

Create a one-stop student center model for MPTC's three campuses.

Annual Update with AQIP review comments: 2009-09-09

A. Describe the past year's accomplishments and the current status of this Action Project.

The activities for this action project to date have included the following: a. In summer 2007, a One-Stop Service Model Conference was attended by the VP of Enrollment Management, VP of Finance and the One-Stop Services Center Partner in Pittsburg, PA. b. In the late summer 2007 a group of staff visited Johnson County Community College in Kansas City to take a first-hand look at their One-Stop Service Model. This was a part of the research done to identify best practices. Staff that participated in this activity included the One-Stop Services Center Partner, Associate Director of Human Resources, One-Stop Service Student Support Representative, Finance Accounting Associate and the College Registrar. c. This committee worked with the architects to design the new One-Stop facilities at the West Bend Campus. From this input, the College also developed architectural bid specifications for the project in late 2007. d. A cross-functional project team was organized to develop the College's One-Stop Service model. The team consisted of members from Human Resources, Facilities, Finance, Support Professional Union, Student Services Management staff (Dean of Students, Registrar, Student Financials Partner and Project Manager), and support professional staff from each campus (West Bend, Beaver Dam, Fond du Lac) e. A plan was developed for the organizational structure and staffing requirements needed for the new model. f. Meetings took place with the College's phone system vendor/engineer to adapt the current system to accommodate the one-stop call centers on the three campuses. g. Meetings took place with the Support Professional Union Leadership to work on realigning staff into new roles within the One-Stop framework. This was an important effective step resulting in full support to slot staff into positions based on individual talent and skills to position requirements. h. New position descriptions were developed for all staff moving into the One-Stop service positions. Positions created were for Student Support Representatives (face-to-face customer service), Student Support Representatives—Call Center, Information Processor Level II (higher level critical thinking, problem solving, analysis, etc.) and Information Processor I (more routine processing functions). i. A number of Enrollment Management "all staff" meetings were held to share information and answer questions about the One-Stop model concept, plans and status reports. j. Information was posted for all staff regarding the One-Stop implementation on the College Intranet—Park Place k. Meetings were held with academic units to share information and answer questions about the One-Stop model concepts, plans and status reports. l. Individual meetings were scheduled on May 8-9, 2008, with all staff (36) directly impacted by the implementation of the One-Stop Service Model. In addition several small group meetings were held with individuals that were more indirectly impacted by this implementation. This involved 7 additional staff. m. An all staff e-mail communication was sent to inform all college personnel of the reorganization in Enrollment Management to incorporate the One-Stop Model in mid-July. n. Communication and training for the One-Stop services staff began in June and will be on-going based on new technologies being implemented, process improvement, and changing needs of our customers. o. On July 14, 2008, staff took on their new roles within the One-Stop Model. p. On July 15, 2008, individuals at Beaver Dam and Fond du Lac were relocated to newly assigned work spaces. q. West Bend has been progressing on target with the move into the new facilities the week of September 22.

Current status: Staff assumed their new responsibilities and settled into their new work areas while doing job shadowing and attending training sessions. A new phone system was implemented spring 2009 to improve call flow and communications with customers.

Review (09-15-09):

Most work described in this update occurred prior to September 2008. With the exception of installation of the new phone system, it appears that no project activity has occurred in the past year. Given the projections included in the project declaration, it is surprising that the past year did not include collection of impact data, examination of trends in outcome data, and similar evaluation processes. The reviewer notes that the target completion date for the project was September 2008.

B. Describe how the institution involved people in work on this Action Project.

This action project was supported by the Quality Council, College Planning and Leadership Team, President, Board, as well as various other staff, and it was identified as one of the College's focus strategies for 2007-08. A cross-functional project team was organized to develop the College's One-Stop Service model. This team consisted of members from Human Resources, Facilities, Finance, the Support Professional Union, Student Services Management staff (Dean of Students, Registrar, Student Financials Partner and Project Manager), support professional staff that would be impacted by this new model from each campus (West Bend, Beaver Dam, Fond du Lac) and current students. The project team worked closely on the initiative and became the link for communicating the progress of the team to other College work-teams and to gain broader input on direction. In addition, other individuals were invited to join the project team as appropriate. This included our internal Information Technology staff to help address computer and printer configuration requirements, external collaboration was necessary with architects to design and construct the facilities as well as phone vendors to ensure that the system could be configured for a call center and other phone alignments needed. We also worked with our Organizational Development Office to assist in making arrangements for training facilities, registration processes, tracking and logging participation, etc.

Review (09-15-09):

The project team has broadly engaged the campus community in planning and implementation of this project. That accomplishment is especially noteworthy for a multi-site campus. It is not clear from the review when the various outreach and engagement processes took place, however.

C. Describe your planned next steps for this Action Project.

The next steps include: 1. Remodeling of the Beaver Dam facilities during the Spring/Summer 2010 and Fond du Lac during Spring/Summer 2011. 2. Continue training staff to ensure they are able to serve customers in the manner expected. 3. Incorporate document imaging for improved communication and sharing of documents, as well as reducing storage needs and improve document security. 4. Continue to monitor and evaluate the effectiveness of the model within the MPTC environment and make adjustments as needed.

Review (09-15-09):

The planned next steps suggest that the team has learned from the operation of the centers, and identified targets for continued improvement (staff training, communication and document sharing, document security). If these lessons have resulted from informal evaluation and/or anecdotal evidence, it is suggested that increasing the systematization of the evaluation process to achieve the levels described in the project declaration would provide even greater

opportunities for learning and improvement. The project declaration identified a seemingly thoughtful and well-chosen set of outcome measures and student surveys to evaluate center operation; the project and the campus would benefit from redirecting their attention and efforts to those areas. The project seems to have moved from a planning and implementation stage to a more stable maintenance and enhancement stage. Thus, when systematic and ongoing evaluation processes are in place, the project will have accomplished its initial goals and can be retired.

D. Describe any "effective practice(s)" that resulted from your work on this Action Project.

Conducting a mini-lean process in the early stages of the project highlighted some changes that could be made to eliminate non-essential/non-value added steps and to incorporate new value added steps in the registration area. Working with the Support Staff Professional Union was instrumental in the success of the project. Having representation on the project team and bringing the union leadership in early to enhance their understanding of a one-stop model and philosophy as well as our goals to support the needs of students more effectively and efficiently was a key factor in the success of the implementation. Because of this, we were able to obtain unanimous support from the union membership to accept an MOU allowing us to place staff into new roles based on individual talents and skill set versus going through a layoff and bumping rights of members. Due to the amount of communication and work done with the staff on this project, most of the staff have been supportive and fully engaged in meeting the needs of customers in this new environment. Cross-training, job shadowing and system/process training are providing staff with professional development opportunities that enhance their skill set and can open doors to other growth opportunities in the future.

Review (09-15-09):

The campus has exhibited collaboration, agility, and foresight through the effective practices described in this update. Furthermore, their work illustrates attention to AQIP categories three (Understanding Student and Other Stakeholder Needs), five (Supporting Institutional Operations), and eight (Planning Continuous Improvement).

E. What challenges, if any, are you still facing in regards to this Action Project?

Getting staff trained with the knowledge needed to perform at the level we expect in the future. An extensive training plan was developed for each staff member to assist with appropriate planning for training needs. Not all staff within the new One-Stop Service environment embraced the changes. The One-Stop model has significantly changed processes and the way we conduct business. As we continue to shape and learn, individuals are less stressed over the change. A new Student Administration Software System (Banner) was implemented at the same time as One-Stop and added additional challenges for staff. In addition, several vacancies created a heavier workload for some which impacted their training. If enrollment staff on the three campuses were all located within a comparable one-stop facility, the College would experience additional efficiencies. Due to some facility limitations, not all staff on each campus is ideally located within the One-Stop facility at this time.

Review (09-15-09):

The challenges related to training, concurrent changes, and workload have apparently already been addressed. However, those particular issues are "perennials" on many campus, resurfacing in the same or other contexts again and again. The campus may benefit from taking a deliberate look at the strategies they used to address those challenges, and identifying what strategies were effective (and might be useful in similar situations in the future) and what ones were not (and

what factors interfered with their effectiveness). Such an approach would embody learning and information, as key aspects of high performing organizations. With regard to the barriers to co-locating enrollment staff and the one-stop centers on all three campuses, the project leaders may consider adapting some online and blended learning tools (e.g., chat rooms; threaded discussion) for the use of these staff members. Those tools might enable more frequent communication without the need for meetings or telephone interruptions.

F. If you would like to discuss the possibility of AQIP providing you help to stimulate progress on this action project, explain your need(s) here and tell us who to contact and when?

No thank you.

Review (09-15-09):