



# Implementation Toolkit

Eliminating Enrollment Point Points

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TOOLKIT

# Student Acceptance Letter Template

## Purpose of the Tool

Progressive colleges ensure that students receive an acceptance letter including a student ID number and guidance on next steps immediately following the submission of an application. The letter should be integrated with the student information system to input student-specific information and the student ID. Students should receive both an instant electronic copy and a hard copy in the mail.

The following sample acceptance letter can be used when considering language and content to include in automated acceptance letters to students.

*Charlotte Lopez  
9630 Worswick Ct.  
Washington, DC 20002*

**Your EABCC Student ID**  
**5260927**

Student ID number included in acceptance letter

Dear Charlotte,

**Congratulations!** You have been accepted to EABCC! We are so happy to welcome you to our community, and we look forward to helping you achieve your goals. Here at EABCC, we pride ourselves on offering outstanding educational opportunities, with our small class sizes, partnerships with local employers, and outstanding faculty.

Congratulatory welcome highlights key college attributes

**You already completed the first step to achieving your goals.**

Next, please use your student ID above to log on to [www.navigate.eabcc.edu](http://www.navigate.eabcc.edu) as soon as possible to see your personalized list of next steps, which include:

- Sign Up for Mandatory Orientation
- Send in Transcripts to [admissions@eabcc.edu](mailto:admissions@eabcc.edu)
- Apply for Financial Aid
- Complete Placement Exams

Nudge to sign on to student portal and preview of next steps, including mandatory institution-specific steps

Additional information about each of these steps will be available when you log in to [navigate.eabcc.edu](http://navigate.eabcc.edu).

**Have questions or need help?** Many of your questions will be answered during EABCC’s orientation. We will help you navigate through the first few steps on [navigate.eabcc.edu](http://navigate.eabcc.edu), including course registration.

Proactive information about resources for additional guidance

If you cannot attend orientation, you must visit or contact our admissions office at 800-555-5555 between the hours of 8:00 AM and 4:00 PM. You may also email us at [admissions@eabcc.edu](mailto:admissions@eabcc.edu). These contacts may also be used if you have any further questions for us between now and EABCC Orientation.

**We’ll see you soon!** Again, congratulations on your decision to pursue higher education, and welcome to the EABCC family!

Encouraging close

Sincerely,  
Dr. John Doe  
*President, EAB Community College*

Source: EAB interviews and analysis.

# Sample Enrollment Checklist

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## Purpose of the Tool

This sample enrollment checklist is derived from many enrollment checklists collected during our research. Failing to give students an enrollment checklist can leave them unsure of how to make it from application to enrollment.

Checklists must include necessary hyperlinks, details, and follow-up steps to guide students through the enrollment process. Students should receive an institution-specific enrollment checklist at their first point of contact with the institution, be it during a visit to campus or application for admission.

Progressive colleges often create additional student population-specific enrollment checklists for student groups that require unique enrollment steps (e.g., students with prior college credit, veterans, etc.).

This sample enrollment checklist can be used as a baseline for creation of college-specific enrollment checklists but must be adjusted for college and/or state policies and institution-specific details.

**1 Apply for admission:** Complete an EABCC admission form and return it to the Admissions/Registration Office at any EABCC Campus, or apply for admissions online: **[insert online application hyperlink here]**.

**2 Student ID card:** Most EABCC services require a student ID card. You have already received your student ID number at step one, but you will need to come to campus to take a photo for your ID. To do so, you need to bring a photo ID in order to have a card made for you. Go to your campus Admissions/Registration Office after registering for credit classes. The college will accept a passport, driver's license, military identification card, alien registration receipt card (with photo), and photo identification cards issued by state/government agencies.

**3 Paying for college:**   
**Financial aid:** Complete the Free Application for Federal Student Aid (FAFSA) form online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov). Include EABCC School code **[insert school code here]**. Allow **[insert estimated waiting time here]** for processing. Check your EABCC email and MyEABCC student portal often for updates regarding financial requirements and status. For more information visit **[insert financial aid page hyperlink here]**.

