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Abstract

One-stop-shops are a controversial topic. Many organizations have successfully implemented a one-stop-shop, and many have been unsuccessful in their attempt. It can be easily assumed that a one-stop-shop helps an organization provide better customer service while reducing organizational costs. The mention of implementing a one-stop-shop in an organization can bring immediate uneasiness to its employees.

This case study included discussion related to university-related supply chain topics such as student retention, public university budgets, strategic planning, university shared services, knowledge management, and a one-stop-shop. These supply chain topics were included to try and better understand how a one-stop-shop was related to student retention and university cost savings. This case study also included a focus group that completed a SWOT analysis on a one-stop-shop for UW-Stout’s Registration and Records, Financial Aid, and Student Business Services department.
Acknowledgments

I want to thank those whose support helped me accomplish my goal of completing this paper: Dr. Sally Dresdow, my advisor; Kim Schulte-Shoberg, my supervisor; Jayme Retz, my husband; and Walker Retz, my son. I am humbled, grateful, and appreciative of every learning experience, every opportunity, and for the inspiration to keep moving forward.
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Chapter I: Introduction

The University of Wisconsin-Stout (UW-Stout) is located in Menomonie, WI. It was founded in 1891 by James Huff Stout. It had become part of the University of Wisconsin System (UW System) in 1971 (UW-Stout, n.d.c). UW-Stout was one of the 11 UW System comprehensive campuses that provided students both undergraduate and graduate degree programs in a smaller, more individualized academic setting (UW System, n.d.). In 2007, UW-Stout was designated as Wisconsin’s Polytechnic University by the UW System Board of Regents (UW-Stout, n.d.c).

UW-Stout had a mission, vision, values, and enduring goals that were used as a foundation to guide planning and decision making. UW-Stout stated its mission was to be “A career-focused, comprehensive polytechnic university where diverse students, faculty, and staff integrate applied learning, scientific theory, humanistic understanding, creativity and research to solve real-world problems, grow the economy and service a global society” (UW-Stout, n.d.a, “Mission & values,” para. 1). Its vision was “To prepare lifelong learners, ethical leaders, and responsible citizens through collaborative programs that integrate applied learning, theory and research with business, education, industry, arts, and government” (UW-Stout, n.d.a, “Mission & values,” para. 3). Values were identified as:

The advancement of academic excellence; the nobility of spirit, a diversity of people, respect and inclusion for all; the pursuit of innovation, technology, and sustainability with a constant eye to the future; the ideals of collaboration, competence, and continuous improvement; the commitment to education to illuminate the lives of all. (UW-Stout, n.d.a, “Mission & values,” para. 4)

The enduring goals for UW-Stout are reflected in Table 1.
Table 1

**UW-Stout’s Enduring Goals**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1</td>
<td>Offer high quality, challenging academic programs that influence and respond to a changing society.</td>
</tr>
<tr>
<td>Goal 2</td>
<td>Preserve and enhance our educational processes through the application of active learning principles.</td>
</tr>
<tr>
<td>Goal 3</td>
<td>Promote excellence in teaching, research, scholarship, and service.</td>
</tr>
<tr>
<td>Goal 4</td>
<td>Recruit and retain a diverse university population.</td>
</tr>
<tr>
<td>Goal 5</td>
<td>Foster a collegial, trusting and tolerant campus climate.</td>
</tr>
<tr>
<td>Goal 6</td>
<td>Provide an environmentally sustainable campus that includes safe, accessible, effective, efficient and inviting physical facilities.</td>
</tr>
</tbody>
</table>

*Note.* Reprinted from University of Wisconsin Stout. (n.d.) Mission & Values, para. 4.

The four core sources of revenue for UW-Stout were: program revenue, program revenue federal, state support, and student support. Program revenue consisted of auxiliary enterprise operations. Program revenue federal included federally funded grants and contracts, federally funded student financial aid programs, and indirect cost reimbursement. State support was comprised of taxpayer dollars received from the state. Student support was made up of academic student fees and tuition. State support, along with student support, was the primary source of funds for UW-Stout (UW-Stout, n.d.b).

Multiple departments within the university served students, student service departments. They had Academic Advising, Admissions, Aspire, Campus Card, Career Services, Counseling Center, Dean of Students, Dining, Disability Services, Financial Aid, Housing, Instructional
Resources, Multicultural Student Services, Parking Services, Registration and Records, Student Business Services, and Technology Help Desk. These student services departments were housed in six buildings on campus: Administration Building, Bowman Hall, Price Commons, Sorenson Hall, the University Library, and the University Services Building. It was frustrating for students because they did not always know where to go for assistance. Could the student experience be enhanced if at least three of the student services were centralized into a one-stop-shop; Financial Aid, Registration and Records, and Student Business Services? An organizational chart for Financial Aid, Registration and Records, and Student Business Service is in Appendix A.

Beginning the Fall of 2017, UW-Stout’s enrollment began declining; its enrollment was 9,401 students, and in Fall 2018, the enrollment was 8,748 students (T. Cutsforth, personal communication, January 28, 2019). UW-Stout’s new freshman retention rates during 2014, 2015, and 2016 were particularly concerning. In Fall 2014, the retention rate was 76%; in Fall 2015, the retention rate was 73.1%, and in Fall 2016, the retention rate was 68.5% (UW-Stout, n.d.d).

In addition, over the past four years, UW-Stout’s two primary sources of funds had been unpredictable. Between 2013 and 2017, state support had fluctuated between 13.7% and 15.2%, and student support had fluctuated between 29.1% and 32% of the university’s total budget (UW-Stout, n.d.b). With enrollment declining and unpredictable revenue sources, UW-Stout was evaluating different customer service methods to help increase student retention and reduce costs because if it did not meet the UW System tuition target of $46,440,743; it needed to subsidize the difference from other university revenue sources.

