The KSU Student One-stop Shop Enrollment Services Model

Development and Implementation Plan

Introduction

The Office of Enrollment Management (OEM) will address the problems related to “late and lost” enrollees and create a climate where OEM and other personnel work collaboratively to simplify and expedite the process of enrollment, through the creation and implementation of a Student One-stop Shop (SOS) concept at KSU. OEM has worked with key player units and front line staffs to establish a vision and working objectives that are (1) based on student needs, with anticipated outcomes, and (2) aligned with OEM’s mission to recruit, admit, and enroll a qualified and diverse group of students who can benefit from the learning experiences that are offered by our institution.

The present document delineates the SOS through the following components:

1. The SOS Vision and Values
2. Staff Survey Data Supporting the SOS Model
3. Presentation of the KSU Student One-stop Shop Enrollment Services Model
4. Branding and Marketing the SOS
5. Review, Revision, and Management of Critical Processes
6. The Virtual SOS
7. Self-service and the KSU Student One-stop Shop Enrollment Services Model
8. Personnel Components of the KSU Student One-stop Shop Enrollment Services Model
9. The SOS Training Curriculum
10. Configuration and Renovation of the SOS Center
11. Additional Considerations and Issues
12. SOS Implementation Schedule
The SOS Vision and Values

Our vision of a Student One-Stop Shop Enrollment Services Model is based on an historical analysis of the challenges that have been faced by students, faculty, and staff at KSU, and it will:

- Exemplify a student centered approach to enrollment service in each OEM office;
- Actively engage the redesign of those critical processes that are necessary for student success;
- Utilize a tailored triage approach to providing services related to those critical processes; and
- Provide for the requisite technical training that complements and enhances these processes

It is also informed by feedback, survey data, and roundtable dialogues with KSU staff members who have frontline experience in facilitating the critical processes that are necessary for student success. Table 1 on the following 2 pages delineates the results of a comprehensive staff survey that solicited staff input on the following issues:

- The efficacy of our current processes
- The degree of focus provided to our students
- Desire and opportunities for cross-training
- The desire for a one-stop shop model at KSU
- The potential for success of a one-stop model at KSU
### Table 1: Staff Survey Results

#### Implementing a One-Stop-Shop: Staff Survey Results

<table>
<thead>
<tr>
<th>Statement</th>
<th>% Strongly Agreeing</th>
<th>% Agreeing</th>
<th>% Neutral</th>
<th>% Disagreeing</th>
<th>% Strongly Disagreeing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The following processes require urgent attention in order to better accommodate the needs of our students:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Application and Admission to the University</td>
<td>55</td>
<td>19</td>
<td>19</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Transcript Evaluation and Input</td>
<td>55</td>
<td>28</td>
<td>9</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>Application for Financial Aid</td>
<td>73</td>
<td>9</td>
<td>9</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Awarding of Financial Aid</td>
<td>73</td>
<td>0</td>
<td>19</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Academic Advising</td>
<td>73</td>
<td>19</td>
<td>9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Registration for Courses</td>
<td>46</td>
<td>28</td>
<td>9</td>
<td>0</td>
<td>19</td>
</tr>
<tr>
<td>Residence Hall assignment</td>
<td>91</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Communications of Admission Decisions</td>
<td>64</td>
<td>19</td>
<td>9</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Communications of Financial Aid Awards</td>
<td>64</td>
<td>9</td>
<td>19</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Academic and/or Developmental Placements</td>
<td>28</td>
<td>37</td>
<td>19</td>
<td>19</td>
<td>0</td>
</tr>
<tr>
<td>Communication of Academic/Developmental Placement</td>
<td>28</td>
<td>37</td>
<td>19</td>
<td>19</td>
<td>0</td>
</tr>
<tr>
<td>Communications of Residence Hall Assignments</td>
<td>91</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>New Student Orientation (NSO)</td>
<td>55</td>
<td>45</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Communication of NSO Schedules</td>
<td>46</td>
<td>46</td>
<td>0</td>
<td>0</td>
<td>9</td>
</tr>
</tbody>
</table>

#### 2. Student Access and Success:

I am aware of the institution’s and my department’s vision for facilitating student access and success | 55 | 37 | 9 | 0 | 0 |
I am aware of my personal and professional role in ensuring the pursuit of that vision | 73 | 19 | 9 | 0 | 0 |
My main responsibility is to focus on the needs of our students | 55 | 37 | 9 | 0 | 0 |
I prefer assisting students one-on-one as opposed to processing and paperwork tasks | 73 | 28 | 0 | 0 | 0 |
I prefer processing and paperwork tasks as opposed to assisting students one-on-one | 9 | 19 | 19 | 37 | 19 |
The current focus of my office is student centered and student focused | 73 | 28 | 0 | 0 | 0 |
My unit’s current practices are of greater benefit to the students | 82 | 19 | 0 | 0 | 0 |
My unit’s current practices are of greater benefit to the staff | 37 | 9 | 28 | 19 | 9 |
My office engages collaboration across units to ensure student success | 64 | 37 | 0 | 0 | 0 |
Greater collaboration would be beneficial | 55 | 37 | 9 | 0 | 0 |
<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3. Dealing with change:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am provided with regular training and professional development opportunities that are related to my role and responsibilities</td>
<td>19</td>
<td>37</td>
<td>27</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>I am very familiar with the processes of student support areas outside of my immediate unit</td>
<td>46</td>
<td>46</td>
<td>9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>I would welcome the opportunity to cross train with other units</td>
<td>37</td>
<td>55</td>
<td>9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>My job would be much more rewarding if I had the time to complete the necessary processing and paperwork tasks</td>
<td>9</td>
<td>27</td>
<td>27</td>
<td>27</td>
<td>9</td>
</tr>
<tr>
<td>My job would be much more rewarding if I had more time to devote to students, on a one-on-one basis</td>
<td>37</td>
<td>19</td>
<td>37</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td><strong>4. One Stop Shopping:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am familiar with the one-stop concept</td>
<td>55</td>
<td>27</td>
<td>19</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>I believe that the concept presents significant promise to KSU</td>
<td>27</td>
<td>27</td>
<td>37</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>I would consent to a revision of my role and responsibilities in order to better address the needs of our students</td>
<td>27</td>
<td>27</td>
<td>46</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>The one-stop concept has little chance of success at KSU</td>
<td>0</td>
<td>19</td>
<td>27</td>
<td>27</td>
<td>27</td>
</tr>
<tr>
<td>I would appreciate opportunities for further training and dialogue on the one-stop concept</td>
<td>37</td>
<td>46</td>
<td>19</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>5. Considering a One Stop Model:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A KSU model should include aspects of all critical offices and processes</td>
<td>55</td>
<td>27</td>
<td>19</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>The model should employ selective training and staffing</td>
<td>19</td>
<td>27</td>
<td>19</td>
<td>19</td>
<td>19</td>
</tr>
<tr>
<td>The model should employ staff training across all units and critical processes</td>
<td>55</td>
<td>37</td>
<td>9</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>The implementation of a model should be pursued immediately</td>
<td>37</td>
<td>27</td>
<td>27</td>
<td>9</td>
<td>0</td>
</tr>
</tbody>
</table>
The KSU One-stop Shop Enrollment Services Model

OEM will strive to enrich the educational environment of Kentucky State University by streamlining the admissions, financial aid, registration, orientation, and billing efforts of various divisions within the university with the overarching vision of a comprehensive enrollment services model.

We anticipate the implementation of a triaged approach to student centered enrollment services that will effectively:

1. Utilize technology via a *Virtual Student One-Stop Shop* to improve critical processes and promote a culture of self-servicing;

2. Utilize highly trained and selective *Information Generalist* to promote process-oriented self-servicing as a general mode of student behavior and serve as a frontline for intervention; and

3. Utilize trained and selective *Information Specialist* to manage and process data and serve as the final tier for process resolution.

Finally, upon selection, OEM will seek to fully integrate the proposed Call Center and related technology into the triaged approach in order to facilitate an effective level of communication with students that evolves from and reinforces the *SOS Model*. Figure 1 on the following page represents the SOS Model as envisioned by OEM.
Figure 1: The KSU One-stop Shop Enrollment Services Model

- **Web Portal**
- **Self-Service**

**Virtual SOS**
- Cross trained
- Best-of-Best

**Front Line SOS Generalists**
- Processors/Resolution
- Critical Access

**Information Specialists**

**SOS**
The KSU Student One-Stop Shop Enrollment Services Model

**Student Flow**
Branding and Marketing the SOS Model

OEM acknowledges that the efficacy of the proposed model will be directly related to our ability to brand and market it to the institution’s present and future clients. Figure 2 below presents the SOS Project Logo, which will be marketed in efforts to ensure that students are cognizant of and fully utilize the various components of the model. Future and continuous marketing of the model will seek strict alignment with the primary metaphors represented by the logo, which are (1) immediate access, (2) multidimensional access, and (3) continuous access to various services and process that are necessary for their enrollment success at Kentucky State University.

Figure 2: The SOS Logo

Optimizing Customer Service Through Process Management

Customer service is a strategic goal for the university and for OEM, and the institutional executive leadership has identified optimal customer service as a priority. OEM has identified those processes that are critical to ensuring the efficacy of our SOS model, and respective units and staff members are
presently pursuing process management activities that will result in the codification and redesign of those critical enrollment service processes, while allowing for targeted training and greater synchronization across respective units. With the exception of the Office of the Bursar, the following processes do not include units/processes outside of OEM:

1. Accommodating Requests for Application and Admission Materials
2. Processing Applications for Admission to Final Decision and Notification
3. Communications Flow from Admitted to Enrolled status
4. Transfer Credit Evaluations from Receipt to Completion
5. Data Entry for Transfer Credit
6. Enrollment Certification
7. Course Drop/Add and Registration
8. VA Enrollment Certification, Continuing and New
9. Official Transcript Requests
10. Withdrawal from enrollment status
11. Accommodating Requests for Loan and Scholarship Materials
12. Processing applications for Loans and Scholarships
13. Budget Forecasts
14. Verifications
15. Petition for Refund
16. Accommodating Requests for Payment Plan Documents and Materials
17. Processing Requests for Payment Plans
18. Processing Petitions for Refund
19. SEVIS Reporting
20. Applications for OPT
21. Applications for CPT
22. Accommodating Requests for NSO Information
23. Processing NSO Registrations
24. Communications Flow from initial requests to completion of orientation session

The Virtual SOS

OEM will collaborate with the Office of Information Technology to design and make available a Virtual Student One-Stop Shop that will facilitate student self-service as they engage the critical processes identified above. The Virtual SOS will be marketed for ease of access via the KSU website (Figure 3), and provide immediate access to these processes. Data collected via the Virtual SOS will be monitored by frontline staff, Information Generalist, and ultimately fully processed by Information Specialist within respective enrollment service units.
Student self-service has remained an informal focus and desire of various enrollment service offices, and units have experienced various degrees of success in attaining this desired outcome. Many of the respective processes associated with this desire are already automated; however access to a centralized portal to those services is presently not possible. We believe that (1) the redesign of our current enrollment services portals into a unified and singular Virtual SOS, (2) the design and addition of a Frequently Asked Questions (FAQ) assistive mechanism to that portal, and (3) the installation of Student Self-service Terminals (SSTs) within the design of the SOS Center will better facilitate the education and initial routing of students to this service mechanism, which will, in turn, better facilitate the following processes:

1. Application for Admission
2. Transfer Credit Evaluations
3. Enrollment Certification
4. Official Transcript Requests
5. Withdrawal from enrollment status
6. Course Registration
7. Accommodating Requests for Loan and Scholarship Materials
8. Petition for Refund
9. Accommodating Requests for Payment Plan Documents and Materials
10. Applications for OPT
11. Applications for CPT
12. Requests for NSO Information and Registration

**The SOS Information Generalist**

As highly trained and selective frontline staff, Information Generalist will promote process-oriented self-servicing to all students. Generalists will be located in the newly renovated SOS Center, which will provide students with the opportunity for one-on-one interaction. During peek periods, Generalists will provide immediate assistance to students as they pursue completion of the identified processes. During down periods they will work with Information Specialists to closely monitor and engage students in completing the processes necessary for their enrollment success. Although they will represent front line staff, they also will represent the second level of interaction (with the Virtual SOS representing the first level) and it is imperative that (1) selection and appointment procedures identify the best-of-the-best candidates to assume this critical role, (2) they are provided with commensurate training and professional development opportunities, and (3) they are provided with commensurate resources.

The Office of Human Resources will be consulted in an effort to (1) clearly articulate position descriptions that are consistent with the position, and (2) ensure full compliance with current employment procedures and work environment expectations.

**The SOS Information Specialist**

Information Specialist will represent the final and ultimate dimension of the triage, maintaining traditional residence within their individual and respective units and continuing focusing on processing. In many ways, there will be little change in the duties associated with the Specialist. Since only the most serious cases (those that are not resolved by the Virtual SOS or the Generalist levels) will reach their central offices, we anticipate that the efficiency, quality and volume of processing will increase. During down periods they will work with the Information Generalists to closely
monitor and engage students in completing the processes necessary for their enrollment success.

### The SOS Training Curriculum

As previously emphasized, training and professional development will represent a critical component of our implementation and continuance procedures. There are two major components of the **SOS Training Curriculum**: (1) Initial Presentations/Lectures, followed by (2) Shadow Sessions, where staff members are provided opportunities to work closely with a colleague demonstrating expertise in one of the respective training areas. Again, we will work with the Office of Human Resources and unit directors to implement mandatory training requirements and expectations that will address the specific professional development needs of all key staff members. Table 2 on the following page delineates the proposed SOS Training Curriculum and Calendar that will facilitate this aim.

#### Table 2: SOS Training Curriculum and Calendar

<table>
<thead>
<tr>
<th>Period/Date</th>
<th>Training Curriculum</th>
<th>Training Format</th>
</tr>
</thead>
</table>
| December 2008   | KSU 3rd Party Contract Billing Procedures  
KSU Bursar 101  
KSU Campus Smart Card 101  
KSU Housing and Meals 101  
KSU Financial Aid 101  
Negotiating *Holds* and *Holes*  
KSU Academic Advising 101 | Lecture, Demonstration  
Lecture, Demonstration  
Lecture, Demonstration  
Lecture, Demonstration  
Lecture, Demonstration  
Lecture, Demonstration  
Presentation with data, Hands-on |
| Spring 2009     | Understanding the KSU Financial Aid Communication Screens  
Understanding Loans-Financial Aid Perspective  
Understanding Bursar Forms  
Reading/Understanding the KSU Bursar Screens  
Reading Loan Screens  
Understanding the KSU Registrar’s Screens  
Understanding the KSU Admission’s Screens  
Understanding KSU Housing and Meals/Screens | Presentation with data, Hands-on  
Presentation with data, Hands-on  
Presentation with data, Hands-on  
Presentation with data, Hands-on  
Presentation with data, Hands-on  
Presentation with data, Hands-on  
Presentation with data, Hands-on |
| Summer 2009     | New KSU Employee Training                                                            |                                        |
| Ongoing         | KSU Customer Service 101  
Conflict Management 101  
Who Are Our KSU Customers?  
KSU Customer Expectations  
Dealing With Difficult KSU Customers | Lecture, Handouts  
Lecture, Handouts  
Lecture, Handouts  
Lecture, Handouts  
Lecture, Handouts |

Upon completion of each training session individual staff participants will complete a Training Survey to gather information regarding the benefits of
the session and to gauge the need for follow-up or replication. Additionally, the survey will provide data to be used in assigning Shadow sessions.

**The SOS Operational Center**

There are several unique advantages to pursuing the currently proposed SOS Model. First, all relevant enrollment services unit offices are presently housed in the Academic Service Building, eliminating any requirement for relocation. With minor exceptions, unit offices will remain in their present locations. Second, the proximity of unit locations should aid in our efforts to better coordinate the various training and processes associated with the model. Finally, the recent addition of the 3rd floor office complex will allow for a renovation that contributes to OEM’s vision for the SOS Model. Figure 3 below provides a view of the currently configured area, as well as the areas that are targeted for renovation.

**Figure 3: Current ASB Configuration**
Figure 4 below provides a view of the Center as it will appear after the proposed renovations, with the indicated traffic flow implied by the present SOS Model. The screening desk will be the initial point of entry and student information will be electronically kiosked for access by an individual Generalist. Students will proceed to the lobby-waiting area until notified by the next available Generalist. Generalists will access the kiosked student information and other critical data and information in anticipation of providing efficient service to individual students, including a demonstration on how they might best access the Self-service terminals to complete the respective process(es). Private and individual counseling will be provided within the confines of the designated private counseling rooms. Additionally, the Orientation Room will be used to provide packaged and on-access New Student Orientation presentations to students, either individually or collectively.

Figure 4: Proposed SOS Center Configuration
Additional Issues for Resolution

The following issues are not directly resolved within this plan, and will require resolution:

- Operational and/or Implementation Budget
- Security of the SOS Center and staff outside of standard working hours
- Hours of operation, including evening hours
- Self-serve Terminal access and security 5:00 P.M.
- Supervision of the SOS Center
- Internal signage
- Identification and Reassignment of Generalist staff
- Installation of large screen information monitors
- Extra keys for Center Personnel
- Visitor parking – number of spaces/priority
- Staff entrance and rear door issues
- Staff keys to outside door

Finally, the following services (processes) should be considered for integration within the current Model:

- Issuing of parking permits
- Enrolling for Meal Plans
- Activating Wired Accounts
- Student IDs
- On-demand Housing application and assignment procedures

SOS Implementation Schedule

The following schedule indicates the actions and implementation timelines for the various components of the Kentucky State University Student One-Stop Shop Enrollment Services Model.
<table>
<thead>
<tr>
<th>Action</th>
<th>Responsible Party(s)</th>
<th>Completion/Implementation Target Date</th>
<th>Current Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief Cabinet on the Conceptual Framework</td>
<td>R. Shelton</td>
<td>July 2008</td>
<td>Completed</td>
</tr>
<tr>
<td>Pursue visitations to targeted institutions</td>
<td>R. Shelton, R. Jones</td>
<td>Fall 2008</td>
<td>Completed</td>
</tr>
<tr>
<td>Meet and Dialogue with all unit directors and staff to brief and dialogue on model development</td>
<td>R. Shelton, R. Jones</td>
<td>Fall 2008</td>
<td>Completed</td>
</tr>
<tr>
<td>Survey and collaborate on potential location(s)</td>
<td>R. Shelton, R. Jones, J. McNear, A. Johnson</td>
<td>Fall 2008</td>
<td>Completed</td>
</tr>
<tr>
<td>Develop Staff Survey mechanism to gauge unit staff perceptions and gather their input</td>
<td>R. Shelton</td>
<td>Fall 2008</td>
<td>Completed</td>
</tr>
<tr>
<td>Administer Staff Survey to all units</td>
<td>R. Shelton</td>
<td>Fall 2008</td>
<td>Completed</td>
</tr>
<tr>
<td>Tabulate and summarize Staff Survey results</td>
<td>R. Shelton</td>
<td>Fall 2008</td>
<td>Completed</td>
</tr>
<tr>
<td>Use Staff Survey results to fashion a comprehensive Vision statement and inform training requirements</td>
<td>R. Shelton</td>
<td>Fall 2008</td>
<td>Completed</td>
</tr>
<tr>
<td>Compose and review listing of Critical Processes</td>
<td>R. Shelton</td>
<td>Fall 2008</td>
<td>Completed</td>
</tr>
<tr>
<td>Develop and formalize Model, renovation requirements, and branding strategy</td>
<td>R. Shelton</td>
<td>Fall 2008</td>
<td>Completed</td>
</tr>
<tr>
<td>Identify Training Curriculum</td>
<td>R. Shelton</td>
<td>Fall 2008</td>
<td>Completed</td>
</tr>
<tr>
<td>Revise and process map Critical Processes</td>
<td>Unit Directors and Staff</td>
<td>Fall 2008</td>
<td>Pending completion: 10/24/08</td>
</tr>
<tr>
<td>Develop and formalize Training Curriculum</td>
<td>Unit Directors</td>
<td>November 2008</td>
<td>Pending</td>
</tr>
<tr>
<td>Consult with architect and professional staff on feasibility of renovation requirements</td>
<td>R. Shelton, R. Jones, J. McNear, A. Johnson, E. Al</td>
<td>November 5, 2008</td>
<td>Pending</td>
</tr>
<tr>
<td>Schedule initial Training Sessions</td>
<td>Unit Directors</td>
<td>November 2008</td>
<td>Pending</td>
</tr>
<tr>
<td>Consult and work with IT Director to implement the Virtual components of the model</td>
<td>R. Shelton, R. Jones, Unit Directors, IT Director and staff</td>
<td>November 2008</td>
<td>Pending</td>
</tr>
<tr>
<td>Revise Implementation Plan to reflect resolution of “Additional Issues”</td>
<td>R. Shelton</td>
<td>December 2008</td>
<td>Pending</td>
</tr>
<tr>
<td>Implement initial training sessions and administer Survey</td>
<td>R. Shelton, R. Jones, Unit Directors, IT Director and Staff</td>
<td>December 2008</td>
<td>Pending</td>
</tr>
<tr>
<td>Informed by training results and Survey data, Target and Identify Generalist staff</td>
<td>R. Shelton, R. Jones, Unit Directors, Unit Staff</td>
<td>December 2008-January 2009</td>
<td>Pending</td>
</tr>
<tr>
<td>Consult and work with Human Resources Director to fashion position descriptions and articulate mandatory training schema</td>
<td>R. Shelton, R. Jones, HR Director</td>
<td>December 2008-March 2009</td>
<td>Pending</td>
</tr>
<tr>
<td>Go online with Virtual components</td>
<td>Unit Directors, IT Director</td>
<td>January, 2009</td>
<td>Pending</td>
</tr>
<tr>
<td>Develop and submit comprehensive project budget</td>
<td>R. Shelton, R. Jones</td>
<td>January 2009</td>
<td>Pending</td>
</tr>
<tr>
<td>Task Description</td>
<td>Responsible Parties</td>
<td>Start Date</td>
<td>Status</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>------------------------------</td>
<td>------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Resolve budgetary and procurement issues</td>
<td>J. McNear, A. Johnson</td>
<td>February 2009</td>
<td>Pending</td>
</tr>
<tr>
<td>Compile and formalize revised process maps and information into publishable OEM Process Manual</td>
<td>R. Shelton, R. Jones, Cabinet Unit Directors</td>
<td>February-April 2009</td>
<td>Pending</td>
</tr>
<tr>
<td>Negotiate appointment of Generalist staff for Generalists only</td>
<td>R. Shelton, R. Jones, HR Director</td>
<td>March-May 2009</td>
<td>Pending</td>
</tr>
<tr>
<td>Implement specialized training sessions for Generalists only</td>
<td>R. Shelton, R. Jones, Unit Directors</td>
<td>March-Ongoing 2009</td>
<td>Pending</td>
</tr>
<tr>
<td>Initiate and complete renovation procedures</td>
<td>J. McNear, et. Al.</td>
<td>March-July 2008</td>
<td>Pending</td>
</tr>
<tr>
<td>Publish and disseminate OEM Process Manual</td>
<td>R. Shelton, R. Jones, Unit Directors</td>
<td>April 2009</td>
<td>Pending</td>
</tr>
<tr>
<td>Identify and procure furnishings and equipment for Center</td>
<td>R. Shelton, R. Jones, J. McNear, A. Johnson</td>
<td>April-June 2009</td>
<td>Pending</td>
</tr>
<tr>
<td>Formal Opening and Open House of SOS Center</td>
<td>R. Shelton, R. Jones, J. McNear, A. Johnson</td>
<td>July 2009</td>
<td>Pending</td>
</tr>
<tr>
<td>Staff and Faculty SOS Orientation during Fall Planning Conference</td>
<td>R. Shelton, R. Jones</td>
<td>August 2009</td>
<td>Pending</td>
</tr>
</tbody>
</table>