do optional” is a phrase often inappropriately associated with today’s college student. If students “do not do optional,” they would not be attending college, as more and more college-eligible individuals don not see a college degree as mandatory. Students “do optional,” but what students do not do is participate in activities that bring no value to their lives or what they consider a waste a time. This is where a new and continually transforming model of enrollment services is important.

The Salem State One-Stop Committee (2012) wrote, “Transforming productivity in higher education takes more than deciding to reform operations. It takes (1) conscious decisions to change core operating procedures, (2) effective management systems to ensure process and build capabilities, (3) new mind-set and behaviors focused on high quality outcomes, and (4) the supportive policies that provide the flexibilities to be successful” (p. 1). A one-stop enrollment center can improve staff effectiveness, improve the quality of services students receive, provide means to access accountability and to connect students with the college (Walters, 2003).

In this dissertation, the staff at both colleges received the same training message before their colleges opened their new enrollment services buildings that continual change is not only inevitable but necessary and results should be evaluated every six months. The move to a new enrollment process should serve as a direction the college is intending to go and not a destination. Once the college has gone through a massive change, the tendency is to allow the change to become the “new normal.” The new normal will only be successful if it means that change is readily acceptable to the institution.

Regardless of how one looks at a college across the components of structure, intake and supports, instruction, or developmental education, the various parts of the college are too often consistently characterized by a lack of interaction and alignment toward students’ end goals. The connections between students and faculty, students and enrollment staff, and faculty and enrollment staff are limited. Meanwhile, options abound which ultimately confuse and frustrate students. It is important that the continued development of a one-stop be created around understanding the college as one,

interwoven system. If one applies systems thinking to the project, the following guidelines are essential to consider: (1) to understand the big picture, widen your focus and understand the value of all the moving parts, (2) appreciate both the short-term and long-term view as a foundation for all you do, (3) look at both the quantifiable and the intangible and know that trust and morale are just as important as enrollment numbers, and (4) understand the complexity of and interdependency of any system. In addition, avoid the urge to oversimplify while also avoiding the urge to think everything is too complex to solve. Systems thinking needs to “engage faculty and student services professionals in creating more clearly structured, educationally coherent program pathways that lead to students’ end goals, and in rethinking instruction and student support services in ways that facilitate students’ learning and success as the progress along these paths” (Bailey, Jaggars, & Jenkins, 2015, Loc. 162).

## CONCLUSION

The enrollment services specialists in the year 2056 may look back at the concepts provided in this dissertation and have one of two responses. First, since the entire community college system has been all replaced by online programs and applications — themselves being run by other computers and online applications, the suggestion that people are necessary to provide services to community college students was quaint and soon became unnecessary. Or, a second response, as suggested here, is that the future, while recognizing that technology is a wonderful tool to be embraced and used to the fullest extent possible to reach and teach as many students as possible, believes that the human part of the equation will never be totally eliminated. “High tech-

high touch” will always remain a central component of enrollment services in community colleges.

A final, closing recommendation is this: it may be time to consider an alternative term for what is now known as a “one-stop.” Hopefully the next generation of leaders will be able to develop a new term to clearly represent this vitally important area.

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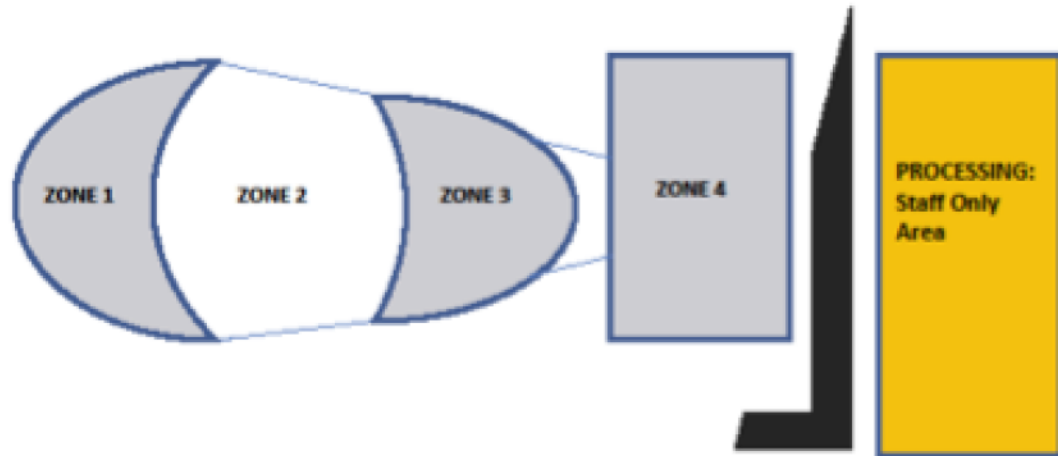
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APPENDIX A: EXAMPLE OF BUSINESS PROCESS FLOWCHART  
FOR FINANCIAL AID



**APPENDIX B: ONE-STOP ENROLLMENT CENTER DIAGRAM**

# One-Stop Enrollment Center



**ZONE 1: WELCOME CENTER AND TRIAGE**

**ZONE 2: SELF-HELP COMPUTERS AND CAREER SERVICES**

**ZONE 3: ONE-ON-ONE WITH ENROLLMENT SERVICES TECHNICIANS**

**ZONE 4: EDUCATIONAL PLANNING AND GOAL SETTING**

**PROCESSING ZONE: STAFF ONLY AREA**

Source: Herbst, D., Koronkewicz, T., Lujan, L. & Myran, G. (2014).