A one-stop-shop for Financial Aid, Registration and Records, and Student Business Services opened the door to many questions. Did a one-stop shot align with what UW-Stout
stood for in its mission, vision, values, and enduring goals? Could a one-stop-shop improve student retention? Might a one-stop-shop help reduce costs?

**Statement of the Problem**

UW-Stout was experiencing a decline in retention and unpredictable revenue sources. Would reducing student frustration by centralizing three student services impact retention and reduce costs?

**Purpose of the Study**

The objectives of this study were to:

1. Incorporate supply chain practices into developing a one-stop-shop.
2. Focus on the strengths and weaknesses of a SWOT analysis to help determine if centralizing the Financial Aid Office, Registration and Records, and Student Business Services into a one-stop-shop could increase student retention and help reduce university costs.

**Assumptions of the Study**

In this study, the following assumptions existed:

1. UW-Stout will not make any changes to its mission, vision, values, and enduring goals in 2019.
2. UW-Stout will not combine Financial Aid, Registration and Records, or Student Business Services into a one-stop-shop until after the academic year 2019-2020.
3. UW-Stout will continue to gather, retain, and publish statistical enrollment and revenue data.
4. UW-Stout will not reduce its tuition target of $46,440,743 until after the academic year 2019-2020.
Definition of Terms

The following definition of terms for this study include:

**Applied learning.** “Applied learning is an educational approach whereby students learn by engaging in direct application of skills, theories and models.” (“Applied learning,” n.d., para. 2).

**Appropriation.** “An appropriation is money set aside for a specific purpose” (“Appropriation,” 2019, para. 1).

**Attribute.** “An attribute is considered a quality or characteristic of the person, thing, group” (“Attribute,” n.d., para. 2).

**Auxiliary enterprise.** “An auxiliary enterprise is an entity that exists to furnish goods or services to students, faculty, or staff, and that charges a fee directly related to, although not necessarily equal to, the cost of the goods or services” (“Auxiliary,” n.d., para. 1).

**Content management.** “Content management is the process of organizing and consolidating pieces of content and tagging schemes in the most efficient way and storing them only one time in a repository” (“Content Management,” n.d., para. 1).

**Dashboard.** “A dashboard is a user interface or web page that gives a current summary, usually in graphic, easy-to-read form, of key information relating to progress and performance, especially of a business or website” (“Dashboard,” n.d., para. 2).

**Knowledge management.** “Knowledge management is the systematic management of an organization's knowledge assets for the purpose of creating value and meeting tactical & strategic requirements; it consists of the initiatives, processes, strategies, and systems that sustain and enhance the storage, assessment, sharing, refinement, and creation of knowledge” (“Knowledge management,” n.d., para. 1).
**One-stop-shop.** “A one-stop-shop is a self-contained office or outlet that provides almost everything needed to satisfy a customer order or request, complete a process, or fulfill a requirement” (“One-stop-shop,” n.d., para. 1).

**Polytechnic.** “Polytechnic is offering instruction in a variety of industrial arts, applied sciences, or technical subjects” (“Polytechnic,” n.d., para. 1).

**Portal.** “A portal is a website serving as a guide or point of entry to the World Wide Web and usually including a search engine or a collection of links to other sites arranged especially by topic” (“Portal,” n.d., para. 5).

**Shared services.** “Shared services is a streamlining process where administrative tasks or technology management services that regularly occur across several departments in the organization are placed under the authority of one unit” (Azziz, 2014, para. 1).

**Strategic planning.** “Strategic planning is an outline of steps designed with the goals of the entire organization as a whole in mind, rather than with the goals of specific divisions or departments” (Strategic planning, 2014, p. 106, para. 1).

**Supply chain.** “A supply chain is the network of all the individuals, organizations, resources, activities and technology involved in the creation and sale of a product, from the delivery of source materials from the supplier to the manufacturer, through to its eventual delivery to the end user” (“Supply chain,” n.d., para. 1).

**Limitations of the Study**

The limitations of this study were:

1. Limited to UW-Stout.

3. This study did not focus on all student-related frustrations at UW-Stout.

4. Research on one-stop-shops seemed to be uncommon.

5. Research was focused on the strengths and weaknesses, not opportunities and threats, of a SWOT analysis.

**Methodology**

The methodology used in this case study was a SWOT analysis.
Chapter II: Literature Review

UW-Stout was experiencing a decline in enrollment along with unpredictable revenue sources. The literature reviewed in this chapter is comprised of six supply chain topics that include student retention, public university budgets, strategic planning, university shared services, knowledge management, and a one-stop-shop. It provides information relating to each topic in a university setting.

Student Retention

“Nearly two million students who begin a four-year university each year will drop out before earning a diploma” (Hess, 2018, para. 2). Since retention and budget are directly related, universities may have to evaluate, document, and retain data as to why students decide to no longer attend their university. The data they collect may help them come up with a strategic plan on how to keep their students until graduation.

