1. What do you think is the most defining quality of excellent student service?

✓ Understand students’ needs
  - Understanding students’ needs from their perspective
  - That students feel their need for “whatever” is met
  - Knowledge/understanding

✓ Responsive, timely
  - Responsiveness – providing timely, accurate, complete “response” to particular need, request, or problem
  - Responsive, timely
  - Responsive to problems/concerns
  - Understanding
  - Problem solving
  - That whatever “service” is being provided is done correctly
  - Providing students with the services expected on time

✓ Seamless
  - A seamless process where students don’t even know they are going from one department to the next
  - Easy to get things resolved
  - No more than one referral (or mouse-click) for a student to get a satisfactory answer to a question (means that who has what expertise is clear)
  - Effortlessness/invisibility on the part of the student A mixture of technology and people contact. Technology + people = student services
  - Staff training

✓ High customer services through personal attention
  - Personal attention (2X)
  - Customer service
  - Service

✓ Communication
  - Communication (2X)
  - Clear communication

✓ Listening
  - Listening (2X)

✓ Ongoing assessment
  - Constructive, quantitative and qualitative results
  - Ongoing assessment

✓ Best Practices
  - Best practices
2. What are the best ideas for enhancing student service at Bryn Mawr?

✓ Mission Statement - understanding student needs
  • Defining what we mean by student services and/or finding a name which doesn’t conflict with the industry concept of student services
  • Working towards a global view of all the services Bryn Mawr supports and coordinating them as a coherent whole to students
  • What do we want to look like  ➔  How do we get there/Work on excellence
  • Students at the center (concentric rings of faculty and staff around students)
  • Develop a shared understanding of excellent student service
  • Understand the student experience of student service
  • Respect for different students’ needs
  • Getting input from students
✓ Communication - between offices/understand what offices are doing
  • Learn to understand each office’s goals and constraints
  • Understand how different functional areas overlap
  • Communications among offices
  • Real communication and teamwork – ongoing, regular interaction and discussion among all student service providers for the purpose of keeping student services working well
  • Be sure that all offices know who handles what
  • Increasing communication between services but allowing the people with the most expertise in an area determine what needs to be done
✓ Technology -self-service/Peoplesoft; enhance web; operating support from IS
  • Using technology in a consistent way – Improving self-service online
  • Listening and looking at resources
  • Better use of technology to automate functions like registration, reporting, recruitment, to free up staff time
  • Share resources, knowledge, procedures, IT development
  • Understand how each area uses Peoplesoft and other technology
  • Increased IT support
  • To use Peoplesoft to record and track data
  • As much as possible, move toward a self-service (web-based) model
  • Use web increasingly as a single point of contact
  • Student focused website which is easy to use and provides opportunity to conduct routine business
  • Enhance self-service options
✓ Operations – coordinating, documenting, training
  • Develop student service operational calendar
  • Documentation
  • Training
  • Cross-training in those areas which work closely together to cover staffing or high volume time periods
  • Working with all offices and IS to be providing the same level of service to all students and applicants
• More integration across offices around issues that span multiple areas (i.e., retention, recruitment, post-grad opportunities)
• Coordinate communication across functional areas
• Creative thinking...“out of the box” approaches may allow for more effective delivery
• Consolidating and coordinating efforts to deliver services with greater efficiency

3. **What are the biggest risks that this new approach poses to our ability to provide excellent student service?**

✓ **Who are we and why are we?** (suggested during conversation)

✓ **Communication within division and with other areas and students**
  • There is a risk that we cannot meet our goals if they are not clearly outlined and communicated within this division and outside of this division
  • Only a handful understanding process
  • Communication
  • Ensuring adequate interaction with planning of the academic and curricular side of “student services”
  • Does this mix of “services” best serve the needs/goals? Do we need others? Are all included?
  • Lack of communication with each other and with students
  • Not communicating often and clearly enough is a risk

✓ **Change – fear, resistance**
  • Risk of and fear of change or unsure that change is better/Technology limitations
  • Not supporting this new approach because it is a “big change” poses a risk
  • It is untried
  • Allowing technology limitations or resistance to change to stop our work and create one seamless unit
  • It is “new” and “new” is undefined and undefined is often threatening and/or misunderstood

✓ **Technology limits and Business Processes Review** (suggested during conversation)

✓ **One-size does not fit all/Losing good stuff that works now**
  • Too much reliance on self-service. Loss of sense of community among staff to students/faculty to staff & students
  • Loss of personal attention – one size does not fit all
  • Failure or “throw baby out with bath water”. Losing what we do right now
  • That we will forget the students in trying to get the structure right
  • Losing focus on customer – placing emphasis on organizational structure without real understanding of student needs
  • That we will throw out the good in the attempt to have a “new approach”
  • Taking a “one-size-fits-all” approach and not considering unique needs of schools poses a risk

✓ **Standardization infringing on individualized service** (suggested during conversation)

✓ **Not understanding current structure/Creating imbalances workloads**
  • Understanding the services that are provided to students currently
  • Staff overburdened
  • There are often disruptions to service during a transition
• Not assessing/establishing correct job descriptions and carefully evaluating workload
• It may take extra effort to balance opportunities to gain efficiencies through standardization with a need to remain sensitive to the unique needs of various offices

✔ **Supervision and leadership – risk of top-heavy structure**
  • Leadership – distraction, loss of focus, decline of energy, change of priority
  • Too much centralization? Will all areas receive adequate direction and supervision?
  • That we will be “top-heavy” in supervisory staff and not enough worker staff

✔ **Defining limits/Setting realistic goals** (suggested during conversation)