**Veterans benefits:** Apply for benefits at **[insert state-specific veterans benefits hyperlink here]**. It may take up to **[insert estimate waiting time here]** for processing. For information on veteran services at EABCC visit **[insert college's veteran services hyperlink here]**.

**Scholarships:** You can apply for EABCC or private scholarships. For a list, visit **[insert scholarship website hyperlink here]**.

## Sample Enrollment Checklist (cont.)

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- 4 **Take reading, writing, and math placement tests:** All new students planning to take credit classes must complete placement testing before they can register for classes. Testing schedules are available in the testing locations and online at **[insert testing schedule hyperlink here]**. *Preparing for and taking the placement tests could save you significant time and money because your test scores determine which classes you'll be able to take.*
- Sample tests, study materials, and information are available online at **[insert placement test preparation hyperlink here]**. Bring your test scores with you to New Student Orientation.
- 5 **New student orientation:** All new students planning to earn a certificate or associate degree, or transfer to another college should complete an orientation prior to registration. The orientation schedule is available in the Admissions, Counseling, and Testing offices or online at **[insert orientation schedule hyperlink here]**. If you want to complete online orientation, click here: **[insert online orientation hyperlink here]**.
- 6 **Academic advising and class schedule planning:** Following the in-person Orientation, you'll have a chance to meet with an advisor to help plan your class schedule. **[Insert institution specific details about scheduling appointments with advisors here]**. If you complete orientation online, meet with an advisor before you register for classes. For additional information about advising and a list of campus locations visit **[insert advising hyperlink here]**.
- 7 **Register for classes:** You may register for classes online through EABCC at **[insert class registration portal hyperlink here]**. Detailed information about how to register is available online or in the tentative class schedule you create with your advisor. For registration problems, call **[insert phone number here]**.
- 8 **Payment arrangements:** You must pay for your classes in full or have a college-approved financial arrangement in place **[insert deadline here]** before the start of the term. **[Insert policy for missing or late payments here]**.
- 9 **Parking permit:** If you plan to drive to campus, purchase a parking permit online through myEABCC or at the Business Office on any EABCC campus.
- 10 **Purchase books at the bookstore:** Bring your schedule to the bookstore on the campus you will attend and purchase your books or go to **[insert bookstore hyperlink here]**. You may purchase books anytime after you register for your courses.
- 11 **Attend the first session of each of your classes:** Your seat in class may be given away to another student if you miss the first class session!

Source: EAB interviews and analysis.

# Student-Intake Focus Group Guide

## Purpose of the Tool

Community college leaders often express frustrations with assessing the student intake experience because administrators are most familiar with the ins-and-outs of the entire process. Colleges can gain more valuable information regarding student pain points by conducting focus groups with newly enrolled students.

The following focus group interview questions are intended as a sample for administrators to develop a robust interview guide.

We encourage staff to adhere to the order and nature of these questions loosely, as well as adapt or add any additional questions that pertain to your specific institution.

- **Participants**  
*Optimal Focus Group Size:*  
5-10 students
- *Anticipate Response Rate:*  
Offer focus group opportunity for more students than optimal focus group size to acknowledge that not all students will respond.
- **Protocol**  
*Follow IRB Regulations:*  
Ensure that focus groups adhere to all Institutional Review Board (IRB) protocols regarding confidentiality, consent, etc.
- **Moderators**  
*Select Moderators:*  
Identify specific staff members (e.g., student services staff) who are particularly adept at engaging with students.
- *Optimize Moderator-Student Ratio:* Limit ratio of focus group moderators to one staff member for every six students.
- **Location**  
*Ensure Sense of Privacy:*  
Conduct focus groups in private rooms with seats arranged in a circle. Prevent interruptions by posting signs indicating focus group in progress.
- **Duration**  
*Allow Time for Discussion:*  
Plan for a 9- minute session .
- **Data Collection**  
*Record Focus Group Sessions:* If possible, include additional space on consent forms for participants to consent to being recorded.

