



# Project Overview Statement

## *Executive Summary*

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**Project Title:** Payment Arrangements for Students with Outstanding Debt  
**Project ID:** 154  
**Last Updated:** April 19, 2007  
**Project Leader:** Liz Mendez  
**Department:** Student Business Services  
**Executive Sponsor:** Bill Pennell

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### PROJECT BUSINESS CASE

#### Project Overview

When students incur debt owed to the College, the Credit & Collections Department will work with the students and accepts payment arrangements to avoid sending the student to collections. There is a need for functionality to be added to the system to allow this process to be automated and more easily managed by the C&C department. It is currently a manual process, very unsophisticated and labor intensive.

- Designate a new status for those who make arrangements to pay that is visible at the first level of access upon viewing a student contract.
- Develop reports for monitoring compliance with the arrangement. Those who do not will then be referred to a collection agency
- Create a pop-up window in the Cashier menu notifying the cashiers of this status
- Include the status of the student contract in the Cashier receivable view
- Provide the ability to view the payment history at a menu level

#### Business Goals

- Increase service to students and departments with the ability to quickly access the payment arrangement information and status of the student.
- Eliminate the need for manual review of students with payment arrangements to determine if they have followed through on payments and need to be placed in collections.

#### Success Factors

- The C&C staff is able to stay on top of payment deadlines where payment arrangements have been made.
- The information needed to assess the volume and timing of payment arrangements is available because it resides in the CID system and not in an external file.
- Reduction in the number of phone calls by staff members outside of the C&C who do not know the student has made payment arrangements and the status of the arrangement.