There are two correlated rates universities must evaluate related to student retention, their completion rate and acceptance rate. A low completion rate can yield a significant revenue loss for a university (Hess, 2018). “At the University of Alabama, the loss of 100 students can have an overall economic impact of losing $3 million over four years” (Oklahoma State University, 2017, para. 11). The number of students a university retains over four years, the completion rate, can be directly related to a university’s admissions acceptance rate and every university control what their acceptance rate is. According to the National Center for Education Statistics (2018), during 2015-2016, universities that had low acceptance rates retained approximately 62% of their students and universities that had high selective rates retained up to 96% of their students. Data shows that the higher the acceptance rate the higher the completion rate.
Students and the economy may benefit when universities improve their retention rate (Oklahoma State University, 2017). Students who graduate from college have an opportunity for an improved quality of life. Research shows the annual median gap between a college and high school graduate was $19,550 per year, and over a lifetime, $1,000,000 more (Aston, 2018). Students who earn a higher salary then benefit the economy. If the student earns a higher salary, they are likely to buy more products, which benefits the public economy by increased tax revenue. The economy also benefits from students who graduate with loan debt. Students who leave a university before they graduate can end up burdened by loan debt because of the loans they incurred while attending college. If the student did not graduate, they might not earn a high enough salary to make their loan payments. During fiscal years of 2015-2016, 64% of undergraduate students that dropped out of a public university had debt that averaged $6,871 (Barshay, 2017). It is uncommon for taxpayers to end up paying for grants and other aid that go to waste and for federal loans that students do not repay.

There are many different reasons why a university does not retain a student. Some of the reasons are within their control, and some are not. A student may stop attending a university because of financial need, medical issues, family obligations, employment changes, adjustment issues, academic difficulty, or social and emotional factors. Retention research suggests that a university can help improve students’ chance of success by providing them with the appropriate support and university resources they need (Hess, 2018). University resources can help enhance student interaction with personnel and to connect students to university culture, which may help the student feel like they belong and want to succeed (Oklahoma State University, 2017).
Public University Budgets

The people involved in any decision-making process at a university should have a thorough understanding of not only retention data but also budget data. Higher education averages 9% of a state’s budget, and for every $1000 in funds reduced by a state, a public university increases its tuition by approximately $300 to cover the reduction (Selingo, 2018).

Since a tuition increase, increases the cost of attendance for students, a university’s budget data should be understood, monitored, transparent, and communicated. Any changes that a university may make that could increase or decrease university revenue should be evaluated and monitored.

Typically, universities categorize revenue as either unrestricted or restricted. Unrestricted revenue consists of revenue that is not restricted for a specific purpose, such as tuition and auxiliary enterprise services. Restricted revenue is restricted for a particular use, such as grants and contracts. Other than tuition, auxiliary enterprise services, and grants and contracts, universities can generate revenue from state and local appropriations, philanthropy, endowment, and investment income (American Academy of Arts & Sciences, 2016). Revenue can also be generated by offering camps, conventions, selling advertising, marketing logo wear, affinity credit cards, license plates, and sponsoring travel programs (Pelletier, 2012).

Due to the many ways a university can generate and categorize revenue, budget transparency is essential. According to The World Bank (n.d.), budget transparency can lead to better business decisions because of less corruption, efficient use of resources, increased trust, and higher revenues. This is due to an increased oversight as to how resources are being allocated and expended, it provides an opportunity for feedback on infrastructure, and generates higher revenues through taxes and donations due to increased trust.
Revenue support that comes directly from state and local governments to public universities has fluctuated throughout the years, but the overall trend has been downward (Hinrichs, 2017).

In the last 20 years, states have dramatically reduced their contributions to public higher education. While the cuts have affected every public higher education institution, the cuts at public research universities have been the most severe, averaging a 26% drop in investment since 2008. (American Academy of Arts & Sciences, 2016, p. 1)

Since state support has decreased, the leadership of universities has had to reduce administrative costs, improve financial management, and find new efficiencies (American Academy of Arts & Sciences, 2016). Public universities have also had to implement cost savings plans that include creating joint appointments that share faculty between departments, instituting shared service centers, creating purchasing consortia, and embarking on systems-wide collaborations (American Academy of Arts & Sciences, 2016). If state and local revenue support continues to decrease, tuition would have to continue to rise (Hinrichs, 2017).

**Strategic Planning**

Universities approach and define strategic planning in ways that work best for them. Many factors can impact the strategic planning process, and the inclusiveness in the strategic planning process will vary among universities. Strategic planning decisions in universities will be based on a wide range of differences, but they should always have the future of the university in mind.

Strategic planning is a process of measuring and organizing a plan that can be formulated and detailed by which something is to be done (Strategic Planning, 2014). After a university has established its vision, mission, values, and goals, planning its strategy to achieve its goals, it
identifies strategic plans and specific audiences (Strahan, 2015). Strategic plans will vary in length and people involved.

The appropriate people must be involved in the strategic planning process because it can be complicated and best accomplished by people who have had previous strategic planning experiences (Strategic Planning, 2014). Collaboration among upper-level management, middle managers, and individual employees can be a means by which university decisions can be made, a strategy developed, and performance measured (Strahan, 2015). Upper-level management is an essential component of the success of a strategic plan. Still, when the middle managers and individual employees also understand why their university is focusing on a specific strategic plan, it enables everyone involved to know how to support the strategic plan through their daily work.

Many factors could influence a strategic planning process in a university. When developing a strategic plan in a university, the people involved need to consider the culture, religions, and traditions of the population that will be affected (Strategic Planning, 2014). They also need to consider in what way personalities, experience, competence, relationships at the executive level, office proximity, individual motivation, long-standing working relationships, and university organizational charts could all contribute to how strategic planning can be accomplished and organized in a university (Hinton, 2012).