## Sample Focus Group Discussion Questions

- What expectations did you have about the school and the application process?
- What was it like getting in to the school?
- Did you enroll in person? Online?
- When you had questions during the enrollment process, who did you turn to for advice/guidance?
- Did you ever get stuck in the process?
- Did you need to break your on-campus visit into parts? Where?
- How prepared were you for placement testing?
- Did that change your path?
- How did you go about choosing your courses?
- Did anyone help you?
- How much time did you spend familiarizing yourself with the college website before you decided to submit an application?
- What do you remember most about the website?
- Did you ever feel lost, or without direction, during the intake process?
- How did you find your way?
- What could have made your experience easier?
- How would you make the intake process better?

## Offer Incentives

Students are more inclined to participate in the focus group if there are direct benefits to them. Consider offering bookstore vouchers, priority registration, or other academic related incentives to motivate students to participate in focus group research.

# Higher Ed Terminology Translation Exercise

## Website Jargon Reduction Audit

### Purpose of the Tool

This worksheet identifies language commonly used by administrators and in new-student onboarding materials (e.g., handouts, webpages, etc.). This worksheet is designed as a group or individual activity to create student-friendly translations of technical jargon.

### Directions

- Complete worksheet in a group or alone
- Fill in the translation section with a brief and simple definition of a term (recommended length: 7-10 words)
- Use Gunning Fog Index (GFI) online tool to assess the readability of your translation ([www.gunning-fog-index.com](http://www.gunning-fog-index.com))
- Share group or individual translations with colleagues and determine most suitable, concise, and lowest GFI score translation
- Optional: Formalize into handout for all staff, new hires, and even students
- Optional: Consider with staff how these translations may vary based on a student or parent audience

Admissions		
Term	Translation	Gunning Fog Index Score (GFI)
High School Transcript		
GED		
ESL		
Credit for Prior Learning		
Certificate		
Degree		
Transfer		
Residency		
Early College Enrollment		
Prospective Student		
Course Load Status		
Class Status		
Certificate		
Tuition and Fees		
Tuition		
Payment Plan		
Tuition Schedule		
Subsidy		
Fee Schedule		
Tuition and Fee Refund		
Withdrawal		
Registration Fee		
Program Eligibility		

Source: EAB interviews and analysis.

# Higher Ed Terminology Translation Exercise (cont.)

Financial Aid		
Term	Translation	Gunning Fog Index Score (GFI)
Academic Year		
Accreditation		
Additional Eligibility		
Adjusted Gross Income		
Associate Degree		
Attending School		
Award Amount		
Award Letter		
Award Year		
Cancellation		
Collection Agency		
Collection Charges		
Cost of Attendance (COA)		
Data Release Number (DRN)		
Default		
Default Rate		
Deferment		
Delinquent		
Dependency Status		
Direct Loan		
Disbursed Amount		
Disbursement		
Discharge		
Eligible Noncitizen		
Eligible Program		
Enrollment Status		
Entrance Counseling		
Exit Counseling		
Expected Family Contribution (EFC)		
FAFSA		
Federal Pell Grant		

Source: "Glossary: Financial Student Aid," <https://studentaid.ed.gov/glossary>; EAB interviews and analysis.

# Higher Ed Terminology Translation Exercise (cont.)

Financial Aid, (cont.)		
Term	Translation	Gunning Fog Index Score (GFI)
Federal Perkins Loan		
Federal School Code		
Federal Student Aid		
Federal Student Aid PIN		
Federal Student Loan		
Federal Work-Study		
Financial Aid Offer		
Financial Aid Package		
GED		
Grace Period		
Grant		
Guaranteed Student Loans		
Income Tax		
Independent Student		
Interest		
Legal Guardianship		
Lender		
Loan Forgiveness		
Loan Holder		
Loan Services		
Master Promissory Note		
Merit-Based		
Need-Based		
Net Price		
Net Price Calculator		
Overpayment		
PLUS Loan		
Private Loan		
Promissory Note		
Regular Student		
Repayment Date		

Source: "Glossary: Financial Student Aid," <https://studentaid.ed.gov/glossary>; EAB interviews and analysis.



# Higher Ed Terminology Translation Exercise (cont.)

Financial Aid, (cont.)		
Term	Translation	Gunning Fog Index Score (GFI)
Satisfactory Academic Progress		
Scheduled Award		
Scholarship		
Standardized Test		
Student Aid Report		
Subsidized Loan		
TRIO		
Unsubsidized Loan		
Verification		
Work-Study		
Placement Tests		
Evaluation of Prior Coursework		
COMPASS/ACCUPLACER		
ACT		
Remedial		
Developmental		
Cutoff Score		
Accelerated		
Placement		
Registration		
Registrar		
Elective		
Prerequisite		
Course Load		
Credit Hour		
General Degree Requirement		
Additional Terms		
GPA		
Office Hours		

Source: "Glossary: Financial Student Aid," <https://studentaid.ed.gov/glossary>; EAB interviews and analysis.

# Higher Ed Jargon Reduction Exercise

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## Purpose of the Tool

The following exercise may be used with staff members to conduct a jargon reduction audit, so that students and other audiences may more effectively navigate the college website, newsletters, handouts, and other written materials.

## Directions

- Ask IT Department staff to identify top 10 college webpages with highest volume of traffic
- Brainstorm all student- and parent-facing material that generates a high volume of in-person traffic
- Provide staff with print copies of webpages identified by IT staff and additional self-identified webpages
- Ask staff to complete the following tasks:
  - 1. Reduce multisyllabic words:** Underline all words with more than two syllables. Identify and replace them with shorter words (even if this requires using multiple words in the place of one multisyllabic word)
  - 2. Remove passive voice:** Ask staff to highlight all language in passive voice; rephrase sentences to be in active voice
  - 3. Group related information:** Condense all text that pertains to the same topic in a specific area and use white space to separate it from information pertaining to another topic
  - 4. Translate jargon:** Use the results from the Higher Ed Terminology Translation Exercise (page 40) to replace jargon (where appropriate) with translations for a non-higher education audience (this step is especially effective when completed with new employees unfamiliar with higher education jargon)

## Higher Ed Jargon Reduction Exercise (cont.)

### Example:



Original Text:

#### Take the College Placement Test

*After you have been* admitted to the college, you must take the **college placement test**. Schedule your test by going to [www.eabcc.edu](http://www.eabcc.edu) or by calling. If *you have* successfully completed a **college-level** English or math course from another college or have taken EABCC placement testing at an earlier date, you may qualify for an **exemption** from all or part of the test. In order to be **eligible** to participate in a specific academic program and/or enroll in **credit classes**, students must achieve a **minimum score** of 33 out of 120 on the reading portion of the test.

**Gunning Fog Index Score: 12.65**



Revised Text:

#### Take the College Placement Test

If you are an admitted student, you must take a test that measures what classes you are ready to take, called "Placement Tests." It's important to prepare for this test because it could impact how fast you can graduate if you place into classes that do not count towards your degree. To enroll in classes that do count towards your degree, you need score at least 33 out of 120 on the reading section.

You'll need an appointment to take the test. You should schedule it by going to [www.eabcc.edu](http://www.eabcc.edu) or by calling (XXX-XXX-XXXX).

There are two reasons you may not need to take the test.

- 1) If you completed and passed an English or math course for college credit at another school
- 2) If you took the placement test at EABCC in the past

**Gunning Fog Index Score: 8.79**

Key:

*Passive Voice*

**Jargon**

Multisyllabic

# Problem-to-Resolution Method Mapping Exercise

## Purpose of the Tool

This tool is derived from *The Effortless Experience*, a publication from the Corporate Executive Board, and is intended to guide community college staff in mapping student issues to the best-fit channel for resolution, taking into account both student effort and cost to the organization. The purpose of this tool is to reduce the volume of in-person demand at student services offices, after integrating agreed upon method recommendations for each problem into the website.

## Directions

### 1. Determine most common challenge

Categorize the most common issue/request buckets for your college.

### 2. Assess follow up channel fit

Evaluate an individual issue/request bucket identified in Step 1 against the YES/NO questions provided for each channel.

### 3. Calculate channel fit score

Use your answers to the YES/NO questions in Step 2 to arrive at a numerical value that reflects the fit of the channel for resolving this issue type. Repeat steps 2 and 3 for each channel.

### 4. Determine best-fit channel

Compare the individual Channel Fit Scores calculated in step 3 to determine the best-fit channel for this issue type.

### 5. Integrate new method recommendations into website

Work with IT staff to add channel recommendations to each webpage students or other audiences may encounter when attempting to resolve a problem.

*Repeat the above steps 2-5 for each issue bucket identified.*

Web Self-Service	
Prerequisite Questions	YES/NO
1. Does the school offer the functionality to resolve this issue via web self-service? (e.g., an online registration tool allows students to enroll in courses online)	
2. Can the large majority of students resolve this issue using web self-service?	
3. Can the institution drive changes to the self-service portion of the website for this particular issue?	
<ul style="list-style-type: none"> <li>• If 'YES' to all of the above questions, proceed to questions 4-15.</li> <li>• If 'NO' to any of the above questions, web self-service is a poor fit for this issue. Skip to Step 3 and assign web self-service a Fit Score of '1'.</li> </ul>	

1) Tool adapted from Corporate Executive Board study by Matthew Dixon, Nick Toman, and Rick Delsi, *The Effortless Experience: Conquering the New Battleground for Customer Loyalty*

Source: Dixon M, Toman N, et al., *The Effortless Experience: Conquering the New Battleground for Customer Loyalty*, London: Corporate Executive Board, 2014, 214-216; EAB interviews and analysis.

# Problem-to-Resolution Method Mapping Exercise (cont.)

<b>Student Effort to Resolve</b> <i>Answering 'YES' to these questions indicates a low-effort experience in web self-service for this issue</i>		<b>YES/NO</b>
4.	Can the resources for resolving this issue be accessed relatively easily via the website? (e.g., Does the knowledge base or search functionality easily lead to these resources?)	
5.	Can the request be resolved efficiently via self-service using a limited number of steps? (e.g., no more than three screens to click through to find an answer)	
6.	Can the request be satisfied with a standard response and/or process that does not differ from student to student?	
7.	Can the school easily and succinctly explain the information necessary to resolve the request? (as opposed to requests that require a more involved explanation)	
8.	Does the issue rarely prompt related questions or problems from students that need to be addressed by a live representative?	
9.	Should students be able to resolve the request via self-service without signing into an account or providing other specific information?	
<b>Additional Effort-Related Questions</b> <i>May not apply to all issues and/or schools</i>		<b>YES/NO</b>
10.	From a legal standpoint, can the request be resolved via the web self-service site?	
11.	From a security standpoint, should students feel comfortable sharing any personal information necessary to resolve the request via web self-service?	
12.	Do a large majority of your students have reliable access to the internet?	
<b>Cost to Resolve</b> <i>Answering 'YES' to these questions indicates that web self-service is a relatively low cost channel for resolving this type of issue</i>		
13.	Has the college invested in a proven tool to handle this request online?	
14.	Is the web self-service capability robust enough to handle the request?	
15.	Is this the lowest-cost channel by which the college can deliver quality service to students on this issue?	
<b>Calculate Channel Fit Score</b> Use your answers to the YES/NO questions in Step 2 to inform your Channel Fit scoring. If you answered 'YES' to most of the questions, assign higher numerical values to the Effort Impact and Cost Impact Sections below.		
<b>Effort Impact</b> 5 = Very Low Effort 1 = Very High Effort	<b>Cost Impact</b> 3 = Not Costly 1 = Very Costly	<b>Web Self-Service Channel Fit Score</b> (Effort Impact x Cost Impact) <b>Use this number in Step 4.</b>
_____ X _____ = _____		

