

## DEIT STUDENT SERVICES SUBCOMMITTEE

**Mission:** In regard to student support systems, special attention must be paid to developing even more sophisticated on-line advising, admissions, financial aid, and assessment tools. Student Success, student recruitment, and student retention must remain paramount goals in our quest to develop better student support system for students on campus and at a distance.

Area	Benchmarks	Action Steps	Progress
<b><u>ENROLLMENT SERVICES</u></b>			
<i>Admissions</i>	a) Develop means to upload DPP Applications	(a.1) Add LBCC Major code option to OSU applications.	
		(a.2) Map OSU files to LBCC Banner fields.	
		(a.3) Build collector table/investigate existing Banner tables.	
		(a.4) Establish data validation process.	
		(a.5) Create Push process to move data.	
		(a.6) Create error report.	
		(a.7) Rewrite application creation procedures.	
	b) ONSO - review to include ongoing orientation information	(b.1) Implement SIS login system.	<i>Tested Spring 2006</i>
		(b.2) Update content.	
		(b.3) Add new content components.	
		(b.4) Insert content into SIS.	
		(b.5) Revise Administrative features for easier updating.	
	c) Rewrite website and edit	(c.1) Review content of all pages.	
		(c.2) review links of all pages.	
		(c.3) Conduct website search for various types of information after Raisers Edge implementation.	

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<b>Area</b>	<b>Benchmarks</b>	<b>Action Steps</b>	<b>Progress</b>
		(c.4) Rewrite text for web users (may require staff training).	
		(c.5) Learn how to update by department.	
	d) Put FERPA information on website		
	e) International student website		
	f) Online Catalog Functionality	(f.1) Review possible formats from other sites.	
		(f.2) Buy appropriate Adobe software.	
		(f.3) Revise web posting process.	
		(f.4) Train staff and faculty.	
	g) Extended Online Orientation	(g.1) Assess PCC model	
		(g.2) Develop content with departments	
		(g.3) Build in counters by content.	
		(g.4) Train content managers	
<b>Registration</b>	a) Develop online degree audit - CAPP	(a.1) Review workload requirements	
		(a.2) Review activation requirements	
		(a.3) Test with and without evaluated credits	
		(a.4) Review other CC instructions and features	
		(a.5) Develop and test instructions	
	b) Develop and implement early warning system-through WEB Board	(b.1) Review DeAnza system	

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<b>Area</b>	<b>Benchmarks</b>	<b>Action Steps</b>	<b>Progress</b>
		(b.2) Investigate code sharing	
		(b.3) Build forms	
		(b.4) Create Banner extracts	
		(b.5) Pilot test with select faculty and student population	
		(b.6) Train all faculty	
	c) Participate in the development of ATLAS Statewide Project-Degree Audit System	(c.1) Obtain specifications from ATLAS advisory group	
		(c.2) Articulate general education courses for OUS.	
		(c.3) Articulate general education for CCs.	
		(c.4) Input articulations into Banner	
		(c.5) Purchase and build ATLAS interface software	
		(c.6) Develop on-going articulation procedures	
		(c.7) Develop on-going LBCC course addition procedures	
		(c.8) Articulate non-general education courses and add to system	
		(c.9) Implement maintenance procedures	
	d) Develop K-12 data exchange portfolios and transcripts.		
	e) College Now - Mini SIS (Patsy & Rich)	(e.1) State Grant	
		(e.2) Build course database	
		(e.3) Attach to PIN notification process	

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<b>Area</b>	<b>Benchmarks</b>	<b>Action Steps</b>	<b>Progress</b>
		(e.4) Establish overnight PIN mailer process	
		(e.5) Rewrite and train staff on PIN reset procedures	
		(e.6) Create “reminder” mailer procedure	
	f) Develop on-line GPA calculator for students.	(f.1) Determine location on website	
		(f.2) Borrow code from another school	
		(f.3) Build web page with grading explanations	
	g) DPP Student Info Blackboard	(g.1) Assess student info needed to better navigate DPP program	
		(g.2) Write directions for various DPP components	
		(g.3) Upload to OSU DPP Blackboard site	
	h) FERPA info and test	(h.1) Review existing FERPA info and training websites	
		(h.2) Assess program compatibility	
		(h.3) Make requests for existing programming	
		(h.4) LBCC employee, student, parent, public versions of information	
		(h.5) Determine LBCC website location and links	
		(h.6) Develop methods for LBCC employees to routinely access the information	
	i) E-Signature Leading to Online transcript orders	(i.1) Meet with LCC, PCC, COCC	
		(i.2) Review Banner PIN creation processes	
		(i.3) Establish overnight PIN mailer process	