The strategic planning process in a university should be based on specific components. Table 2 illustrated these components and can be used as a high-level guide, while a strategic plan is being built. When building a strategic plan, a solid foundation is needed, and this should come from the university mission statement. Although the mission statement is not part of the strategic plan, the two must align.
While not technically a part of the strategic plan, the mission statement is the foundation for it because everything contained in the strategic plan must be aligned with the mission. In addition to the mission statement, a vision statement, institutional goals, and an optional values statement comprise the supporting documents establishing the context for a strategic plan. These supporting documents provide specific points of guidance in the planning process. The vision statement is the expression of institution aspiration and is based on an analysis of the institution’s environment. Institutional goals provide the mechanism for evaluating progress toward the vision, and values statements describe how the institution will work to achieve its goals. (Hinton, 2012, p. 9, para. 2)

Table 2

<table>
<thead>
<tr>
<th>Component</th>
<th>Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation</td>
<td>Mission Statement</td>
</tr>
<tr>
<td>Supporting Components</td>
<td>Values, Institutional Goals, Vision</td>
</tr>
<tr>
<td>Strategic Plan</td>
<td>Goals and Objectives, Implementation Plan</td>
</tr>
</tbody>
</table>

*Note: Reprinted from “A practical guide to strategic planning in higher education,” by Hinton, K. E., 2012, p. 9.*

**University Shared Services**

Shared services have been successfully implemented in the corporate world for many years because it can be a practical concept that can help reduce budgets, improve operational efficiencies, and improve service. According to Azziz (2014), many universities are starting to explore the possibility of implementing a shared services concept to help study and implement new modes of operation.
Azziz (2014) noted that shared services could evolve into increased collaboration and communication and at the same time leverage people, knowledge, and resources to their highest value. Several strengths and weaknesses are related to shared services (Table 3). The strengths and weaknesses of shared services will vary significantly between universities.

Table 3

**Strengths and Weaknesses of Shared Services**

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Weaknesses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Align management’s vision and focus and generate dialogue about the value and quality of services.</td>
<td>Can be challenging to redefine work responsibilities or when shared services lead to the loss of jobs.</td>
</tr>
<tr>
<td>Share technical information systems, applications, files, printers, online resources, and facilities.</td>
<td>Employees and departments will worry about the loss of control over a service, which could lead to withdrawal.</td>
</tr>
<tr>
<td>Increase security and functionality for collaboration.</td>
<td>The talk of shared services can lead to worry about job security with employees.</td>
</tr>
</tbody>
</table>

*Note: Reprinted from Azziz, R. (2014, August 18). Implementing shared services in higher education.*

Horvath (2018) distinguished seven attributes that a shared service center should embody to drive success. The first attribute was skilled people; an educated and highly skilled workforce is essential for success, experts in technology, customer relations, employee engagement, and quality assurance form the foundation within a shared service center. The second attribute was effective leadership; leaders that can run the operational side of a shared service center are invaluable. The third attribute was trained compliance experts; there must be a trained subject matter expert who can monitor and implement compliance updates and solutions. Horvath (2018) stated that the fourth attribute was specialized customer relations; experts are needed to discuss technology issues, help with strategic issues, and help drive internal performance. The
fifth attribute was high employee engagement; there will be fewer disruptions and more satisfied customers if there is a high level of employee engagement. The sixth attribute was leading-edge systems and technology; new technology is replacing labor. According to Horvath (2018), the seventh and final attribute was productive client partnerships.

Azziz (2014) distinguished multiple practices for a university to consider if it was considering implementing shared services. The practice to assess and then reassess resources, institutional and strategic priorities, measured results, and feedback channels. The practice to acknowledge and be aware that the right people are hired for the right positions and that policies and processes are essential (Azziz, 2014). The practice was to understand that universities and departments are structured differently, and one size does not fit all. The practice to be open to gauging success in numerous ways: cost savings, improved services, quality of efficiency, leadership alignment, and university mission, vision, and goals alignment.

The University of Washington conducted a shared services case study that included information on seven universities that were either in the initial stage of shared services or had fully implemented a shared services model (University of Washington, n.d.). The case study provided a shared services model, the primary functions, and the goals or drivers of the shared serviced implementation, which are listed in Table 4. The one common goal or driver of the case study among all seven universities was cost savings. The second most common goals or drivers of the case study was processing efficiency and standardization; the third was service improvements.
### Table 4

*The University of Washington’s Shared Services Case Study*

<table>
<thead>
<tr>
<th>University</th>
<th>Model</th>
<th>Primary Functions</th>
<th>Goals/Drivers</th>
</tr>
</thead>
<tbody>
<tr>
<td>University of California, Berkeley</td>
<td>Regional</td>
<td>Finance, Human Resources, IT Services, Research</td>
<td>Cost savings, Process efficiency, Service improvements, Standardization</td>
</tr>
<tr>
<td>University of California, Davis</td>
<td>Partnership</td>
<td>Finance, Human Resources, Payroll</td>
<td>Cost savings, Process efficiency, Service improvements, Standardization</td>
</tr>
<tr>
<td>University of California, San Francisco</td>
<td>Regional</td>
<td>Administration, Financial, Grants/Research, Human Resources, IT Services</td>
<td>Cost Savings, Process efficiency, Standardization</td>
</tr>
<tr>
<td>University of Michigan</td>
<td>Partnership</td>
<td>Finance, Human Resources</td>
<td>Cost Savings, Reduced administrative burden, Standardize, Streamline</td>
</tr>
<tr>
<td>Ohio State University</td>
<td>Functional</td>
<td>Human Resources</td>
<td>Cost Savings, Desire to leverage greater economies of scale, Improved career progression options for employees, Mitigated compliance risk</td>
</tr>
<tr>
<td>Oregon State University</td>
<td>Unit Level</td>
<td>Finance, Human Resources</td>
<td>Cost Savings, Process efficiency, Service improvements, Standardization</td>
</tr>
<tr>
<td>University of Saskatchewan</td>
<td>Partnership</td>
<td>Advancement, Facilities, Finance, Human Resources, IT Services, Payroll, Research, Student Services</td>
<td>Cost savings, Process efficiency, Service improvements, Standardization</td>
</tr>
</tbody>
</table>
Knowledge Management

Organizations have been forced to seek new ways of organizing their work and employment due to tough competition and new technology (Jyoti & Rani, 2017). Sharing and managing knowledge can be a practical way of organizing work and employment because there are many ways knowledge management (KM) can be integrated into a university.

