Continuous Process Improvement Team
Enrollment (Recruit to Admit)
Fall 2013
Presentation Date: November 18, 2013

"A customer is the most important visitor on your premises. He is not dependent on us. We are dependent on him. He is not an interruption in our work. He is the purpose of it. He is not an outsider in our business. He is part of it. We are not doing him a favor by serving him. He is doing us a favor by giving us an opportunity to do so." -- Mahatama Ghandi
TABLE OF CONTENTS

1. Committee Membership 2
2. Project Statement 3
3. Operational Definitions 4
4. Current Issues 5
5. Pre-Planning Process 6
6. Data Gathering and Analysis 8
   a. Brainstorming 8
   b. Feedback from admissions recruiters and advisors 8
   c. Survey of Staff - Pareto Chart 9
   d. Survey of Students – Pareto Chart 10
   e. Process Description 11
   g. Current Process Flowchart 13
   h. Cause and Effect Analysis: Ishikawa (Fishbone) Diagram 14
7. Improvement Theory 15
   a. Improvements 15
   b. Changes Required to Accomplish Improvements 15
   c. Estimated Costs Associated with Accomplishing Improvements 16
   d. Estimated Financial and Time Savings 17
   e. Estimated Positive Results 17
   f. Collaboration with other Process Improvement Teams 17
   g. Proposed Checklist 18
   h. Proposed Flowchart 19
   i. Steering Committee Feedback Form 20
   j. Implementation 21
   k. Project Timeline, Implementation Chart, Ongoing Sustainability-Gantt Charts 22
8. Assessment and Continued Improvement 26
9. Recommendations for future teams 27
10. With Gratitude 28

"The best customer service is if the customer doesn't need to call you, doesn't need to e-mail you, doesn't need to talk to you. It just works." --Jeff Bezos
Committee Membership

Holly Diamond, Team Leader
Director of Enrollment Services/ Registrar

Suzanne Baranski
Curriculum Specialist
Adjunct Instructor in English

Mary Beck
President, AFO
Adjunct Instructor in Psychology

Katherine Grahl
Associate Dean, Communications Division

Jerry Kondraciuk
Systems Analyst/Consultant, Enertron

Sharon McAlpine
Accounting Associate

Katrina Minnis
Enrollment Associate III

Resource Personnel:

Recruitment/Admissions: Nikole Ford
                    Kathleen Fox
                    Leslie Porter

International Admissions: Dina Dagher
                        Sara Gonzalez

Students: Maria Barajas
            Abdullah Woods

Facilitator: Dr. Stan Jensen

Sponsor: Dr. Lisa Copprue
Project Statement

“To improve how we communicate to our students the enrollment process from recruitment to receipt of the admission letter, as measured by a) a reduction in the number of student complaints, and b) increased student satisfaction.”

“You never get a second chance to make a first impression”
--Will Rogers
Operational Definitions

Admitted Student: Student who has applied to the College and meets all College admission criteria.

Applicant: Student who has applied to the College but is not yet admitted.

Guided Brainstorming: Time set aside to brainstorm either individually or as a collective group about a particular subject under the constraints of perspective and time.

Pending Admission: Not fully admitted to the College; official documentation is still required.

Prospective Student: Someone who has inquired about the College
“Quality is meeting and exceeding the customers’ needs and expectations and then continuing to improve.” ---W. Edwards Deming

Current Issues

The move to an online application and admissions process, enforcement of more stringent requirements for admissions, and staffing shortages in the Welcome Center have resulted in student confusion and complaints regarding the admissions/enrollment process at Henry Ford Community College.

In addition to these general issues, a review of recruitment materials and letters, as well as online information, about the admissions process, revealed that the text was often too long, too wordy, too difficult in terms of readability, and unclear, further adding to confusion and misunderstanding on the part of prospective students.

Examples from current recruitment literature illustrate this confusion:

- “If you’re thinking about applying for federal financial aid, we urge you to apply online today. You’ll get your results faster than if you mail in a paper application.” (Confusion point: The enclosure with this letter directs students only online. Students no longer use a paper application to apply for federal financial aid.)

- “When you complete Course Placement, you can schedule a meeting with a counselor to help you with your educational goals, answer your questions and help you select your classes. Call 313-845-9612 first to make an appointment, email counseling@hfcc.edu or visit www.hfcc.edu/counsel.” (Confusion point: New freshman (FTIAC) students should see an Academic Advisor and new transfer students should see a Counselor.) (Additional confusion point: the telephone number is wrong.)
Pre-Planning Process

Based on recommendations for future Process Improvement Teams made by the initial Welcome Center Phone Service Team in June 2013, the Enrollment Services Process Improvement Team was formed to address concerns with the recruitment, admission, and enrollment process at the College. The Enrollment Services Process Improvement Team was one of eight teams formed for the Fall 2013 semester. The Executive Council created the teams and each team was assigned a sponsor. Dr. Lisa Copprue was the sponsor for the Enrollment Services team. She formed a team comprised of individuals from support staff, administration, and faculty to review the current process and address these issues.

The team members selected:

- **Holly Diamond** - Director of Enrollment Services/Registrar
- **Suzanne Baranski** - Adjunct Faculty/Curriculum Specialist
- **Mary Beck** - Adjunct Faculty
- **Katherine Grahl** - Associate Dean
- **Jerry Kondraciuk** - IT Services Consultant
- **Sharon McAlpine** - Cashiers
- **Katrina Minnis** - Welcome Center

The following were asked to serve as resources persons to the team:

- **Nikole Ford, Kathleen Fox, Leslie Porter** – Recruitment & Admissions
- **Dina Dagher & Sara Gonzalez** – International Admissions

Students were chosen at random from the registration line in the Welcome Center by Dr. Copprue.

“*Much education today is monumentally ineffective. All too often we are giving young people cut flowers when we should be teaching them to grow their own plants.*” -- John W. Gardner
All teams attended a series of bi-weekly meetings on Continuous Process Improvement facilitated by College President, Dr. Stan Jensen. Our first task was to determine our reason for formation by way of our project statement.

The team started out by reviewing the following:

- Complaints from students and potential students
- FAQ page on the College website
- Recruitment and admissions letters, postcards, and other materials
- Current application and admissions process
- Other colleges’ websites and admissions information

We learned that our project statement was similar to that of three other CPI teams, so the Executive Council refined our statement. (The final version appears on page 3 in this book.)

Once we had our refined project statement, our work began.

“You educate a man; you educate a man. You educate a woman; you educate a generation.”

-- Brigham Young
Data Gathering and Analysis

Brainstorming
The team engaged in a significant amount of guided brainstorming to discuss our project statement and worked to identify the causes of student confusion and student complaints about the enrollment process. The team also engaged in brainstorming techniques to identify possible solutions.

While participating in the brainstorming process, members were encouraged to contribute any idea, provided judgment was withheld. Members were asked to examine enrollment from various viewpoints, including those of students and of representatives of the College.

As ideas were brought forward, similar ideas were combined and improved upon through continued discussion and brainstorming.

Feedback from Admissions Recruiters and Advisors
The team sought additional resources to contribute to the process and worked with an Admissions Recruiter and International Student Advisors.

The staff resource personnel were asked to elaborate on what issues they believe students face in the enrollment process. They were also asked about what problems they see from an internal perspective.

The Admissions Recruiter also participated in a Cause and Effect session that helped identify causes for Admissions communications confusing students.
Survey of Staff
Each member of the team administered a survey to faculty and staff that was targeted at learning their knowledge of the admissions process. Surveys were administered in person and electronically. The survey used is below:

<table>
<thead>
<tr>
<th>Enrollment Continuous Process Improvement Team</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff Survey- Fall 2013</td>
</tr>
</tbody>
</table>

1. Can you identify the steps in the Admissions process?
2. Do you know what is required for admission to the College?
3. If a student has questions on the admissions process do you know where to direct them?
4. Do you know how a student accesses the admissions application?

The data on the graph reflects negative responses to the survey questions.
Survey of Students
A survey was administered to current students that was targeted at learning their knowledge of the admissions process. Surveys were administered in person. The survey used is below:

Enrollment Continuous Process Improvement Team
Student Survey - Fall 2013

1. Can you identify the steps in the Admissions process?
2. Do you know what is required for admission to the College?
3. If a student has questions on the admissions process do you know where to direct them?
4. Do you know how a student accesses the admissions application?

The data on the graph reflects negative responses to the survey questions.
Process Description

The current process from the point of recruitment to admission to the college involves two of our four part-time recruiters going out to various high schools to speak with groups of students about the benefits of attending HFCC. Students then complete a card requesting additional information about the College. Prospective students are sent a post card thanking them for their inquiry immediately, ten days later a brochure about campus tours, and two separate mailings, 20 days apart regarding financial aid information. From initial contact to final communication takes approximately two months.

Once a prospective student completes the online application, a confirmation page pops up with information about the need for official high school, GED, or college transcripts to complete the admission process. The student is also sent a “Pending Admission” letter with this same information within two days of applying to HFCC. Students may submit their official transcripts by mail, fax or email.

Once the official transcript has been received at HFCC, the student’s admission status is changed from “pending” to “admitted” if the transcript meets admission criteria; this process may take two days or longer. The student then receives the following information from the College:

- Within two days, a letter with additional steps for enrollment
- Seven days later, a WebAdvisor username
- Ten days later, a campus tour invitation
- In another ten days a financial aid information letter
- Ten days a second admit letter
- Thirty days later, a post card and an email invitation to attend Orientation

This communication process takes two months.

If the transcript does not meet admission criteria, the student’s admission status remains “pending” and the student receives a phone call from a staff member with a status reminder, as well as what steps are needed to complete admission to HFCC. This process takes two days.
Current Process
The current enrollment process was examined and the steps identified. These steps were placed into a “current process checklist” and a “current process flowchart” as indicated below:

Current Enrollment Process Checklist (Prospect to Admit Letter)

__________ Student inquires to the College
__________ Immediately: “Thank you for Inquiring” postcard sent
__________ 10 Days Later: “Tour Invitation Brochure sent”
__________ 20 Days Later: “Financial Aid information sent”
__________ 20 Days Later: “Additional Financial Aid information sent”

Apply for admission using internet or paper application

__________ If apply online, confirmation page immediately received
__________ If apply with paper application, information sent within 5 days
__________ 2 Days Later: Student receives “Pending Admission” letter – student needs to submit official transcripts before admission is granted.

__________ Student submits official transcripts/GED documents

If official documents meet College admission criteria:

__________ 2 Days Processing:  Student is admitted

If official documents do not meet the College admission criteria: (student not admitted at this point)

__________ 2 Days Processing:  Student is called by staff member informing them of the status and next steps.

__________ 2 Days After Admitted:  After admitted, student receives Admission letter that directs them to the “Steps” page for the steps to enrollment.

__________ 2 Days After Admission Letter:  Student receives WebAdvisor User ID Letter

__________ 7 Days after WebAdvisor Letter:  Student receives Tour Invitation Letter

__________ 10 Days after Tour Invitation Letter:  Student receives Financial Aid information.

__________ 10 Days after Financial Aid Letter:  Student receives Second Admit Letter

__________ 30 Days after Second Admit Letter:  Student receives Orientation postcard

Admissions and Recruitment communication stops and other offices continue communicating with students.
The team participated in a Cause and Effect session, without external resources present, and from that session, an Ishikawa diagram was developed.

The team examined the problem of “The Admissions process is confusing to students and staff”. From there, the team identified causes in the following categories:

1) Materials
2) Process
3) Machine
4) People
5) Environment
Improvement Theory

To enhance the communication of the enrollment process, the following improvements are recommended:

1) Develop a color-coded flow chart and checklist for constituents that identifies the enrollment process and timeframes required for each step;

2) Develop an online, interactive checklist that allows students to easily navigate the enrollment process;

3) Create a VIP card (given out by the President) for students to scan and view Dr. Jensen’s video message, which then provides a link to the interactive checklist.

4) Change Admissions communications documents to be more easily understood by students and parents;

5) Provide training for internal constituents on the enrollment process so that they are better prepared to assist students and able to answer questions of other constituents.

Changes Required in Accomplishing the Improvements

1) All Admissions communications will need to be reviewed, edited and updated;

2) The revised Admissions communications will need to be tested on focus groups of students and parents;

3) The proposed flowchart and checklist will need to be reviewed, updated and adopted;

4) The new flowchart and checklist will need to be printed and distributed to constituents;

5) Collaboration with the Information Technology Services department to develop the online, interactive checklist will need to occur;

6) Communications from the Admissions Office will need to be adapted to include a link for the online, interactive checklist;

7) Training materials for internal constituents will need to be developed;

8) Training sessions will need to be established for internal constituents.
Improvement Theory, CONTINUED

Estimated Costs Associated with the Changes and Improvements

**Time**
1) Admissions staff time to review, edit and update the admissions materials: 30 hours
2) Admissions staff time to identify focus groups of students and parents: 5 hours
3) Admissions staff time to meet with focus groups to review new admissions materials: 10 hours
4) Admissions staff time to update the proposed flowchart and checklist: 20 hours
5) Information Technology staff time to develop the online, interactive checklist: 40 hours
6) Admissions staff time to include the link in the admissions letter for the online, interactive checklist: 5 hours
7) Admissions staff time to develop training materials for faculty and staff: 20 hours
8) Faculty and staff time to participate in the training sessions: 40 hours
9) Admissions staff time to conduct the training sessions: 40 hours

**Materials**
1) Paper for printing of checklist and flowchart (estimated $150.00)
2) Colored ink for the printing of checklist and flowchart (estimated $350.00)
3) Development of online, interactive checklist
   If HFCC staff cannot develop this in a reasonable timeframe, a consulting group can accomplish this.
   (estimated $1,500.00)

**Estimated Savings Associated with the Changes and Improvements**
1) Savings of potentially lost students due to lack of knowledge or being confused
2) Savings from reducing printed materials/mailings and increasing electronic communications.

**Estimated Time Savings**
1) Less time will be spent explaining the enrollment process;

2) Less time will be spent resolving student complaints;

**Estimated Positive Results and Impact on Students and other Constituents**
1) The enrollment process will be easier to navigate;

2) Admissions communications will be more clearly understood by students and parents;

3) Students will be more informed on how to navigate the enrollment process;

4) Staff and other constituents will be more informed on how to navigate the enrollment process;

5) Student complaints will decrease.

**Collaboration with other Process Improvement Teams That Have an Enrollment Component**
While our team’s focus is from the point a student is a prospect to the point s/he is admitted, the team recognizes that the **entire** enrollment process must be itemized in a checklist and flowchart.

With this knowledge, the team has been in contact with the other process improvement teams that have an enrollment component and indicated the intention and desire to integrate checklists and flowcharts incorporating the whole process in the future.

*Coming together is a beginning. Keeping together is progress. Working together is success.*

---Henry Ford

-17-
Proposed Checklist

We want to make the admissions process easier for you! There's a lot to remember, so we've created an Admissions Checklist to help you get started.

1. Interested in attending HFCC?
   - Sign up to take a tour of our campus at https://my.hfcc.edu/RegForms/tour_request2.asp
   - Choose your tour date
   - Get a personal introduction to our campus on the tour

2. Apply to HFCC
   - Choose a Program. See what programs we have to offer
   - Apply to HFCC by filling out our online application*
     *You can complete the application in about five minutes
     *You can’t save the application; you must complete and submit it in one session
     *You must include any former name information on the application

3. Send your transcripts
   - Send official high school or GED transcripts. Contact your high school, or GED testing center to request an official transcript.
   - Send official transcripts from any and all colleges or universities attended.
   - Submit official transcripts to HFCC:
     by mail - 5101 Evergreen Road, Dearborn, MI 48128
     by fax - with school letterhead coversheet to (313) 845-9198
     by email - to enroll@hfcc.edu
   - Allow at least 3-4 weeks for your transcript to be processed to your HFCC student account

Note: if you would like anyone other than yourself (parents, counselors, spouse) to have access to your records:
   - Print and sign the Authorization to Release Information Form
   - Return it to the Drop Box in the Welcome Center
Steering Committee Feedback

Team name and number: Enrollment (Recruit to Admit)
Date: Fall 2013    Sponsor: Lisa Copprue

IDEAS FOR IMPROVEMENT:

1. Develop a color-coded flowchart and checklist for constituents that identify the enrollment process and timeframes required for each step.

2. Develop an online, interactive checklist to allow students to easily navigate the enrollment process;

3. Create a VIP card with a QR code (given out by the President) for students to scan and view Dr. Jensen’s video message, which then provides a link to the interactive checklist.

4. Change Admissions communications to be more easily understood by students and parents.

5. Provide training for internal constituents on the enrollment process so that they are better prepared to assist students and able to answer questions of other constituents.

Team Feedback Meeting Date: November 18, 2013
Sponsor: Lisa Copprue
Leader: Holly Diamond
Implementation

Implementation of the recommended improvements is planned as follows:

Meetings to be Established

1) Meetings to be established with the Admissions Office and Team Leader to review suggested improvements;

2) Meetings to be established with the Information Technology Services Office and Admissions Office to review suggested improvements;

3) Meetings to be established with the Office of Human Resources and the Office of Admissions for the coordination of training sessions.

Steps

1) The Admissions Office, together with the Team Leader of this team, will review and update Admissions communications;

2) The Admissions Office will establish focus groups to review the updated Admissions communications;

3) Admissions communications will receive the final updates and changes;

4) The Admissions Office will review, refine and implement the recommended flowchart and checklist;

5) The Admissions Office, together with the Team Leader of this team, will work with the Information Technology Services Office to develop and implement the online, interactive checklist;

6) The Admissions Office, together with the Team Leader of this team, will develop and implement a training program for faculty and staff.

7) A student service satisfaction survey will be developed and implemented.
# PROJECT TIMELINE

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# IMPLEMENTATION

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<td>4/29/2014</td>
<td>28d</td>
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<td>Task Name</td>
<td>Start</td>
<td>Finish</td>
<td>Duration</td>
<td>2014</td>
<td>2015</td>
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<tr>
<td>1</td>
<td>VIP Card</td>
<td>5/1/2014</td>
<td>8/28/2014</td>
<td>85d</td>
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<tr>
<td>2</td>
<td>Design Business Card with QR Code for Dr. Jensen</td>
<td>5/1/2014</td>
<td>5/20/2014</td>
<td>14d</td>
<td></td>
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<tr>
<td>3</td>
<td>Develop script for video message</td>
<td>5/20/2014</td>
<td>6/6/2014</td>
<td>14d</td>
<td></td>
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<tr>
<td>4</td>
<td>Work with Dr. Jensen to refine message</td>
<td>6/9/2014</td>
<td>7/10/2014</td>
<td>24d</td>
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<td>5</td>
<td>Video tape message for private posting on YouTube. Only accessible via QR code on VIP Card</td>
<td>7/10/2014</td>
<td>8/20/2014</td>
<td>30d</td>
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<tr>
<td>6</td>
<td>Launch Video &amp; QR Business Card for 14/FA</td>
<td>8/28/2014</td>
<td>8/28/2014</td>
<td>0d</td>
<td></td>
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<tr>
<td>7</td>
<td>Staff Training</td>
<td>3/3/2014</td>
<td>9/5/2014</td>
<td>135d</td>
<td></td>
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<tr>
<td>8</td>
<td>Admissions Office and ES-CPI Team Leader will meet to discuss the development of a training program for faculty and staff</td>
<td>3/3/2014</td>
<td>3/11/2014</td>
<td>7d</td>
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<td>9</td>
<td>Develop the training methods and materials</td>
<td>3/12/2014</td>
<td>4/22/2014</td>
<td>30d</td>
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<td>10</td>
<td>Train staff (multiple sessions over 60 days)</td>
<td>5/1/2014</td>
<td>7/23/2014</td>
<td>60d</td>
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<td>11</td>
<td>Train Faculty (multiple sessions over 60 days)</td>
<td>6/16/2014</td>
<td>9/5/2014</td>
<td>60d</td>
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<tr>
<td>12</td>
<td>Student Satisfaction Survey</td>
<td>3/3/2014</td>
<td>5/13/2014</td>
<td>51d</td>
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<td></td>
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<tr>
<td>14</td>
<td>Pilot survey on focus group of students</td>
<td>4/11/2014</td>
<td>4/30/2014</td>
<td>14d</td>
<td></td>
<td></td>
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<tr>
<td>15</td>
<td>Refine survey in preparation for 14/SP launch</td>
<td>5/1/2014</td>
<td>5/12/2014</td>
<td>8d</td>
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<td>16</td>
<td>Launch Survey</td>
<td>5/13/2014</td>
<td>5/13/2014</td>
<td>0d</td>
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-24-
# ONGOING SUSTAINMENT

<table>
<thead>
<tr>
<th>ID</th>
<th>Task Name</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Administrators and Staff Survey</td>
<td>Used to determine if the amount of complaints regarding Enrollment Services processes have decreased.</td>
</tr>
<tr>
<td>2</td>
<td>Faculty and Staff Survey</td>
<td>Used to determine their knowledge about the Enrollment Services processes. Survey data will be compared to prior surveys. If there is no improvement or a decline, additional training sessions will be offered.</td>
</tr>
<tr>
<td>3</td>
<td>Prospect and Applicant Survey</td>
<td>Used to determine the prospective student knowledge of the Admissions process. Survey data will be compared to prior surveys. If there is no improvement or a decline, the process will immediately be re-examined for refinement and changes.</td>
</tr>
<tr>
<td>4</td>
<td>Student Satisfaction Survey</td>
<td>Used to gauge the student overall satisfaction with their experience at HECC. Results of the survey will be used to further refine the Enrollment Services processes and potentially lead to future OPI topics.</td>
</tr>
</tbody>
</table>
Assessment and Continued Improvement

The assessment of the improvements will continually be monitored and studied as follows:

1) Prospect students and new applicants will be surveyed on an ongoing basis, using the same survey used for the current process; the results of the post-surveys will be compared with pre-surveys. If there is no improvement or a decline, the process will immediately be re-examined for refinement and changes;

2) Staff members and administrators will be surveyed for a comparison to determine if the number of student complaints regarding have decreased.

3) Faculty and staff will be surveyed, using the same survey used for the current process; the results of the post-surveys will be compared with pre-surveys. If there is no improvement or a decline, additional training sessions will be implemented.

Success is not final, failure is not fatal; it is the courage to continue that counts.
--Sir Winston Churchill
Recommendations for Future Continuous Process Improvement Teams

1. Review the admissions application

2. Monitor and improve access to HANK college-wide

3. Develop and implement an internal payment plan

4. Assess the need for full-time staff in the Office of Admissions and Recruitment

5. Review the international student recruiting and admissions process and staffing model

6. Develop an effective method for handling duplicate students in the HANK system by exploring the feasibility of implementing the Ellucian Recruiter module
With Gratitude

The team wishes to extend its gratitude to the following individuals for their collaboration and contribution to our process and planning:

Dr. Stan Jensen, President

Dr. Lisa Copprue, Sponsor

Dina Dagher, International Student Advisor

Nikole Ford, Enrollment Services

Kathleen Fox, Admissions

Sara Gonzalez, International Student Advisor

Doug Mott, Cadeezo LLC

Leslie Porter, Admissions Recruiter

Paul Silvestri, Silvestri Consulting

Micah Webner, Information Technology Services

HFCC faculty, staff and students who participated in the survey

Communications Continuous Process Improvement Team

For want of a nail the shoe was lost.
For want of a shoe the horse was lost.
For want of a horse the rider was lost.
For want of a rider the message was lost.
For want of a message the battle was lost.
For want of a battle the kingdom was lost.
And all for the want of a horseshoe nail.