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<b>Area</b>	<b>Benchmarks</b>	<b>Action Steps</b>	<b>Progress</b>	
<i>Student Assessment</i>	a) Offsite Testing Website	(i.4) Rewrite and train staff on PIN reset procedures		
		(i.5) Create “reminder” mailer procedure		
		(a.1) Online Student Assessment Forms built into .pdfs		
		(a.2) Post guide for proctors		
	b) Pre-test of Basic Skills Online courses	(a.3) Develop list of test sites and fees		
		(a.4) Place links on related college web pages		
		c) CPT interpretation Web page (with Counseling)	(c.1) Create .pdfs of score sheets	
			(c.2) Directory of what is on the CPT printout	
	(c.3) Steps to interpret			
	(c.4) Link with HS Connections/Mini-SIS			
	(c.5) Link with appropriate LBCC web pages			
	d) Effectively Linked with LBCC web pages	(d.1) Counseling		
		(d.2) CLEP Score page		
		(d.3) Admissions		
		(d.4) DPP		
		(d.5) Link to GED Testing Accommodations forms		

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<b>Area</b>	<b>Benchmarks</b>	<b>Action Steps</b>	<b>Progress</b>
	e) Spanish GED Website in Spanish	(e.1) Develop content (e.2) Hire interpreter to translate (e.3) Link from various LBCC web pages	
<b>Financial Aid</b>	a) Provide means for students to check information if online-funds are available to charge in Bookstore.	(a.1) Identify information currently available on LBCC form TWIBSFR to display for students.	<i>Completed Spring 2006</i>
		(a.2) Work with IT Department to develop a form or field in SIS to display student's eligibility to charge.	<i>In Progress</i>
	b) Develop a work study module for Banner joint endeavor with Human Resources.	(b.1) Review Banner work study module with HT (IT?) to determine compatibility with current practices.	
		(b.2) Determine implementation timeline with Financial Aid Office, Humane Resources and IT Department.	
		(b.3) Assign work to be done with Financial Aid Office and Human Resources.	
		(b.4) Implement module and test.	
		(b.5) Put work study module into production.	
		(b.6) Train Work Study Supervisors in use of reports.	
	c) Provide SAP status on web for students.	(c.1) Identify info from Banner form RYASPR to display for students in SIS.	<i>In Progress</i>
(c.2) Work with IT Department to develop a SAP form in SIS to display SAP status in real time to students.		<i>In Progress</i>	

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<b>Area</b>	<b>Benchmarks</b>	<b>Action Steps</b>	<b>Progress</b>
	d) Provide web based Debt Management, Default Prevention measures for students.	(d.1) Work with guarantee association, NELA, to install and be trained to use their Late State Delinquency Aversion program.	<i>Completed Spring 2006</i>
		(d.2) Produce LBCC letters to targeted groups of students at strategic delinquency periods to encourage repayment of student loans.	<i>Completed Spring 2006</i>
		(d.3) Work with lender, Nellie Mae, to install and be trained in use of their Debt Manager EDvisor Program and customize with LBCC logo and budget information.	<i>Completed Spring 2006</i>
		(d.4) Evaluate use of EDvisor as part of entrance interview process and integrate with existing entrance interview as appropriate.	<i>Ongoing</i>
	e) Debt Management Info and Tools and Resources	(e.1) Review materials from lenders	
		(e.2) Build website with educational calculators	
		(e.3) Develop alert process to LBCC students who have loans	

**STUDENT RETENTION/STUDENT SUCCESS**

<i>Advising Counseling/Career Center</i>	a) Update ONSO - Online new student orientation		
	b) Develop website for International students.	(b.1) Identify information pertinent to LBCC International Students	<i>In Progress</i>
		(b.2) Review existing website content for F/M visas.	
		(b.3) Develop list of important resource links.	
		(b.4) Post directions for benefits procedures.	
		(b.5) Build website so DSOs can edit content.	