"KM is a discipline that promotes an integrated approach to identifying, capturing, evaluating, retrieving, and sharing all of an organization’s knowledge assets” (Koenig, 2018, para. 9). An organization’s knowledge assets could include databases, documents, policies, procedures, previously untapped potential, and experiences of individual employees. The KM discipline is one of the most important university strategic asset and is one of the most significant university success factors (Chatzoudes, Chatzoglou, & Vraimaki, 2015).

KM is a means to achieve strategic goals that provide many benefits to a university (Jyoti & Rani, 2017). It helps in making managerial decisions and can enhance creativity and innovation (Jyoti & Rani, 2017). KM can help increase a university’s productivity and performance, generate shareholder value, foster customer loyalty, facilitate e-commerce, enhance market value, develop intellectual assets (Chatzoglou et al., 2015). KM can also help capture, store, transform, and disseminate university knowledge (Agarwal & Marouf, 2014).

There are many ways KM can be shared throughout the organization. Koenig (2018) discussed that universities share knowledge through dashboards, portals, and content management systems. A content management system is the most direct and understandable part of KM for employees and students. According to Chatzoglou et al. (2015), to be successful, the
content management system used in a university must be user-friendly, easily assessed, useful and valid to internal users.

KM can have an indirect impact on a university’s budget. When KM provides a sense of employee empowerment, it can positively impact employee satisfaction and, therefore university performance because the employee provides a better product or service quality through acquired skills and knowledge (Chatzoglou et al., 2015). KM dashboards, portals, and content management systems can improve business processes in terms of cost-effectiveness and higher revenues that enhance a universities competitive performance because employees are empowered and engaged (Jyoti & Rani, 2017).

Agarwal and Marouf (2014) summarized ten steps (see Table 5) that a university can follow to start a KM process. Communication and education are necessary during every phase and step of the KM process. The process is separated into four phases, which include plan, design, implement, and scale-up. For each step that is stated, the recommended mechanism and outcome are provided.

Table 5

| Ten-step Knowledge Management Initiation Plan for Colleges and Universities |
|---|---|---|---|
| Plan | Step | Mechanism | Outcome |
| PLAN (KM planning team) | 1. Find a champion from top administration; form a KM planning team | Consultation with heads of campus units for team formation involving various stakeholders | Buy-in for KM; support and resources; planning team |
| | 2. Identify KM goals and priorities Identify perceived crisis and/or opportunity Align KM goals with university/department goals | Three-to-four retreats involving stakeholders | Identification of need, priority areas, critical knowledge; pilot site chosen; design team |
Identify and prioritize the critical knowledge that you need to manage

<table>
<thead>
<tr>
<th>DESIGN (KM design team)</th>
<th>3. Determine your current state in the priority areas identified</th>
<th>Survey, interviews, focus groups</th>
<th>Relative rating for each priority area</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Determine approach to align with culture and capability to enable knowledge flow</td>
<td>Meetings/discussions based on survey results</td>
<td>Decision on approaches and tools for pilot site</td>
<td></td>
</tr>
<tr>
<td>5. Develop measures of success</td>
<td>One to two retreats</td>
<td>List of measures</td>
<td></td>
</tr>
<tr>
<td>6. Create action plan and get faculty/admin buy in and resources</td>
<td>Meetings; update to schools</td>
<td>Action plan; KM implementation team</td>
<td></td>
</tr>
<tr>
<td>IMPLEMENT (KM implementation team)</td>
<td>7. Launch a pilot and provide support</td>
<td>Launch; support in pilot site</td>
<td>Early results; measures of success</td>
</tr>
<tr>
<td>8. Capture success stories and publicize early results</td>
<td>Interviews, surveys, videos, storytelling; newsletters, talks, presentations</td>
<td>Documentation of learning; transfer of best practices; university KM team</td>
<td></td>
</tr>
<tr>
<td>SCALE_UP (university KM team)</td>
<td>9. Use knowledge gained to realign strategy with university objectives</td>
<td>Meeting with administration; unit meetings to vote</td>
<td>University-wide guidelines; unit-specific templates</td>
</tr>
<tr>
<td>10. Scale up to other units and repeat</td>
<td>Go back to step 2</td>
<td>Need, priority, and team(s)</td>
<td></td>
</tr>
</tbody>
</table>


One-Stop-Shop

The concept of a one-stop-shop is not new. One-stop-shops have been in existence in businesses since the early 1930s and in universities since at least the 1990s (Altieri, 2019). One-
stop-shops can offer consolidated services within virtual or physical supply chains. One-stop-shops are not meant to be the answer to all supply chain questions and concerns, they are meant to help decrease: run around, internal resources, internal costs, and help increase internal proficiency and innovation (Kley, 2015). In universities, one-stop-shops tend to focus on specific departments where they can offer the most consolidation advantages for students and university administration. Table 6 describes three major benefits that are stated to coincide from a one-stop-shop model (Howard, 2017).

Table 6

*Three Benefits of a One-Stop Shop*

<table>
<thead>
<tr>
<th>Benefit</th>
<th>Description of Benefit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Benefit 1</td>
<td>Integration: multiple services are offered in one place and in a coherent or seamless fashion.</td>
</tr>
<tr>
<td>Benefit 2</td>
<td>Efficiency: per-unit delivery costs are lowered because of reduced duplication and repetition in the service production process.</td>
</tr>
<tr>
<td>Benefit 3</td>
<td>Satisfaction: staff and service users are happier with the service delivery experience.</td>
</tr>
</tbody>
</table>


To be successful, a one-stop-shop must stay at the head of technology and have the resources and capabilities necessary to decrease student frustration (Kley, 2015). One of the ways a university can offer a one-stop-shop is through a web-based student center. Web-based student centers, software applications that operate inside a web browser, offer students a centralized location where they can accomplish multiple tasks efficiently and effectively. By using technology in an innovative approach, universities can implement web-based student centers to help improve the student experience and institutional processes (Alteri, 2019).
According to Altieri (2019), there are 15 recommended requirements (see Table 7) that should be considered when planning to implement and maintain an efficient and satisfactory one-stop-shop student services in a university setting.

Table 7

*Fifteen Recommended Requirements for a One-Stop-Shop*

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Description of Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requirement 1</td>
<td>Be sure you want a one-stop-shop and your students need a one-stop-shop.</td>
</tr>
<tr>
<td>Requirement 2</td>
<td>Sell the idea; involve, commit, and get buy-in.</td>
</tr>
<tr>
<td>Requirement 3</td>
<td>Analyze, simplify, and connect processes.</td>
</tr>
<tr>
<td>Requirement 4</td>
<td>Design and build a strong, comprehensive database.</td>
</tr>
<tr>
<td>Requirement 5</td>
<td>Merge or integrate student-service-related information technology systems.</td>
</tr>
<tr>
<td>Requirement 6</td>
<td>Recruit and train the right staff.</td>
</tr>
<tr>
<td>Requirement 7</td>
<td>Design and develop a brand.</td>
</tr>
<tr>
<td>Requirement 8</td>
<td>Spread the news.</td>
</tr>
<tr>
<td>Requirement 9</td>
<td>Open the door.</td>
</tr>
<tr>
<td>Requirement 10</td>
<td>Fulfill what you promised.</td>
</tr>
<tr>
<td>Requirement 11</td>
<td>Measure everything that matters.</td>
</tr>
<tr>
<td>Requirement 12</td>
<td>Share the results of your measurements with whom they matter.</td>
</tr>
<tr>
<td>Requirement 13</td>
<td>Make decisions.</td>
</tr>
<tr>
<td>Requirement 14</td>
<td>Improve.</td>
</tr>
<tr>
<td>Requirement 15</td>
<td>Stay student centered.</td>
</tr>
</tbody>
</table>

One-stop-shops are not without barriers and drivers to implementation. According to Howard (2017) there are four barriers related to a successful one-stop implementation. These four barriers and drivers are turf, culture, resources, and capabilities. Turf barriers, organizational responsibilities and resources, can produce organizational opposition and professional jealousy to a one-stop-shop integration that can slow processing times, produce inconsistent advice, and result in poor internal support. Cultural barriers, vertical or silo thinking, can be challenging because culture is spread throughout all levels of one-stop-shop planning. “Not only do employees tend to look vertically rather than horizontally, they are also inclined to support departmental, rather than inter-departmental and inter-governmental, initiatives” (Howard, 2017, p.7, para. 2). The barrier of reducing resources can lead to resource deficiencies and dependencies, which could lead to poor customer service. An example of this includes reducing budgets can impact the capability of staff to deliver customer service due to inadequate training and insufficient one-stop-shop development time. The fourth barrier is the capability of staff to deliver accurate services in times when budgetary restrictions typically exist.

**Conclusion**

The literature reviewed in this chapter was comprised of six supply chain topics that include student retention, public university budgets, strategic planning, university shared services, knowledge management, and a one-stop-shop. It included information relating to each topic in a university setting.

Student retention is invaluable to a university. If universities are concerned about their budget, they must have a strategic plan in place to retain students. Options that can be evaluated
to aid in reducing the budget is through a shared services approach and knowledge management approach, which both can be obtained and combined through a one-stop-shop implementation.
Chapter III: Methodology

UW-Stout was experiencing a decline in enrollment and unpredictable revenue sources. The strengths and weaknesses of a one-stop-shop for Registration and Records, Student Business Services, and Financial Aid were analyzed in a SWOT analysis to determine if a one-stop-shop could help improve student retention and to decide if it could help reduce costs.

Subject Selection and Description

The participants of the SWOT analysis were selected and consisted of the UW-Stout’s Registrar, the Director of Financial Aid, and the Bursar. They were chosen because they were well-informed individuals and were the Directors of the Registration and Records, Financial Aid, and the Student Business Services department.

Instrumentation

The research design consisted of a focus group to complete only the strengths and weaknesses segments of a SWOT analysis. (see Appendix B).

Data Collection Procedures

The focus group was a structured data gathering tool. The strengths and weaknesses were collected in sentence form. The focus group was conducted in-person and on UW-Stout’s campus for approximately one hour.

Data Analysis

The qualitative data collected during the in-person focus group consisted of words in sentence form based on discussion from the Registrar, Director of Financial Aid, and the Bursar. Each sentence supported either a strength or a weakness.
Limitations

The methodology had limitations. The focus group had a limited sample size because it had to be limited to the directors of three specific departments and positions at UW-Stout. The limited sample size may have reduced the ability to obtain additional strengths and weaknesses. The participant’s perceptions of a one-stop-shop may have influenced the results of the data. The SWOT analysis was the only data gathering tool approved and used in this study.
Chapter IV: Results

There were two objectives to this study. The first objective was to incorporate supply chain practices into developing a one-stop-shop. The second objective was to complete a SWOT analysis to help determine if centralizing the Financial Aid Office, Registration and Records, and Student Business Services into a one-stop-shop could increase student retention and help reduce university costs.

This chapter contains the strength and weakness statements and discussion collected during the focus group for the SWOT analysis. The SWOT analysis was completed in the Administrative building on UW-Stout’s campus in approximately one hour. All three participants were provided the definition of a one-stop-shop used in this study and were aware they would be completing a SWOT analysis before they participated in the study.

SWOT Analysis Strengths

There were many one-stop-shop strengths discussed during the SWOT analysis focus group. Students might experience less runaround by having fewer places to go for help. UW-Stout could restructure Registration and Records, the Financial Aid Office, and Student business services into the same building instead of being in two different buildings or into one office instead of being in three different offices.

Student-related customer service efficiency could increase. If the three student service departments were centrally located, waste could be reduced. Reducing waste for the students may include their time, effort, and energy, which may help increase student retention.

Employees that would be part of the one-stop-shop might attain an increased knowledge base. If employees are exposed and included in more learning opportunities and increased collaboration among colleagues, their knowledge base may have a chance to grow.
A one-stop-shop may force documentation to be maintained and up to date. Depending on the structure of the one-stop-shop, employees may need to maintain their procedure documentation on a more frequent basis due to additional responsibilities and an increase in cross-training.

There would be the potential for increased cross-training. Staff might have a chance to learn about things and be able to do tasks they usually would not be exposed to.

The culture could change. If Registration and Records, the Financial Aid Office, and Student Business Services were centralized and strategically organized, employee innovation might increase, and some may realize that not everything they were doing and the way it was being done was necessary. Besides, all three departments have been in their current buildings for an extended time. Moving these departments would change the culture with university alumni.

A one-stop shop created the potential to share services or resources, increase collaboration, or increase the knowledge base. A one-stop-shop could break down walls and stereotypical silos and decrease duplication of duties.

Students and staff employees may have the opportunity to learn more and become more empowered. Employees feel better about themselves when they are exposed to and obtain knowledge. It also gives them the tools to provide better customer service.

Some positions might be able to spend more time with students. Some staff positions might be able to provide better customer service if the structure of the one-stop-shop included an evaluation of specific positions, the need for confidential space, and a reorganization of duties.

Retention may increase by reducing student frustration. The chance to centralize three student service departments would mean that students would have fewer places to go for help.
The students may experience less frustration and decide to stay at UW-Stout instead of stop attending college or transferring to another college.

Costs may be able to be reduced depending on the location and set-up of the one-stop-shop and the site and structure of the one-stop-shop, UW-Stout might have a chance to save costs such as electricity, heat, office equipment, office supplies, phones, or time management.

A one-stop-shop may lead to an increase in internal and external communication. Communication could be reviewed for alternative methods of communication, consolidated communications, and more opportunity for face-to-face communications.

**SWOT Analysis Weaknesses**

There were multiple weaknesses of a one-stop-shop discussed in the SWOT analysis. Not all university student service departments would be centralized; students would still need to go to multiple offices to find help. The university cannot have all the student services departments centralized and located in one building. Students would still have to go to multiple buildings to get the help they would need; therefore, they may always be frustrated.

A one-stop-shop may increase accessibility for students, but not staff. If the focus is solely on the student, staff needs may not be thought of. If staff are relocated, office space may be limited due to space constraints and some employees may end up having to work in smaller areas with little to no privacy or in areas where activity and noise is increased.

A one-stop-shop may lead to reduced internal and external communication. This could happen if the transition were not well planned, was a hasty decision, or there were disgruntled employees. Employees could provide students with false information if they were in positions and could not review and understand policies and procedures.
Some people would question whether moving to a one-stop-shop would really be for the benefit of the student or for the benefit of administration. Also, whether the change would be based on research or by administrative decision, employees may question the true intentions of a transition to a one-stop-shop if there was not transparency, research, planning, and inclusion. The administration should be transparent with data that students support and need a one-stop-shop.

A one-stop-shop implementation would take an intensive amount of time, planning, resources, and expertise. Some employees are already experiencing an increased workload due to budget constraints, would trying to plan the transition to a one-stop-shop increase their workload even more and unintentionally cause turnover?

Costly renovations may be needed. If one of the intents of the one-stop-shop would be to help reduce costs, funding may be necessary to complete the transition. Who would pay for the expenses?

Separation of duties would need to be evaluated and maintained. If employees were working in a more centralized manner, system security would need to be assessed to ensure proper controls were in place to prevent potential audit findings and fraudulent situations.

Some of the employees that are part of a one-stop-shop might experience that their knowledge becomes shallow over time. Some employees would have positions where they would need constant training due to evolving technology and institutional change. If training was not a focus, they might fall behind in their position. The division of processes and responsibilities primarily promotes specialization.
A university that implements a one-stop-shop hastily may experience a high turnover rate. Sometimes administrators make irrational decisions, and staff end up confused about their specific roles and end up leaving.

Training for front end employees would always be ongoing or lacking. There are many university, state, federal, and UW System policies and regulations to adhere to. These tend to be updated regularly.

Employees might fear they might lose their jobs. Many employees assume that jobs will be cut when a one-stop-shop is mentioned. They might resist cooperation and acquire professional jealousy.

Employees have a natural opposition to change. If employees are dissatisfied, feel left out of the decision-making process, or end up being overworked, they may transfer to a new position or end up leaving the university.

If the one-stop-shop is not well organized, students may get more frustrated. The intent of the one-stop-shop to reduce student frustration could backfire if it is unorganized.

