

STUDENT EXPERIENCE - PROSPECTS THROUGH ALUMNI

	CRITICAL ISSUE	DESCRIPTION	EXAMPLES OF THIS ISSUE	GOALS FOR THIS ISSUE	CURRENT ACTIONS TAKING PLACE TO MEET GOALS	FUTURE ACTIONS NEEDED TO MEET GOALS
1	Service demands and expectations of students are outpacing the current service delivery models.	The needs of a) students who are considering a Berkeley education, b) current students in various stages of their educational career, and c) alumni need to be fully integrated into the mechanisms that determine project prioritization, funding needs and funding allocations. Historically, student systems focused on enabling staff who provided service to students. A self-service model requires addressing the needs and expectations of many unique student audiences that change frequently.	1) Lack of quality information to under-served communities on UC admissions and eligibility. 2) No prospect management system for undergraduate admissions; many prospect referrals but no way to follow up effectively (and personally) with students. 3) Current processes are cumbersome, involving too many different disparate system interactions. 4) Customers often have to go through a unit to get information it would be nice to have readily available. 5) Current funding model based on 1970 model of student services.	1) Number of qualified and admissible applicants from under-served communities increases. 2) Quality and diversity of student body increases. 3) Retention rates increase and 'time to degree' lengths decrease. 4) Students are more aware of campus resources and opportunities, resulting in greater sense of community, stronger leadership skills and ultimately more success in a diverse, global society. 5) Students engage in technology assisted self-service, increasing the amount of time staff spent on value-added interpersonal connections. 6) Student service models and funding mechanisms remain current with student demands and expectations.	1) GLOW (Grad-Link on the Web) 2) uPortal pilot 3) myBerkeleyApp (for new undergrads) 4) DarWIN	1) Annual survey of incoming students (including graduate students), that assesses their student service expectations.
2	The importance of revenue generated from students, parents and alumni has changed considerably.	As the reliance on student fees and alumni gifts increase, we need to keep our customers happy. Students willing to support fee referenda for campus-based fees when the fees pay for benefits that they directly receive. New projects are easy to identify but hard to execute and fund.	1) Alumni giving at Berkeley is among the lowest of our peer public institutions. 2) Interface between student and alumni systems is inefficient. 3) Alumni data often more accurate in decentralized databases. 4) IT support for parents of current students is minimal. 5) Majority of peer institutions have IT fees dedicated to funding student services.	1) Level of parent and alumni giving increases. 2) Student support for new fee referendums increases. 3) Students routinely network with active alumni volunteers.	1) Enhanced undergrad parent info collection	

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3	Students are best served by staff and faculty who have access to student information that is seamlessly integrated and used throughout the campus.	Current infrastructure unable to effectively support new initiatives, including new faculty teaching/learning programs. The individuals making up the student body change each year as classes graduate and matriculate. There are many different profiles of students with unique needs. Many different systems are required to gain a full picture of how to best provide service. Critical data are not available and critical processes are either not automated or are incompletely automated. Core data and systems do not follow standardized structures resulting in inability to report, access data, and build integrated systems to support customer needs. Student data and logic do not flow across multiple systems so students, faculty, and administrators can make reasonable decisions.	1) Current systems provide minimal information for decision support. 2) Accessing and interpreting data related to students is difficult. 3) We are not collecting and coding all relevant data. 4) No single data identifier for reporting, tracking and services on financial aid, payroll, admissions, academic preparation (outreach.) 5) Data inconsistent among academic preparation (outreach) programs. 6) Systems are not designed at the outset to be scaleable beyond the immediate function or customer group. 7) Redundant shadow systems attractive or only viable option for decentralized depts. 8) Supporting student data in SAMS (financial aid database) is not "real-time." 9) No integrated system on academic preparation (outreach) programs and efficient way to match to OUA prospects. 10) Training is needed for use of features of new and improved systems.	1) Student data warehouse widely used to help key administrators' decision making. 2) Learning management systems seamlessly integrate with core student data. 3) Central and de-centralized systems share common data architecture/infrastructure eliminating the need for redundant or batch updated shadow systems. 4) Service counter staff provide quick and efficient service using integrated student system with minimal look-ups to assist students.	1) Pilot student data warehouse	1) Re-architect the campus data warehouse infrastructure to support data from a wider variety of systems, especially student and alumni systems. Permanent integration of student and alumni data should be prioritized at the highest level in this project.

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4	Students are best served when the University can officially account for all students with the State and demonstrate its compliance with the growing range of regulations and policy changes in many areas including student enrollment, financial aid, athletic eligibility, homeland security and others.	UCB student systems have pockets of aging applications and underlying technology. System inflexibility prevents meeting faculty and student needs. The situation is worsened by a mix of legacy, non-scaleable systems and multiple tech platforms. The workload required to demonstrate legal compliance is largely manual and undermines the staff resources that would otherwise be engaged in enhancing student services. Shadow systems are necessary to compensate for lack of centrally supported reporting system. Legal and policy changes occur rapidly with little time for staff to implement changes. Simple tasks such as changing fee levels are laborious due to hard-coded data architecture.	1) Term-specific student services not integrated w F&S. 2) Summer session not integrated into registration system. 3) Maintenance of 30 year old systems consuming 40% of staff time, therefore little R&D can get done. 4) There are currently 300+ items on OR's change list for SIS. 5) Maintenance costs are increased due to age of technology. 6) Flat file, hard-coded transcript and fee assessments systems. 7) Systems are weak from a modern architecture standpoint and security. 8) Multiple technology platforms require too many skill sets. 9) No leave of absences/readmissions tracking system. 10) No data and reporting on cross-listed courses and secondary sections for faculty workload reports to the State. 11) The information is not available in a timely way. There is often a long cycle time. 12) No central roles or identity management system for applications.	1) Replace 30 year old legacy applications with applications that address current needs and are regularly updated to address future needs. 2) Timely compliance with externally mandated policies. 3) Most resources expended on development new functionality instead of legacy maintenance. 4) Student data privacy protected as student data usage expands. 5) Census of students using campus resources is accurate and real-time.	1) Census workgroup 2) Sevis / FSA Implementation 3) FERPA Training 4) NCAA Compliance 5) DSAS 6) On-line Withdrawals	1) Roadmap for the replacement of legacy systems.