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<b>Area</b>	<b>Benchmarks</b>	<b>Action Steps</b>	<b>Progress</b>
	c) Develop work study process online	(c.1) Post open positions (c.2) Match students to jobs (in lieu of work study fair)	
	d) Incorporate additional CIS components	(d.1) Ongoing training of CES in latest components (group logons, course planner, etc.) (d.2) Marketing and accessibility for students of latest components.	
	e) Continuing support of, and enhancements to, Careers with a Conscience website.	(e.1) Develop ways to advertise Careers w/a Conscience - bulletin boards, newspaper articles, flyers, ads in Gazette Times and Albany.	
	f) Career Planning Online - continuing support for colleges, high schools and agencies with CPO license.	(f.1) Continuing Blackboard training (f.2) Marketing CPO through mailings and conferences. (f.3) Open CPO to licensees in other states and countries. (f.4) Develop variable credit and zero credit CPO modules for use in Career Center	
	g) Computer lab for Career Center use.	(g.1) NSO's, CES workshops; student employment activities; assist students with SIS, CIS, etc.	
	h) Provide ongoing enhancements to Career Center Website		
<b>Disability Services</b>	(a) Revise ODS forms and make forms fillable and able to be submitted from the web, integrating into a new ODS database.	(a.1) Complete site visits to other colleges to explore forms, web systems, and database options (a.2) Select software and forms/database system design, with consultant Donna James.	<i>Completed Spring 2006</i>  <i>Completed Spring 2006</i>

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<b>Area</b>	<b>Benchmarks</b>	<b>Action Steps</b>	<b>Progress</b>
		(a.3) Revise and update all forms to comply with ODS move of the Support Lab and new staffing to include Intake Form, Consent to Share, Release of Information, Request for Accommodations and Alternative Form Request Form.	<i>Completed Spring 2006</i>
		(a.4) Post forms to web in fillable formats and with ability to submit from web database for approval.	
		(a.5) Integrate submission of forms into Accommodation Planning and approval process.	
		(a.6) Create letter generation system into database, with appropriate instructions for faculty and students.	
		(a.7) Integrate forms into automatic letter generation and determine letter delivery system for student-faculty accommodations request discussion	
		(a.8) Create disability tracing system and use for data reporting.	
		(b.1) Place ODS Intake information and checklists for intake and each term accommodations to the ODS website.	
		(b.2) Take photos of all ODS staff/team members and post to the ODS website, with a little personal biographical information to create a friendly, welcoming environment and reduce barriers.	
	b) Upgrade ODS website to include “welcoming” and Intake information	(b.3) Post ODS Intake workshops to Event schedule on paperless office.	
		(b.4) Explore using the web as a sign-up gateway for Intake workshops.	

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<b>Area</b>	<b>Benchmarks</b>	<b>Action Steps</b>	<b>Progress</b>
		(b.5) Explore video or PowerPoint of ODS Intake workshop to be available from ODS website.	
		(b.6) Revise ODS Student Handbook or Policy Manual and make available from the ODS website.	<i>In Progress</i>
c)	Create a faculty/staff disability reference page and use it to train new faculty and to offer tips for accommodating and referring disabled students.	(c.1) Create faculty section to ODS web for professional development.	<i>In Progress</i>
		(c.2) Link to helpful information for faculty from other campuses or websites, like University of Washington.	
		(c.3) Post a least six new articles re: teaching and supporting disabled students during 2005-2006, including emergency planning and evacuation.	
		(c.4) Email faculty “tips” once every 1-2 months, and archive tips to ODS faculty reference page.	<i>Ongoing</i>
		(c.5) Use this page in faculty training in 2006-2007.	<i>Workshop Spring 2006</i>
		(c.6) Universal design.	<i>In Progress</i>
d)	Continue to convert students using ODS services to email: 90% by Spring 2006	(d.1) Train new staff in how to help students set up email accounts.	<i>Completed Spring 2006</i>
		(d.2) Establish “routine” of requiring email accounts; students to check email twice per week as minimum.	<i>Completed Spring 2006</i>
		(d.3) Each term create a new “email group” of students who are current with ODS. Announce action times and use to broadcast reminders for accessing disability accommodations.	<i>Completed Spring 2006 &amp; Ongoing</i>

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<b>Area</b>	<b>Benchmarks</b>	<b>Action Steps</b>	<b>Progress</b>
<i><b>Bookstore</b></i>	a) Create on-line textbook buyback for students.	(a.1) Set up module and implement.	<i>On Hold</i>
		(a.2) Test system	<i>On Hold</i>
	b) Create on-line Peer-to-Peer textbook sale.	(b.1) Establish	<i>Completed Spring 2006</i>
		(b.2) Promote and advertise	<i>In Progress</i>
	c) Allowing Financial Aid and Agency students to purchase books from Website	(c.1) Develop Website	<i>In Progress</i>

**INSTRUCTION AND INSTRUCTIONAL SUPPORTS**

<i><b>Developmental Studies</b></i>	a) Develop an online class that could reach out to a non-student population interested in refreshing its basic writing skills.	(a.1) Marketing	<i>Completed Spring 2006 &amp; Ongoing</i>
	b) Increasing student success by finding ways to increase our department's web presence, including finding ways to improve our on-campus classes using online technologies.	(b.1) Working with library faculty and staff to enhance web.	<i>Ongoing</i>
	c) Increasing student success in our writing classes by making new technologies more accessible in the Learning Center.	(c.1) Acquire more Kurzweils for use in our labs.	<i>Completed Spring 2006 (3 more)</i>
	d) Improved web presence that increases student opportunities to succeed in our on-campus classes.	(d.1) Identify goals for our web pages	
(d.2) Research faculty web pages that reflect our goals for enhancing student success in on-campus classes.			
(d.3) Find faculty web pages that have been identified as enhancing student success.			

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<b>Area</b>	<b>Benchmarks</b>	<b>Action Steps</b>	<b>Progress</b>
		(d.4) Evaluate those web pages to determine what characteristics would be suitable/applicable to developmental studies.	
		(d. 5) Estimate time required, the implementation person or team, and the cost for implementing ideas.	
		(d.6) Find a funding source to pay for cost if needed.	
		(d.7) Create and implement changes.	
		(d.8) Offer several training sessions to faculty on how to use the new web pages/tools.	
<i><b>ABE/GED</b></i>	a) Update Department Web Page	a.1) Meet with Joe Sherlock to determine if web address can be changed so that it is easier for people to locate (linnbenton.edu/ged)	
		a.2) Replace flyers that are published each term with information on the web including specific information about classes and orientations at each location. Include specific steps students need to take to get registered for classes at each site.	
		a.3) Develop a format that can be easily updated by support staff each term.	
		a.4) Link to Student Assessment.	
		a.5) Complete improvements by Fall 2006.	
<i><b>ESOL</b></i>	a) Update Department Web Page	<b><u>Phase I</u></b>	
		a.1) Have discussions with faculty from other departments about what they would find helpful to have included on web page.	
		a.2) Meet with Joe Sherlock to get input on appearance of web page.	
		a.3) Assign faculty to work on web page (Jon Myers)	

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<b>Area</b>	<b>Benchmarks</b>	<b>Action Steps</b>	<b>Progress</b>
		a.4) Develop draft of changes	
		a.5) Review by department faculty and make changes.	
		a.6) Input from faculty and staff across campus.	
		2.7) Complete improvements by Spring term 2006	
		<b><u>Phase II</u></b>	
		a.1) Translate into Spanish and Russian	
		a.2) Add audio component for those students who don't read.	
	b) Accommodations forms > links		
<b><i>Learning Center</i></b>	a) Establish rubrics for website	(a.1) Mission Statement on WEB site	
	b) Link Learning Center WEB pages Main Campus to Centers WEB pages.		<i>In Progress</i>
<b><i>Library</i></b>	<u>2005-2006</u>		
	a) To ensure access to appropriate and equivalent library resources for distance education students.	(a.1) Determine the content of the new library web pages.	<i>Completed Spring 2006</i>
		(a.2) Create the new library web pages for distance education students.	<i>Completed Spring 2006</i>
		(a.3) Ask selected distance education instructors and students to evaluate the new web pages.	
		(a.4) Make necessary and appropriate modifications and additions.	
	b) To improve the usefulness of the library's online subject/research guides and tutorials.	(b.1) Contact Nursing, Education, and Technical Writing faculty to establish a working relationship similar to that created with the Equine Science Subject Guides.	<i>In Progress</i>

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Area	Benchmarks	Action Steps	Progress
		(b.2) Create subject guide for Nursing	<i>Completed Spring 2006</i>
		(b.3) Create a tutorial for using the CINAHL nursing database	<i>Completed Spring 2006</i>
		(b.4) Create a Critical Thinking subject guide	<i>In Progress</i>
		(b.5) Change existing subject guide(s) to meet the standard set by the Equine Science Subject Guide.	<i>In Progress</i>
		(b.6) Have the instructor(s) validate and the students test the modified subject guide(s).	
		(b.7) Finalize the subject guide(s) by making changes recommended by the testing performed in step 6	
	c) To make the library resources easier to use.	(c.1) Create Firefox search-plugins that allow users to search for books in our collection, articles in our online databases, and library-created web pages just as easily as searching the internet using Google.	<i>Completed Spring 2006</i>
		(c.2) Add Firefox-type search capabilities (details in #1) to library portal web page.	<i>Completed Spring 2006</i>
		(c.3) Add Firefox-type search capabilities to all library web pages.	<i>In Progress</i>
	d) To attract more users to the library web pages	(d.1) Add an RSS news feed capability to the library portal web page	<i>Completed Spring 2006</i>
		(d.2) Add a web page devoted to RSS feeds (including education feeds)	<i>Completed Spring 2006</i>
		(d.3) Advertise the new RSS features	<i>In Progress</i>
	e) On-line tutorial for Test Anxiety		

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<i>Library</i>	<u>2006-2007</u>		
	a) To make existing library web pages more useful for distance education students.	(a.1) Encourage distance education faculty to use the library button available using the Blackboard templates.  (a.2) Determine through feedback from distance education instructors and students the appropriate location(s) for links to the new page or existing library web pages.  (a.3) Add needed links to library web pages.  (a.4) Negotiate needed links on other campus web pages.  (a.5) Survey distance education students to see if they <i>have access to and can effectively use appropriate library resources</i> (wording comes from accreditation standard policy 2.6)	
	b) To improve the usefulness of the library's online subject/research guides and tutorials.	(b.1) Add a subject guide for Writing 95  (b.2) Add an EBSCOhost tutorial	
	c) To make the library resources easier to use.	(c.1) Investigate the ability to track progress made on tutorials.	
<i>Student Life &amp; Leadership</i>	a) Provide study abroad website with scholarship information and disability language.	(a.1) Research applicable scholarships and links.  (a.2) Link appropriate sites  (a.3) Upload disability accommodation language.  (a.4) Link to funding sources for disability accommodations	<i>Completed Spring 2006</i>  <i>Completed Spring 2006</i>  <i>Completed Spring 2006</i>  <i>Completed Spring 2006</i>
	b) Create a coffee house site.	(b.1) Write text and gather photos  (b.2) Design site and connect to SL&L main page	<i>Completed Spring 2006</i>  <i>Completed Spring 2006</i>

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c)	Create mini slide shows of different programs and activities.	(c.1) Locate photos and secure authorizations	<i>In Progress</i>
		(c.2) Design slide shows in power point	
		(c.3) Upload slide shows as a link to specific content pages	
d)	Develop a page of “What students have to say about SL&L programs” to include quotes from students using services.	(d.1) Design and distribute survey to students using services	<i>Completed Spring 2006</i>
		(d.2) Synthesize information gathered and choose appropriate quotes to be attached to web pages.	<i>Completed Spring 2006</i>
		(d.3) Incorporate quotes into web pages.	<i>Completed Spring 2006</i>
e)	Develop a FAQ page of questions that come through the Student Ambassador Contact Center.	(e.1) Track frequently asked questions received through contact center	<i>In Progress</i>
		(e.2) Research appropriate answers to questions and verify with college personnel	
		(e.3) Identify questions/answers to be listed on a web page attached to TSAP site.	
		(e.4) Design site with questions/answers and make hard copies available for distribution.	
f)	Continue to get club handbook online	(f.1) Contact MAP to determine if the manual will be able to be uploaded by Winter term 2006	<i>Completed Spring 2006</i>
		(f.2) If MAP is unable to upload manual, then we will look into the possibility of hiring a student to put the manual on line.	<i>Completed Spring 2006</i>
g)	Begin a multi-year process of translating all pages into Spanish and then into Russian.	(g.1) Prioritize pages to be translated into Spanish	<i>In Progress</i>
		(g.2) Prioritize pages to be translated into Russian	
		(g.3) Identify students who can translate into the above languages	

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<b><u>TECHNICAL</u></b>	a) Implement FarCry	(g.4) Begin to translate high priority pages	
		(g.5) Have pages reviewed prior to uploading to site	
		(g.6) Upload pages to site	
		(a.1) Purchase software	<i>Completed Spring 2006</i>
		(a.2) Organize Tree	<i>Completed Spring 2006</i>
		(a.3) Develop standard page	<i>In Progress</i>
		(a.4) Instructor pages	<i>Completed Spring 2006</i>
		(a.5) Purchase server	<i>In Progress</i>
		(a.6) Set up server	<i>Timeline dependant on server acquisition</i>
	(a.7) Plan migration of content	<i>In Progress</i>	
	(a.8) Migrate	<i>Timeline dependant on server acquisition</i>	
	(a.9) Train users	<i>In Planning</i>	
	b) Provide thoughtful wireless implementation	(b.1) Identify student gathering areas	<i>Completed Spring 2006</i>
		(b.2) Purchase and install equipment	
	c) Explore universal student email	(c.1) Determine needs/uses	
(c.2) Determine cost/support and policy issues			
(c.3) Purchase system and assign addresses			

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	d) Explore PT faculty email	(f.1) Supervisor Issue	<i>Ed decreed deans to require PT faculty to have. Completed Spring 2006</i>
<b><i>Business</i></b>	a) Be invisible		