The wrong people might be selected for roles in the transition. This could pertain to all staff levels. Employees may not be put in the proper positions based on their skills and assets. For example, staff may be put in a customer service role that has no customer service skills. Or, staff may be asked to answer questions in an area that is not their expertise without proper training and end up giving wrong information. This could threaten customer service and end up doing more harm than good.

The transition might increase costs instead of its intended purpose of decreasing costs. No evidence exists that a one-stop-shop decreases costs.
A one-stop-shop may create the potential loss of professionalism, the depth of the department’s knowledge (regulations, academic policies, university policies, state policies, federal policies). If employee roles were not carefully balanced during the planning and implementation of a one-stop-shop, they can quickly reduce an employee’s specialization.

The university’s mission, values, vision, and enduring goals may be compromised to try to make the student happy at the front end. Decision-makers of the one-stop-shop need to make sure it would fit within the university’s mission, values, vision, and enduring goals and strategic plan of the university to help obtain employee support, to lead by example, and have the future of the university in mind.

If not adequately planned; security could be compromised. Cash controls in Student Business Services would need to be designed and maintained. Also, system security would need to be evaluated for all roles of the one-stop-shop to ensure separation of duties were still being maintained.

The staff might overstep their boundaries with an increased knowledge base. If boundaries were not established, it would be easy for an employee to try and accommodate a student and accidentally violate a regulation or a policy.

If a one-stop-shop is poorly strategized, it could damage a university’s reputation. If a one-stop shop is poorly implemented, students and staff will share this with other students, staff members, friends, and family, which are all considered stakeholders. This would be hard to recover from and damaging to UW-Stout and could ultimately end up negatively impacting both retention and university costs.
Chapter V: Discussion, Conclusion, and Recommendation

The purpose of this chapter is to provide a conclusion and recommendations for further research for a one-stop-shop.

Conclusions and Implications

The supply chain practices researched and discussed in this study included retention, budget, strategic planning, shared services, knowledge management, and a one-stop-shop. The Registrar, Director of Financial Aid, and the Bursar participated in the SWOT analysis. They were chosen because they were well-informed individuals and the Directors of Registration and Records, the Financial Aid Office, and Student Business Services. The SWOT analysis was completed to obtain the strengths and weaknesses of a one-stop-shop for Registration and Records, the Financial Aid Office, and Student Business Services.

UW-Stout has a rich historic culture. They have an established mission, vision, values, and enduring goals. There student retention is declining. UW-Stout has multiple sources of revenue, but some of these sources are unpredictable. UW-Stout needs to make decisions to increase retention and revenue to maintain its current level of operation. The need to make these decisions through short-term and long-term strategic planning. UW-Stout could consider evaluating and focusing on one-stop-shop related business practices such as shared services and knowledge management practices; both are impactful to organizations.

Recommendations

Based on the research in this case study, it is not recommended for UW-Stout to move forward with a one-stop-shop for Registration and Records, Financial Aid, and Student Business Services. Since UW-Stout’s budget has been declining for a few years, staff have already been asked to do more with less, there is no evidence to support that a one-stop-shop reduces
university costs, and not all student services can be centralized, this is not the time to implement a one-stop-shop. It is recommended that UW-Stout focus on other specific student retention and cost reduction options that could have more customer service and a more significant economic impact than a one-stop-shop. Or, they should compare other service model options and decide which would genuinely be the best fit.

One could argue that UW-Stout already has a virtual one-stop-shop called Access Stout. Many of the student tasks that have been completed in person in Registration and Records, Financial Aid, and Student Business Services in the past have already been moved to the digital environment in Access Stout. These tasks are completed by the student efficiently and effectively.

This research has demonstrated that there is no one size fits all one-stop-shop for a university. If a university moves toward a one-stop-shop for student services, they should be sure it is what they want and what their student needs because once a one-stop-shop is implemented, there is no going back to the way things were. The university should ensure that a two-stop-shop fits well with its mission, vision, values, and enduring goals. They need to be transparent at all levels. They need to include employees in the decision-making process.

**Recommendations for Future Research**

For future research, it is recommended for the administration of UW-Stout to provide every employee of the student service department that is being reviewed for a one-stop-shop an equal opportunity to offer their feedback and ask questions. Their feedback should be reviewed by a team of individuals that should include at a minimum the directors of the student service departments. The questions asked by the employees should be answered. It is also recommended to allow students an opportunity to provide feedback and opinions regarding a
one-stop-shop. Finally, it is recommended for the directors of the student services departments to visit multiple universities that have implemented a one-stop-shop to obtain information on what to do and what not to do.

One-stop-shops can be implemented successfully, but the decision to move forward with a one-stop-shop and its implementation should never be left to just one person; it should be an inclusive decision-making process.
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Appendix A: Organizational Charts

Financial Aid Organizational Chart:
Registration and Records Organizational Chart:

Registrar

- Associate Registrar
  - Degree Audit Coordinator
  - Student Status Examiner, Senior
  - Military Education Benefits Coordinator
  - Scheduling Assistant
  - Student Veteran Assistants

- Records Manager

- Associate Registrar
  - Transcript Coordinator
  - Student Registration
  - Stout Online Registration
  - Registration Assistant
  - Student Workers
Student Business Services Organizational Chart:

- Bursar
  - Business Analyst
  - Collection Specialist
  - Collection Specialist
  - Financial Specialist Advanced
  - Financial Specialist Senior
  - Financial Specialist Senior
  - Financial Specialist Senior
  - Financial Specialist Senior
  - Financial Specialist Senior

- Student Workers
Appendix B: Focus Group Questions

For this survey, a one-stop-shop is defined as a self-contained office or outlet that provides almost everything needed to satisfy a customer order or request, complete a process, or fulfill a requirement.

Strengths:

Weaknesses:

Opportunities:

Threats: