

Project Details

Title	Create a one-stop student center model for MPTC's three campuses.	Status	REVIEWED
Category	8-Planning Continuous Improvement	Updated	09-13-2011
Timeline		Reviewed	09-26-2011
Planned Project Kickoff	05-01-2007	Created	11-24-2009
Target Completion	09-01-2008	Last Modified	09-26-2011

1: Project Accomplishments and Status

A:

- *Full implementation of document imaging at WB and BD campuses*
 - *Trained multiple staff to scan and index documentation at each campus as well as assist in indexing of archived records*
 - *Purchased a scanning station for each campus where staff will scan incoming documents at point of contact*
- *Realignment of Fond du Lac staff to take over all document imaging responsibilities*
 - *Creation of a limited-term grant funded position in Records responsible for indexing Fond du Lac documents and archiving information which resulted in a One Stop staff member being reassigned as primary coordinator of indexing*
 - *Document imaging processing transferred into One Stop to complete the implementation process*
 - *Job description adjustment, training and additional hours*
- *Staff realignment to address needs of Call Center based on creation of weekly and monthly call reports and subsequent data analysis*
 - *Established solid data to identify peak call volume periods and staffing needs*
 - *Adjustments made to staff hours to provide more coverage during specific times of the day*
 - *Front line professionals cross-trained to serve as back up to the Call Center*
- *Creation of comprehensive One Stop training program*
 - *Implemented a 12 month and ongoing training program for all One Stop staff*

- *Established program outline in June 2011 and successfully rolled out in July*
 - *Determined that staff will receive in-person training on a new topic or review of process twice each month ranging from team expectations to cross-departmental updates to student intervention techniques by outside experts*

The college will continue to determine training needs for staff and make process improvements when needed. This project will be closed in Fall 2011 upon receipt of AQIP Reviewer feedback.

R:

Congratulations on this final phase of your Action Project. Your update indicates you fully implemented the imaging project at two campuses but will soon move the entire operation to the third campus, yet scanning stations are to be installed throughout the district. Will the Fond du Lac staff coordinate the activity and manage the retained records? Centralizing operations to gain effectiveness supports institutional operations (AQIP Category 6) and should result in efficiencies beneficial to both the college and students. Do you plan to replace the reassigned One Stop staff member or did this decision result from your tracking and improvements from the initial implementation of the One Stop at the other campuses?

Solid data for determining staffing and load levels is a great tool for operating an effective Call Center and certainly demonstrates measuring effectiveness (AQIP Category 7). Your use of this data is strong evidence of your efforts in planning continuous improvement (AQIP Category 8). High performing organizations plan fact-based information gathering as a critical step in implementing new programs. The "80/20 Document" appears to be supporting these changes and reinforcing the goal for one person to answer and process 80% of an individual's questions and requests.

The college initiated the project in May, 2007, and implemented the One Stop at two campuses since that time. The last campus is planned for the One Stop remodel in the next two years. As noted in the plan and update, work with architects, planning, and construction can take more time than initially envisioned. Do you feel that the appropriate time has lapsed in accomplishing these projects or has the length of the project been frustrating? What have you learned since you first completed the first campus?

2: Institution Involvement

A:

Document Imaging has fully transitioned to One Stop from scanning to indexing at all three campuses in early September. To ensure a smooth transition, Records, One Stop and Human Resource staff worked in collaboration from initial meetings to cross-training of all involved staff. Additionally, IT staff provided guidance on system set up and access. The final step to purchase scanning stations took place in July 2011 and will be installed at front counters within the next month to enable front line staff to immediately scan student documents such as a high school transcript or application.

A comprehensive means to extract data and create reports meant a full analysis of Call Center traffic was possible. Now, weekly reports indicate phone call volume, call durations and calls handled broken down by specific staff. As a result of year-long data collection, peak volume and staffing needs were identified and addressed, including adjustments of staff hours and cross-training of additional staff to serve as back up when needed. One Stop staff discussed their concerns regarding the first year of this process and worked with Human Resources to implement needed adjustments.

Lastly, One Stop staff worked together to establish the "80/20 document" in late spring 2010. This document detailed procedures and services that One Stop staff would be trained in so that staff could respond to 80% of the general questions asked by students. Additionally, the document establishes the point at which a student needs a referral for more in-depth service from a subject expert (the remaining 20% of questions that staff is not trained to answer). Creation of this document was a first step in a broader goal undertaken throughout the 2010-11 school year - to ensure better service to students and to increase internal understanding of One Stop roles, responsibilities and expectations. Over the course of the past year the college used this document as the talking point with internal stakeholders including Financial Aid, Admissions, the finance office and academic areas. Each reviewed the document and provided input resulting in minor adjustments to One Stop training, simplification of processes, and increased communications. As an example, Careers faculty modified their appointment structure and recruitment staff set up blocks of time for group appointments. Such efforts eliminated confusion about calendar availability and reduced appointment backlogs while still enabling One Stop to help students schedule to their needs. Additionally, these collaborations served to build cross departmental trust and relationships.

R:

Your original action project stated that units within Enrollment would be the primary participants impacted and therefore involved in this project. From today's perspective, who else has been a key member of this project, such as physical resources, budgeting, and academic departments? How have students been involved in the design process? The update notes the effort placed on designing training materials and ongoing training to develop an effective call center.

Call Centers and Imaging departments typically experience high turnover. How is your team planning proactively to keep this vital area staffed and student-oriented? How will you balance what you learn from the metrics you are gathering with the human side of building relationships with perspective and returning students?

3: Next Steps

A:

There are many solid foundational elements in place. However, after process improvement analysis, there were a few key critical areas that needed to be enhanced or redesigned. This includes ensuring that a team of One Stop volunteers has the time to dedicate to the new electronic reference guide they are building as part of their training and that all staff are trained to operate in a consistent and accurate manner.

Lastly, the College will be moving forward in the next two years with Fond du Lac campus One Stop remodel. Like many projects, the completion of Beaver Dam and West Bend campus remodels has provided the groundwork for best practices and lessons learned that can be applied.

R:

Your efforts in process improvement analysis are commendable. Will you take those lessons learned back to the first campuses and re-engineer some of the processes? What processes are in place to ensure that the third campus project will stay on task and move forward?

4: Resulting Effective Practices

A:

- *Document Imaging – new cross checking procedures*

- *Design of ongoing training schedule for staff – involving all areas of College*

(Stakeholder – all areas that touch One Stop) Training has uncovered technology issues we were unaware of, reduced miscommunications, enhanced staff performance and improved overall interactions throughout the College. Not only is there improved internal collaboration and staff morale, the services to customers is begun to improve.

- *Insights after moving through the process:*
 - *Clarify roles and responsibilities at the onset of the project. Begin with less responsibility and train the staff in segments. Then add to the responsibilities incrementally and systematically rather than one sweeping change. This would have reduced staff anxiety, increased their knowledge- base and increased their skills.*
 - *Do not rely on e-mail as an effective training tool or to convey changes with a large group. Face to face meetings, although time consuming at the front end, have proved to be more effective for communication and training.*
 - *Hold staff accountable to be consistent and accurate.*

R:

Accuracy with document imaging is the foundation for its effectiveness. Developing new procedures and double checking accuracy is vitally important to its success. Serving students is a people business. Your discoveries in improving communication and involving stakeholders in the process are a good indication of the institution's position on valuing and respecting people (AQIP Category 4). Often, with projects as large as this, the greatest lessons are those we learn in how to better work with each other.

5: Project Challenges

A:

Moraine Park serves 24,000 students annually and offers more than 100 programs and certificates, as well as community offers and services. Offerings this expansive result in continual informational updates and process change. This project will never conclude. Rather, the vision, improvement and evolution of the One Stop Student Services center will be ongoing. The past several years has resulted in valuable learned lessons and best practices consistent at all three campuses. As the training program builds, staff knowledge and skills will continue to develop with quality customer service and efficient, effective practices as the goal.

It is critical that our stakeholders: students, internal departments and our own One Stop staff provide the feedback and recommendations to help us recognize where the next gap exists. Communicating openly, collaborating and changing will be the key to bridging those gaps.

R:

Staying on track with the implementation of the One Stop model at the final campus may become challenging. The excitement of completing a task the first time has dwindled and constant emphasis must be placed on the importance of completing the entire plan – and doing it the right way.

Maintaining and energizing staff in these two keep areas (Call Center and Document Imaging) can be difficult. Matching applicants' characteristics to these two tasks can be daunting, but adequate and continuous staff training will assist the college in keeping this staff positive and moving to meet the college's and the department's mission.

As you commented in the update, keeping current and staying in communication with the various departments and programs is an ongoing challenge in Call Centers and One Stop environments. What tools are you putting in place to ensure you will get this information in a timely and consistent fashion? As you noted, disseminating accurate information is significant for all stakeholders. Only through developing shared ownership of the information distribution process will you continuously and effectively keep up with the dynamic environment of the learning college (Understanding Students' and Other Stakeholders' Needs, AQIP Category 3).