Source: Dixon M, Toman N, et al., *The Effortless Experience: Conquering the New Battleground for Customer Loyalty*, London: Corporate Executive Board, 2014, 214-216; EAB interviews and analysis.

# Problem-to-Resolution Method Mapping Exercise (cont.)

Call Center and/or Interactive Voice Response (IVR) Technology		
<b>Prerequisite Questions</b>		YES/NO
1. Does the college offer the functionality to resolve this issue via call center?		
2. Can the large majority of students resolve this issue via call center?		
<ul style="list-style-type: none"> <li>• If 'YES' to all of the above questions, proceed to questions 3-13.</li> <li>• If 'NO' to any of the above questions, call center self-service is a poor fit for this issue. Skip to Step 3 and assign web self-service a Fit Score of 1.</li> </ul>		
<b>Student Effort to Resolve</b> <i>Answering 'YES' to these questions indicates a low-effort experience in web self-service for this issue</i>		YES/NO
3. Can the resources for resolving this issue be accessed relatively easily via the call center? (E.g., does the knowledge base or search functionality easily lead to these resources?)		
4. Can the request be resolved efficiently via call center using a limited number of steps? (e.g., no more than three branches of menu options before resolution)		
5. Can the request be satisfied with a standard response and/or process that does not differ from student to student?		
6. Does the issue rarely prompt related questions or problems from students that need to be addressed by a student services administrator?		
7. Can the school easily and succinctly explain the information necessary to resolve the request? (As opposed to requests that require a more involved explanation)		
8. Should students be comfortable using the call center and IVR technology (in particular, speech or natural language IVR) to resolve the request?		
9. For requests that require the student to provide specific information, can he/she enter this information using only a telephone keypad?		
10. Is this a request that cannot currently be resolved via web self-service?		
<b>Cost to Resolve</b> <i>Answering 'YES' to these questions indicates that call center and/or IVR self-service is a relatively low cost channel for resolving this type of issue</i>		YES/NO
11. Has the college invested in a proven tool to handle this request via IVR and/or call center?		
12. Is the IVR capability robust enough to handle the request, including accurately capturing necessary information from the student?		
13. Is this the lowest-cost channel by which the college can deliver quality service to students on this issue?		
<b>Calculate Channel Fit Score</b> Use your answers to the YES/NO questions in Step 2 to inform your Channel Fit scoring. If you answered 'YES' to most of the questions, assign higher numerical values to the Effort Impact and Cost Impact Sections below.		
<b>Effort Impact</b> 5 = Very Low Effort 1 = Very High Effort	<b>Cost Impact</b> 3 = Not Costly 1 = Very Costly	<b>Call Center/IVR Self-Service Channel Fit Score</b> (Effort Impact x Cost Impact) <b>Use this number in Step 4.</b>
_____ X _____		= _____

Source: Dixon M, Toman N, et al., *The Effortless Experience: Conquering the New Battleground for Customer Loyalty*, London: Corporate Executive Board, 2014, 214-216; EAB interviews and analysis.

# Registration Case Manager Job Postings

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## Purpose of the Tool

This tool is a sample of a recent job posting for the Rogue Central Specialist at Rogue Community College. The job description provides great detail on the expected duties of the registration case managers, as well as essential hiring criteria to ensure that staff who are adequately suited for the job are selected.

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## Job Description

**Job Title:** Rogue Central Specialist

**Location:** Any Campus Location Within District

**Supervisor:** Director of Enrollment Services

**Type:** Full-Time Classified

**Department:** Enrollment Services

### General Statement of Responsibilities

Provides welcome, informational, intake, status, and referral services to current and prospective students. Acts as central point of contact for in-person, phone, email, and web-based student service, especially regarding registration, financial aid, and cashiering. Advocates for needs of students, teaches students to access self-service College resources. Communicates and acts in accordance with applicable federal and state regulations and institutional policies and procedures.

### Supervision Received

Works under the general supervision of the Director of Enrollment Services

### Supervision Exercised

May supervise student workers

### Examples of Duties - Essential Functions

- Works a rotating schedule to enable readily accessible service, continual cross-training, and effective use of resources.
- Maintains confidentiality and security of protected student information in accordance with FERPA regulations.
- Provides effective, efficient, empathetic, and professional student assistance.
- Accurately processes incoming student forms and documents.
- Efficiently utilizes computer software and resource documentation to provide information.
- Recognizes circumstances and manner in which to refer students or issues outside of Rogue Central for resolution.
- Processes rosters, records loan counseling participation, updates reference guides and service counter tools, scans and copies documents, stocks forms, etc.
- Communicates admission policies and processes to community, students, and staff.
- Instructs students in use of online resources; assists students with registration processes and procedures using online and in-person systems.
- Processes batch registrations for off-site activities; processes transcript and enrollment verification requests.
- Explains and provides information on how institutional policies and academic choices may affect student financial aid.
- Questions discrepancies in financial aid application data and documentation.
- Provides students with information on funding resources, application procedures and deadlines, and financial aid eligibility. Assists in application process as appropriate.
- Maintains scholarship information and application access via Scholarship Central.
- Provides educational benefits information to veterans.
- Assesses and communicates file status information to students.
- Processes payments, payment vouchers, and waivers. Records, balances, and deposits monies.
- Assists students in understanding account balances, payment obligations, options and deadlines, and consequences. Interprets collection policies and procedures to students.
- Provides tax credit information and statements to students upon request.
- Serves as student advocate, as appropriate, regarding account resolution.
- Performs other duties as assigned.

Source: EAB interviews and analysis.

# Registration Case Manager Job Postings (cont.)

## Screening Criteria

**Education:** An Associate's Degree is required.

Only degrees received from an accredited institution will be accepted: accreditation must be recognized by the office of degree authorization, US Department of Education, as required by ORS 348.609. Final candidate will be required to provide official transcripts for required degree.

**License:** A valid in-state driver's license at the time of hire is required.

**Experience:** Five years of direct customer service experience and a broad range of experience with current computer applications are required. A high degree of technical aptitude is required.

**Knowledge of:** Federal student financial aid regulations and the Family Education Rights and Privacy Act (FERPA); office procedures; archival requirements; networked databases; computer programs including Microsoft Office Suite® products; basic mathematics; human relations; customer service principles.

**Skills:** Effective customer service skills; strong verbal and written communication skills; current and relevant computer skills; accounting, multitasking, and organization skills.

**Ability to:** Operate standard office equipment; use networked databases; read, understand, and apply very complex financial aid and student records regulations; learn complex, cross-functional, and detail-oriented policies, practices, and regulations, and apply them in performing essential functions; multitask in a high-traffic environment; think proactively; perform work involving high need for verbal, written, and numerical data accuracy; work occasional evenings and weekends; clearly articulate need-to-know information to students in an appropriate manner. Pass a criminal background check.

Any satisfactory equivalent combination of education and experience which ensures the ability to perform the essential functions of the position may substitute for the requirement(s).

**Physical Demands of Position:** The physical demands listed below represent those that must be met by an incumbent to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with qualified disabilities to perform the essential functions.

Manual dexterity and coordination are required for over half of the daily work period (about 60%) which is spent sitting while operating office equipment such as computers, keyboards, 10-key, telephones, and other standard office equipment. While performing the duties of this position, the employee is frequently required to stand, walk, reach, bend, kneel, stoop, twist, crouch, climb, balance, see, talk, hear, and manipulate objects. The position requires some mobility including the ability to move materials less than 5 pounds daily, and 5-25 pounds occasionally. This position requires both verbal and written communication abilities.

**Working Conditions:** The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this position, the employee is primarily working indoors in an office environment. The employee is not exposed to hazardous conditions. The noise level in the work environment is usually moderate and lighting is adequate.

Customer service background emphasized in hiring criteria

Staff must be well-versed in financial aid and other higher education areas



# Registration Peer Ambassador Job Postings

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## Purpose of the Tool

This tool is a sample of a recent job posting for the Peer Ambassador Position (Student Services Assistant) at Rogue Community College. The job description provides great detail on the expected duties of the position, as well as essential hiring criteria to ensure that students who are adequately suited for the job are selected.

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## Job Description

**Job Title:** Peer Ambassador

**Location:** Any Campus Location within District

**Supervisor:** Director of Enrollment Services

**Type:** Part-Time

**Department:** Enrollment Services & Counseling

### Supervision Received

Counseling Department Secretary and appointed Rogue Central Specialist

**Pay:** \$9.10 (Based on state-specific student-employee compensation regulations).

**Hours/Week:** 12

### General Statement of Responsibilities

Provides welcome, informational, intake, status, and referral services to current and prospective students. Acts as central point of contact for in-person, phone, email, and web-based student service, especially regarding registration, financial aid, and cashiering. Advocates for needs of students, teaches students to access self-service College resources. Communicates and acts in accordance with applicable federal and state regulations and institutional policies and procedures.

Greet incoming students, staff, and community from Counseling/Rogue Central front desk located in the Student Services building at the Redwood Campus. Assist with questions pertaining to financial aid, document scanning, setting up students for placement testing, new student orientations; provide clerical support, schedule appointments, and make appropriate referrals within a confidential environment.

## Application Details

### Special instructions to the applicant:

To be eligible for student employment, you must be enrolled at Rogue Community College in at least 6 credits and have a cumulative GPA of 2.0 for regular student positions or 3.0 for tutor/peer assistant positions.

Qualifying veterans and disabled veterans may obtain additional consideration during the RCC employment process under ORS 408.230 and 408.225; OAR 839-006-435 to 839-006-0470, by submitting (attach as Other Document #1) a copy of the Certificate of Release or Discharge from Active Duty (DD Form 214 or 215).

**Experience:** Experience working with the public highly desired

**Knowledge of:** Office functions, office machinery, multi-line telephone use needed.

**Ability to:** Work and communicate within a team environment required; pass a criminal background check.

**Required Application Packet Documents:** Resume, Cover Letter, Unofficial Transcripts

**Optional Application Packet Documents:** Letter of Recommendation

# Student Services Expert Cheat Sheet

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## **Purpose of the Tool**

Sometimes registration case managers are unable to answer students' questions without deferring to the expertise of back-office staff. In order to improve the efficiency and speed of issue resolution, staff should be able to refer to a single document outlining the most appropriate point of contact for each area (e.g., financial aid disbursement questions, unsubsidized loan questions, add-drop questions).

This exercise may also be used when originally implementing the registration case manager practice on campus, as it allows staff members to outline the appropriate point of contact for every possible area in need of issue resolution.

## **Directions**

1. Identify one staff member to lead the activity; (VP of Student Services recommended)
  2. Leader hands out Worksheet #1 to each staff member and instructs to complete the worksheet in quiet
  3. Leader compiles Worksheet #1 responses into Worksheet #2 and distributes final version to all staff members
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# Student Services Expert Cheat Sheet (cont.)

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## Worksheet #1

1

On a daily basis, I deal with the following tasks:

2

My colleagues often ask me questions about:

3

When I have questions about \_\_\_\_\_ I ask \_\_\_\_\_:

