

## **“Process at Work” summary notes of discussions held on Oct. 24, 2006**

### **Notification of employees of campus emergency closures and reopening.**

Topic #1 – Table 1

#### **Process as we know it:**

“Listen to radio” – if campus is closed

All sites (including satellite locations) are closed.

Telephone call from administration – telephone tree.

#### **Current process is not timely, consistent and/or comprehensive.**

All “closing procedures” should be communicated:

1. timely
2. in an organized manner
3. with a thorough and coordinated communication procedure.

“Telephone Tree” should be revised/updated every semester.

Messages to be site specific – “All Sites”, Campus Only”, etc.

Messages to be time specific – “All Sites”, Campus Only, etc.

Road barricade with closing sign at River Road and College Drive intersection.

Major stakeholders involved are the staff.

Who is responsible for building a better process? Administration

Review/Revamp process.

Communicate policy/procedure to ALL faculty and staff.

### **Notification of employees of campus emergency closures and reopening.**

Topic #1 – Table 2

#### Problems:

- Lack of communication of closing procedures.
- Too many chiefs.
- Contacts made to machines—should be made to people.
- No back up plan was available when key people were unavailable.
- Inadequate system of notification/flow chart.
- Not all phone numbers may be listed.
- If electric out district-wide—no way of communicating school closure.

#### Improvements to current procedures and their problems:

- Communicate closing procedures internally.
- Too many chiefs—president should be notified first
- Contacts should be made to persons—not machines.
- Additional contacts if key people are not available.

- Establish a calling tree directly from presidential decision to all vice presidents and deans and (Marketing Director—only for media notification).
- Scrolling sign at Rt. 45 and River Road to notify campus closed.

## **Notification of employees of campus emergency closures and reopening.**

Topic #1 - Table 3

- 1) Physical Plant and President of the college
- 2) \*Vice President Instruction/Student Services, Vice President Finance, Director of Information Technology, Marketing (mass e-mail, voice mail, website changes)
- 3) Director of LRC (alternate E), Director of WIA/Adult Education (alternate D), Director of Learning Services (alternate C), Dean of Instruction (alternate A), Dean of Student Services (alternate B), Director of Human Resource, Network Systems Coordinator, Coordinator of Public Relations
- 4) Director of Instruction/Alternate Delivery, Division Chairs, Director Corporate/Continuing Education
- 5) Department calling trees

\*Calls radio stations

\*Upon closure notification “staff is responsible for changing their voice mail”

## **Notification of employees of campus emergency closures and reopening.**

Topic #1- Table 4

Decision made to close by someone—upper administration.

Contact Kari Sargeant (media, radio, news, television, website).

Call phone tree.

Should contact department heads.

Should call staff.

- Need phone tree in each department
- All department head need current phone and cell numbers of employees in department
- Radio/television to inform public if closed all day or half day
- Staff people who live farther away should be notified first
- A committee to decide how it is done depending on reason
- Phone tree in place—last on list phones initiator
- What happens if step blocked?
- Need back ups
- Changed voicemails
- Autodialing system
- Standardized message to media
- Sign on entry about closing
- Department heads should call their employees about closings
- Phone tree backup for each responsibility
- No notification process—need telephone tree
- Clear notification if closing is for entire day
- Committee (talk) IT, admin, faculty—one person each department
- Contact section of department head if can't contact

- Can we reroute all phone extensions
- Who to notify first
- Breakdown of a good communication process
- Do people farthest away get contacted first?
- What about off campus sites? What is the policy?
- What about non employees
- Voice mails (who does messages)
- If main campus closed, all closed
- Contact backup—second backup
- The current process is not well-defined. Three vice presidents are not going to be able to ensure that all employees
- Text cell phones
- What about off-site? Are they open if can?
- Sign at entrance of campus
- Different process for which time of day i.e. if open and then closes versus if open yet
- Standard specific (day, p.m. night) message
- Phone system to handle thousands of calls
- Back up generator
- FYI website Texas, Chicago
- Problem: time—many physical plant workers here already
- Emergency generators

Stakeholders: who does it benefit – all staff

Ideas: Automatic – schools closed. Who’s responsible?

What we think it is: decision to close

- Director Public Information, Kari Sargeant
- Physical Plant Director and Assistant Director
- Vice President, Instruction/Student Services and Vice President BAHR—initiate contacts; contact Director of Iroquois County Satellite Center to contact radio stations and oss campus sites
- Notify students: television, radio
- Notify Kerry Adams, ITS
- Verify system, ?? blanket e-mails
- Dept. heads, second employees

Access to school for staff if closed

Key person/back up

Physical Plant—security always here to contact Director of Physical Plant

## **Notification of employees of campus emergency closures and reopening.**

Topic #1- Table 5

### Step 1:

Determining if there is a problem (snow, temperature, electrical, water, etc.)

### Step 2:

Communication of problem to person with authority to make a campus closing/late start decision.

### Step 3:

Communicate to public communication systems.

Communicate to faculty and staff....follow internal dept. phone trees (Clearly identify emergency contact phone tree)

**What if....**Initial contact was never made (person away at meeting, got voice mail, etc.)

### Step 1:

If phone tree is set-up correctly, contact next person on tree

### Suggestions:

List of shifting responsibilities (starting with step 1—assessing conditions)

**What if....**employees work off campus?

### Step 1:

Follow phone tree (follow procedure if off-campus sites are open)

### Suggestions:

Be consistent....if main campus is closed, all other off campus sites should be closed because no administrator is on-duty.

**What if....**major communication breakdown (phone lines out, electrical outage, no radios, etc.)

### Step 1:

Every man/woman for themselves!

### Suggestions:

Use common sense

List alternate phone numbers on phone tree

**Stakeholders:** Employees

Who is responsible for building a better process?

-All levels of employees

-Faculty, administration, support staff

\*Stakeholder status changes according to the cause of closing (scary weather, power outage, etc.)

## **Notification of students of campus emergency closures and reopening.**

Topic #2 - Table 1

### Early Closure/Pre-Class Start:

- Radio (biggest notifier)
- Television/WGN
- Voicemail/message
- Sign is posted on door/building (clear, concise)
- Word of mouth

### Mid-day Closure:

- Radio
- Television
- Messages
- Word of mouth
- Staff/faculty leave message

### Evening Closure:

- Radio
- Television
- Messages
- Word of mouth
- Leave messages
- Faculty/staff telling students

**Question:** If campus is closed, what about clinical students? Should they stay or go home? Liability issue of clinical in-session when campus is closed.

**Question:** If campus is closed, why isn't the campus on lock-down?

### Suggestions:

Phone tree – Issues: Accuracy and updating

Sign posting – Need a sign at intersection of River Road and Rt. 45 “Due to power outage, campus is closed.”

P.A. System – alarm add-on

Faculty – change voicemail greeting “Hello. Campus is closed today, Tuesday, Oct. 24.”

Who benefits from better process? Everyone.

Who is responsible for better process?

Administration, Marketing, Student Activities: For the new sign. (KCC Home of the Cavaliers (1<sup>st</sup> line) Campus is Closed (2<sup>nd</sup> line) Double sided

New sign = Better communication

= Marketing/Recruitment: promote classes, athletics, events

= Keeping current with technology

= Better relationship with community

Stakeholders:

Administration (#1)

Marketing (#2)

Students (#3)

Physical Plant

Student Services

Steps:

Administration make decision and notify

1. Physical plant
  - a. puts signs out
  - b. secures building
2. marketing
  - a. radio
  - b. television
  - c. webpage update
  - d. voicemail
  - e. changes “new sign”
  - f. students notified

Concerns/Issues:

We would like clear-cut documented procedure that takes into consideration the “what ifs” and similar to documented administration/staff

**Notification of students of campus emergency closures and reopening.**

Topic #2 – Table 2

**Early Morning (weather/power)**

- Radio announcements
- Phone messages (8100/8500)
- Website
- Post signs on doors
- Telephone trees for clinical sites (nursing assume open unless called)

**Mid-day/Evening**

- Extension sites open/closed opposite of campus
- Radio announcements
- Phone
- Website
- \*E-mail staff campus closing
- E-mail staff evening asst announcements classrooms
- LRC and public areas: personal announcements to patrons, signage on doors
- Classrooms: faculty announcements

**Early morning and Reopen**

- No process in place
- Can we get students back to be worthwhile
- Keeping clinical students at the site

#### Re-open Premise

All staff and faculty are present for reopening

1. change announcement – subsequent announcement will be made at \_\_\_\_\_.  
Segment of times of closings time. (8-12, 12-4, 4—or day and evening)
2. Publicize widely – closed may not mean all day, check back, listen for subsequent announcements
3. massive phone announcements

#### Problem

Clinical: Keeping students at clinical if campus closes

Power: phones and computer messages, inclement weather vs. power/water

Do we have the right radio stations included?

Can we get closing on more television sites?

Fitness Center phone announcement.

Methods of Notification: signage at college entrance, Intercom system

#### Improvements:

Fitness Center/other phones program announcements

General department phones

Power-route phone message to POTS line?

\*.\* to students/staff e-mail on closings

Generation of power to phone and computers

Signage at campus entrance (check back later time)

Text messaging cell phones

## **Sick day documentation process.**

Topic #3 - Table 1

Employee notifies designated person of sick time

1. Administrators
  - a. absence of work sheet is completed by?
  - b. Supervisor approves absence of work sheet
  
2. Support staff
  - a. updates time sheet
  - b. supervisor approves time sheet

HR – approves/rejects payment of sick time

1. approves
  - a. HR documents time of sick
  - b. HR provides document to payroll
2. rejects
  - a. HR notifies employee/supervisor of reject
  - b. HR provides document to payroll

Payroll – process payroll

Employee is paid

Process is not standardized even in same areas for administrators.

- 1) who they call
- 2) who records absence sheet
- 3) recording of partial absence (accountability)

## **Sick day documentation process.**

Topic #3 – Table 2

1. Call in
2. Fill out absence form
3. Verification

### Faculty call

1. supervisor
  - a. fill out absence form? (EE, Supervisor, AA – duplicates can occur)
2. administrative assistant
  - a. notify Penny Dickerson
3. Students

### Administrators call (fill out absence form)

1. staff
2. supervisor
  - no verification of absence

### Supportive Staff call

1. PPD answering service who relays message to PPD supervisor
  - a. EE returns to work
  - b. EE fills out absence form
  - c. EE verifies elec timesheet/card and signs
2. supervisor
  - a. document on elec timesheet
  - b. verify and sign

### **Suggestions:**

#### Faculty –

1. need “all call” software that calls students and clinical sites
2. have employee sign all absence forms
3. a method to tract absences in the division offices as a check and balance

#### Supportive staff –

1. (PPD) eliminate the answering service (SAVE \$), use voice mail to report in
2. electronically request/track any absences

## **Class cancellations due to faculty unplanned absence./Course cancellations at times when a faculty member calls in sick.**

Topic #4 - Table 1

Never be ill or absent.

Call in absence to someone live—front desk, division admin. asst., division chair (e-mail and instructions)

Start phone tree

Front desk posts sign that class is cancelled

Admin asst gives instructions to class

Lab class or class without a sub—attendance sheet or required work

Admin asst finds class schedule/roster with phone numbers

Create a sign for classroom and post

Look up students phone numbers, schedules and call students

Off-campus notification especially events—signs and contact

Evening call at work, also going straight from work

Saturday procedure—front desk

Process: where to post signs

Process: who post signs

Process: where to call student

Process: Survey students past problems and how would you like to be notified.

E-mail main “expectation” communication

Webpage “cancelled classes today” they can check

??Clarification of who should instructor call

What phone number??—Correct??—Parents??

Unusual scenarios/circumstances—plan B

### **Stakeholders:**

-students

-faculty

-administrative assistant

-division chair

-front desk-co-workers

## **Fire/severe weather drill and the process for removing wheelchair bound or other disabled students.**

Topic #5- Table 1

### **I. Identify Process:**

1. Alarm notifies fire department. Alarm sounds at KCC.
  2. Assigned staff/administrators move disabled students to stair landings for fire: east or west ends
- \*No process identified for severe weather.

### **II. Problems Identified:**

1. No clear process identified for disabled/wheelchair students/staff for severe weather/disaster alert
2. Legal issues re: movement of students
3. Revisit route with new building and location of volatile materials at east and west end of building (science, kitchen, childcare, for example) \*Process will change with utilization of new building
4. Work areas are dark when power out
5. Need people assigned in various areas

### **III. Stakeholders:**

1. disabled students/staff
2. staff
3. faculty
4. KCC administration
5. fire department
6. public and visitors

### **IV. Recommendation:**

1. Lack of accountability re: department chair, faculty, administration
2. Educate disabled students re: staff procedures
3. Clearer emergency procedures, precise, simple
4. Practice
5. Aid station on each floor?
6. Devote financial resources for safety and emergencies
7. Utilize existing "CERTS" team as resources to review

## **Requests for doors and elevator access to Room D300 meetings.**

### Topic #6

#### Reserve room with Bonnie/PPD

1. requester sends PPD or BS room request form
2. PPD unlocks

#### Reserve room via computer (not BS/PPD)

1. Corp educ e-mail PPD
2. door unlocked

#### Get to room—locked

1. No setup needed—no form
2. PPD doesn't know
3. PPD needs update to see if D300 is used
4. someone at meeting has keys
5. go to Corp Educ—call PPD

#### Possible steps if room locked:

1. room request form with field to unlock door
2. encouraging people to fill out a form
3. call PPD ahead of time

#### Keep door unlocked:

1. vandalism
2. gathering place for students w/o supervision

New scheduling system has fields built in to automatically generate and e-mail to depts. who need to know—PPD

Key in Corp Educ for anyone?—Not a good

1. Too many may leave door unlocked
2. People will not schedule the room—just get the key

People scratch tables, ban chairs into the sides, nicks table finish

Update reminder about requesting the door unlocked

No setup—No form

## **Work orders for physical plant or IT.**

Topic #7 – Table 1 IT Work Order

### Identify the problem/need

1. Hardware request/install
2. Relocation/move
3. Software request/install
4. Troubleshooting

E-mail or call to Helpdesk

Helpdesk directs call to appropriate staff

Tracking system in place

Problem fixed as soon as possible

## **Work orders for physical plant or IT.**

Topic #7 – Table 1 PPD Work Order

### Concerns:

Too many levels of approval clarification of blue card vs. work order—revise blue card

### Possible solution:

Electronic approval process—need dept. e-mail so if one person absent process not stopped

Can we reduce steps, if not can we determine quicker way to go through process, i.e. walk through

Stakeholders: All would benefit from faster process

- Individuals with PPD concerns
- Departments
- Students
- PPD staff

In case of emergency, call PPD anyone

Emergency: potential to have a serious effect on person/building

- Identify need
- PPD clear with supervisor
- Supervisor doesn't concur so issue is dead
- Safety issues currently follow work order process or blue card "maintenance request" (Maintenance Report Form)
- Blue card forward to physical plant and assigned to staff
- Who fills out form if work okayed complete
- Supervisor/chair to approve
- Approval by council member—retains gold copy
- Return to council member for denial or request for more information

- Forward to business office for review and approval by VP—keep pink copy
- To Brian (yellow/white copies) at PPD for assignment of responsibility
- Brian assesses by priority and then availability of skills (assess need for contracting)
- Contracting requires procurement process (bids, etc.)
- New 2006: e-mail to chairperson/admin council member stating work order was received and to include estimated time expected repair to be done
- Clip board assigned to appropriate staff member with yellow/white copies who waits for direction from Brian on which assignment takes priority and/or are parts available for repairs
- If parts have to be found/purchased and decision made whether or not item worth repairing. If so, purchase made through P.O. process
- Staff has daily check in with Brian, if not already aware of what needs to be done
- Completed work order signed/dated by staff and returned to Brian (yellow/white)
- PPD keeps white copy and yellow copy sent to Business Office

### **Work orders for physical plant or IT.**

Topic #7 - Table 2 Work orders for physical plant

(The consensus of this table was no problem with IT process.)

- I. Identify problem or situation—PM Software (preventative maintenance)
- II. Locate form—finding form on website (also not in triplicate)  
Business Office—Administrative Assistant—Website/O:share
- III. Fill out form
  1. Clarity of form—does not provide sufficient clarity of problem or urgency level
  2. Signatures—form is not appropriate for person completing the form (no place for originator to be identified)
  3. Signatures—approval, too many/too difficult to get process started
  4. What is intent of form? Is it being used as originally intended?
- IV. Unknown path....
  - Long delay to action if any—instructed to resubmit
  - No communication
  - No job tracking
  - No maximum time frame for action or response
  - Is there a prioritizing process? What is that based on? Financial? Safety? Lack of manpower?

### **Stakeholders:**

- Students
- All staff and faculty
- Visitors/taxpayers “We have stewardship of this building.”

### **Solutions:**

- 1) Could have one person assigned to areas that could do preventative maintenance
- 2) DIN—do it now person assigned to area/per day
- 3) “Track it” software program for IT Helpdesk—find similar web-based solution that can be tracked
- 4) Clarify form
- 5) Add transparency to the process so that everyone can see what’s going on with the request (like purchase orders)
- 6) Have a “counter”/feedback/evaluation/assessment when request has been completed: how many days, timeframe, client satisfaction
- 7) Survey peer institutions to see how they deal with this

**Work orders for physical plant or IT.**

Topic #7 – Table 3

Work orders versus scheduling and event form? Both needed?

Forms turned in to the Business Office don’t make it to PPD in time.

Not enough room to write details.

## **Textbook adoption process.**

Topic #9

### **New Course:**

- Begin instructor decision
- 1 Instructor research
- Decision
- Approval by division chair
- Bookstore receives order
- Order books
- Problems referred to instructor

### **Existing Course:**

- Begin instructor decision
- 2+ instructors research and collaborate
- decision
- approval by division chair
- bookstore receives order
- order books
- problems referred to instructor

Instructors need to be informed of new editions (if changed by publisher)

Does the publisher allow fill-ins? Put on form?

Forms not on time

## **Hiring temporary staff, i.e. tutors, proctors, clerical assistance.**

Topic #10 (Regular employment with an ending date.)

1. Identify need/reviewing position description
  - a. filling current position
  - b. creating new position—needs Board approval
2. Approve to advertise—Cabinet
3. Complete choices for advertising—support diversity focus
4. Applicants are collected to screening date
5. Screening committee is identified/confidentiality statement signed
6. Review of applicants
7. Selected candidates are presented to HR for diversity review
8. Interview questions to HR before interviews begin
9. Screening committee selects 3-5 candidates (references checked)
10. Immediate supervisor confers with work area vice president
11. Upon VP approval, submit 12 point memo to HR
12. Recommended candidate may begin employment pending Board approval
  - a. define maximum hours of employment and other employment conditions
  - b. if candidate declines offer, then consider next candidate

Consider group advertising at the beginning of the year:  
UB, ETS, LAC, LL

Childcare begin interview process at the beginning of each year

Screening committee training prior to interviewing—powerpoint

- What questions not to ask
- Legalities of questions
- Consistent environment
- Identify qualities in candidates
- Consider timeframes when hiring

## **Providing effective orientation for new employees for using Datatel.**

### Topic #11

#### **Basic Process:**

- Documentation provided at Orientation—HR
- Provide login to Datatel and Angel—HR
- Provide training schedule—HR from TLC
- Meet with supervisor to determine access
- Coordinate with ITS to get appropriate access
- Attend basic function training
- Attend appropriate special topic training

#### **Process:**

- Get access—Datatel and Angel (HR and supervisor)
- Details in training (e.g. student data) level of access, module definitions (supervisor ITS)
- Basic functions (mentor, IT trainer, department expert)
- Special topics training (budget, student services, acct) (coordinated with TLC, local experts)
- Monthly basic training (trainer)

#### **Solution and Challenges:**

- Documentation
- Gather existing documents (administrative assistants)
- Create documentation for gaps—end users
- Centralized location
- Angel training (trainer)
- Interactive tutorials (Angel) course management system (trainer)
- Local experts—resource list (e.g. purchase order) (SSAC)
- Document (definition of icons/template to keyboard, icons and tips) O:drive, webpage (IT)
- Modes of training
- F-2-F (trainer and local expert)
- Online self-paced (trainer)
- Communication
- Patches (IT)
- Training and support (TLC)

## **Ensuring effective signage on campus for special events.**

### Topic #12

- Corporate Education
  
- Student Activities
  
- Marketing
  
- Building/Directional
  1. Host of event send parking map to visitors
  2. Install signs on parking lot
  3. Create two information desks
    - a. current location
    - b. Corporate Education at WDC
  4. Have maps available at information desk to give to visitors

## **Providing information to students about services in the Learning Assistance Center (L335/339) and Learning Lab (L329).**

### Topic #13

- Both are described and explained in the college catalog and the college web-site.
- Every faculty syllabi includes information about above services.
- Special Populations students receive additional information on the services.
- Wendy explains and provides copies describing both services and schedules.
- An introduction to the services are provided at instructor's request in their classroom.
- Orientation classes also describe and explain both services.
- Special programs further emphasize both services.

### **Issues**

- The biggest issue is not with the process, but student motivation to use services.
- Advertise services and schedule in LRC.
- Reaching students that need the service the most.
- Reactive rather than proactive.

### **Suggestions**

- BIGGER—BETTER!
- What we discussed today should be discussed during orientation.
- Put picture on website.

## **Providing information to students to encourage the use of KCCConnect daily for information.**

Topic #14 – Table 1

### **Problems:**

1. Process so that all students receive the same information about KCCConnect at registration.
2. Providing training to students on how to use KCCConnect.
3. Faculty encouraging students to use it.
4. Reference details (sign on, etc.) in catalog.
5. No formal way to measure:
  - a. how many are using it
  - b. how many experiencing problems or roadblocks
  - c. satisfaction (content)

### **Current Process:**

- Advertise in mailer and mentioned in catalog
- Advisors verbally inform students at registration
- PowerPoint presentation in Student Services
- Some faculty encourage usage
- Verbally mentioned by internal KCC stakeholders
- Mentioned in ORIN 1501 and ORIN 0100

## **Providing information to students to encourage the use of KCCConnect daily for information.**

Topic #14 – Table 2

- Written material doesn't show all steps
- Lack of handouts
- Who has access to certain screens
- Problem—slows down of work functions
- The log-in should be the same as the log-ins for Groupwise, Angel, etc.
- Problems to the process—no formal/assigned trainer
- What reports, functions system can do
- Explanation of terms used
- Icon cheat sheet not readily available—define icon and their function
- They don't know what it can do to know they can do it
- What information can be obtained on each screen
- There are no training sessions
- Lack of ongoing training
- Need formal training (3)
- No one around when I need help
- No time to look for information
- There is not a direct person to contact with questions

- Lack of local/department experts
- Not sure what questions to ask
- Lack of trainer
- If you're not sure who to go to for answers to questions it takes a lot of time finding out
- People afraid to ask so they never learn

### **Process now**

- Students go on KCCConnect to access grades and information about classes
- Thru signs, syllabus, marketing—how advertised?
- Post grades
- Check schedule—degree audit (program evaluation)
- Name—KCCConnect or KCCConnect?
- Angel class mgt vs. KCCConnect being total pkg.
- Thru staff communication
- -mailers in grades
- -flyers in orientation
- Drawn to Angel vs. KCCConnect

### **Problems**

- Brand new
- Lack of awareness
- Confusion with Angel
- Jump from many different links
- -KCC e-mail, KCCConnect, Angel account
- Need to advertise more? Clear differences between Angel and KCCConnect on website

### **Solutions**

- Handout for instructors with Angel vs. KCCConnect
- Cover in orientation
- Make sure links between both
- Time—new process hasn't caught on
- Creating more uses for students i.e. registering
- Instruction sheet
- KCCConnect: need drop downs
- -register
- -transcripts
- -grades
- -program evaluation
- Viewed KCCConnect vs. Angel program to see differences

### **Process**

Providing information to students to encourage the use of KCCConnect daily for information

**Current**

Students go on KCCConnect to access grades and information about classes

**Problems**

- Lack of awareness
- Brand new
- Confusion with Angel
- Jump from many different links
- Clear differences between Angel and KCCConnect on website

## Providing Financial Aid Information to Prospective Students

### Topic #15

- 1) What is your perception of the current steps to “Providing Financial Aid Information to Prospective Students”
  - a) Oral – One on one and phone calls.
  - b) Online – website KCC.
  - c) College Catalog.
  - d) Presentations at high schools – Monica, Other.
  - e) FAFSA – paper and online.
  - f) Advisors – during registration process.
  - g) High school counselors.
  
- 2) Would those steps be different if . . .
  - a) There were billboards in the community
  - b) There were radio commercials
  - c) The process and/or information went out in the schedule books each term to every home
  - d) We had a separate flyer that was distributed to every home.
  - e) We provided local tax preparers with the information to give to prospective students.
  - f) There was more visibility at the Kankakee Workforce Center, Iroquois Satallite Center, other(?).
  - g) Distribute information to prospective students at the unemployment office or other places (temporary worker businesses-Kelly Services, Manpower). This would help encourage prospective students to understand that they do not have to just go from the same job to the same job. They could take classes and get a better job.
  
- 3) Who are the major stakeholders/people involved in this process?
  - a) Who?
    - i) Students.
    - ii) Parents.
    - iii) College enrollment.
    - iv) Employers.
    - v) Community.
  - b) Who benefits from a better process?
    - i) Financial Aid Department.
    - ii) Students – if easier and more welcoming we can foster more successful students.
    - iii) More enrollment.
  - c) Who is responsible for building a better process?
    - i) Financial aid officials.
    - ii) College staff, administration, faculty, marketing.
    - iii) Student and parent participation.
    - iv) Guidance counselors (hs).

- 4) In the steps we've described, where are the problems in the current process? (focus on listing the problems not finding solutions)
  - a) Questionnaire to student – how did we do? What could we do better? – more continuous feedback.
  - b) More parent and community feedback.
  
- 5) **New processes to look at:**
  - a) Internal marketing/promotion to students – “Its time!” “Have you filed you FAFSA yet?”
  - b) Create small advertising box on web site that flashes messages from different parts of the college (not pop up so they do not get blocked by prospective students computers). FA messages could be as above – “Its time!” “Have you filed you FAFSA yet?” “You could get help paying for college – want to learn more?”
  
- 6) **We talked about different information to stress:**
  - a) Remind both traditional and non-traditional students that just applying for financial aid does not admit them to the college or university. It is important to go through the admissions process at all colleges or universities, because without the student information in the computer many times colleges cannot pull in the FAFSA information. Then are unable to get further information to prospective students
  - b) Complete **ALL** admissions requirements
  - c) Complete the FAFSA **CORRECTLY**. Make sure prospective students know that no matter what college or university they are going to, they can have our office help them fill out the FAFSA correctly.
  - d) Tell prospective and current students to apply every year. **THE EARLIER THE BETTER**. February and March each year as soon as their taxes are filed. Many colleges and universities have March 15<sup>th</sup> as a filing deadline or students
  - e) Tell prospective and current students that the FAFSA must be completed for all grants (Pell, Map, SEOG, IIA), Federal Work Study, Federal Stafford Student and PLUS loans. Some scholarships and outside organizations (WIA) require the FAFSA be completed as well.
  
- 7) **We talked about ways to communicate to both traditional and non-traditional students:**
  - a) Continue to speak at high schools, churches and other community events. Also, contact businesses and speak to their employees also.
    - i) Adding to current skill base of employees or building skill base
  - b) Have an information and workshop night in the afternoon for those who work the late shift.
  - c) Send flyers to workforce development in Kankakee, IETC, Iroquois Satallite, etc.
  - d) Continue to have KCC advisors send students to our desk after they are finished speaking to the advisor.
  - e) Equip other speakers from KCC with financial aid information to add to their presentation or discussion where ever they speak. If not in the talk then equip them with flyers.
  - f) Make financial aid information a part of the current required orientation class.

Jean Zak put forth the following:

What are the steps to (this process) currently?

- Financial Aid Information Nights
  - Send letter to all parents of high school seniors
  - Advertise evenings through Trio, Upward Bound, and other connected grants.
  - Send schedule of nights to all counselors at each high school
  - Listed on the website
- Financial Aid Workshops
  - This is a follow up to the information night. It takes prospective students step-by-step through the FAFSA process.
  - All the above are ways the information is distributed to prospective students
- Financial Aid is on the main menu of KCC's website. It is updated each year through Roger Empke.
- KCC's catalog includes general information on financial aid and includes our phone number for those who want additional information.
- Department of Education provides all high schools with a supply of FAFSA's for students
- Our office is responsible for responding to all requests for information regardless of whether or not the student will be coming to KCC.
- Upon request we speak at churches, community groups, etc. about the FAFSA and other financial aid topics.

## **Review of class scheduling system to ensure that students can complete a certificate or degree in a convenient and timely manner.**

Topic #16

### **Steps—Current**

1. Curriculum development
2. Schedule development – days – times – location
3. Catalog descriptions – codes D/E, Su/Fa/Sp
4. Create new semesters in Datatel
5. Enrollment Management Committee – class cancellation decisions
6. Division Chair/Faculty review semester schedule
7. Advisement

### **Steps Different if . . .**

1. Underprepared student
2. Part-time student

### **Problems in current process:**

1. Courses offered should match catalog curriculum day and semester
2. Day/time change made without referring to catalog
3. Schedule development—new semesters are created in Datatel off of the previous semesters “Actual” course offering not what should have been offered
4. Not everyone (by divisions) plays by the “Class Scheduling Rules”  
\*Start times—make standardized
5. FOLLOW IT  
Run needed classes with low enrollment so student can graduate on time – 2 years  
-Don’t cut now—make the adjustments for next semester or next year

### **Stakeholders**

1. Students
2. Faculty
3. Advisors
4. Administration/Board
5. Staff
6. Tax payers—community perception
7. Bond holders

### **Who’s Responsible**

1. Faculty and Division Chairs with approval/support of upper administration with encouragement to work across divisions—no silos
  - a. Input from students
  - b. Input from advisors
2. Communicate!

### **Ideal Process**

- Use history to plan future—keep records what worked and what didn't
- Track a group of students to see if it works
- When advising when something is full or the student need to go on waiting list—the student and/or non enrolled course should be tagged in Datatel—helps planning
- Advisors need to be informed of accommodating instructors—overload, independent study, etc.
- Online registration—need straight forward rules

## **Student class withdrawals.**

Topic #17 – Table 1

### **Stakeholder**

Student

Instructor

College admissions/registration

Financial aid

Accounting office

Advisor

### **Problems**

Financial aid eligibility

Insurance

Add time for completion degree

Complicates sequential classes (pre-rec)

Parents

Only one instructor teaches course

Past “W” date=F

Seeing walk-in advisor

“W” on transcript shows up permanently

### **Instructor Problems**

Not knowing if/when student withdraws

No chance to resolve issues with student

### **College Problems**

Advisor = time

Admissions/registration = paperwork

Financial aid—can of worms

- accounting calculate return of funds
- explain—suspension possibility

Completion rate

### **Process—Decision made to withdraw**

Problem

1. Financial aid
2. Contact instructor difficulty
  - A. Student Services
  - B. Get change of schedule form
  - C. Talk to advisor, advisor signs off
  - D. If it is total withdrawal, go to Financial Aid, take change of schedule form, Financial Aid signs off
  - E. Take signed form to registrar
  - F. To Accounting Office—turn in form

- G. Revised schedule shows “W”  
-credit card, credit issued, timeline?  
-cash, returned that day?  
- Financial Aid, go to Financial Aid

### **Solutions**

Financial Aid – Appeal  
Insurance – pick up another class  
Parents – “I screwed up”  
One instructor – independent study (for major)  
Change schools  
Past “W” date – academic appeal  
Read calendar and syllabus  
“W” Appeal

### **Instructor**

Call – Ask – Seek – Find

### **Student class withdrawals.**

Topic #17 – Table 2

### **REGISTRATION**

- Student, Parent, Advisor, Significant Other, Friend
- Pre-registrator?
- Late registration

### **PROCESS**

- Online (restrictions), Phone, Mail, Person

### **PAYMENT**

- No \$\$/Facts, Financial Aid, Book Cost

### **ORIENTATION**

- Required only for first/full-time students

### **1<sup>st</sup> DAY OF CLASS**

- Level of class
- Academic probation—then pulled directly through system w/suspension or pre-requisites
- No show
- Teacher change
- Class syllabus
- Overload
- Personal/employment
- 100% refund (no pro-ration anymore)

### **10<sup>th</sup> DAY OF CLASS REPORTS**

- No Refund
- Teacher’s discretion at contacting non-attending students
- Teachers report non-attendees—non at all

- No Financial Aid/No KCC contact, still enrolled
- Financial Aid students affected

### **MIDTERM**

- Teacher discretion: report non-attendees who can't complete/pass course
- Teacher discretion: Fail student
- If reported by teacher, KCC withdraws with "WX" after withdrawal period
- No more money transfer (add/drop)

### **WITHDRAWAL DATE**

- Academic Appeals
- Extenuating circumstance (Dean of Student Services)
- No notice to teachers
- If no withdrawal, students get "WX" from KCC—dropped
- Total Withdrawal
- Last day to receive "W"
- Student viewpoint: midterm grade, failure, course load, employment/personal, possible retake

### **REGISTRATION**

#### Illness

- A. Written notice by actual student asking for withdrawal with signature
  1. registration
  2. processed
  3. accounting sends confirmation (new schedule)
- B. Form: locations—student services, division center
  1. Student Services—advisors cannot drop/add
  2. Advisor—personal advisor, walk-in, check financial aid, hours enrolled, no approval
  3. Registration—still enrolled
  4. Accounting—affected by online registration?  
No go to accounting and never turn in sheet, go back to original scheduler

### **WITHDRAWAL DATE**

#### Person, Mail, Fax

#### Considerations:

1. Where do we give information on drops/withdrawals?
  - Schedule of classes (when they register)
  - Catalogs
  - Syllabus (not drop, just withdrawals)
  - Instructor verbal
  - Advisors verbal
  - Student Planner
  - Don't want to seem like we are encouraging withdrawal
2. Are they provided information once, or more regular basis?
3. Early alert—work with students?
4. Others can withdrawal? FERPA

## **Adding additional course sections during the registration process to meet student needs.**

Topic #18

Ten or more on waiting list three weeks or more before classes start, division chair looks for instructor, rooms, open section (give to Sharon Hoogstraat), Sharon sends e-mail to advisers. Students on waiting list are called and invited to register.

Adviser notices need, phones division chair.

Positive spin of filling—students register for their second choice—evens out.

Online registration—suggest other possible choices? Puts them on waiting list?

Pre-registration—fills up sections with people who will not pay.

Hit or miss whoever notices—no single process

Tech and MSE have waiting, other divisions don't.

Fill so late that fear adding section.

Students, Advisers, Division Chairs, Faculty

If other day (eve) sections not full, choose something else or another section. If all day full, very close to full.

First 2 weeks only for those with/30 hours reg before opening registration up to general population.

85 % full day or eve—look at opening another section.

Waiting lists?

Online registration screen make other suggestions and/or take them to waiting list screen?

## **Bridging the gap between the 12-point memo and the first day of employment.**

Topic #19

12-point memo

Dept. chair signature

Vice president signature

HR

HR—sets salary, salary is already set

HR—grants permission to make offer

Supervisor offer position (assume reach employee)

Board approval

Employee begins or board approves them, then begins

1st Day—employee completes paperwork, payroll authorization, W-4, I-9, etc.  
employee views videos

Supervisor (prior to 1<sup>st</sup> day duties): secures network, e-mail access, secures office equipment, secures key request, assures completion of employment paperwork

Gap: from time of hire to start of employment

Suggestions:

1. Mail or e-mail new hire with 1<sup>st</sup> day requirements
  2. Meet with new hires to complete paperwork and walk through, bring in documentation, degrees, transcript, identification, tour, procedures, etc.
  3. Electronic versions of welcome packets
  4. HR meets with interview candidates and tells them next steps if they are hired
  5. Cover this process in supervisor training
- Salary is not set when position is offered.
  - Timely completion of employee paperwork necessary for payroll authorization.
  - Clarification is needed re: who can start work with “pending” board approval and/or who must wait for board approval.
  - Starting the interview/hiring process early enough to ensure all steps are completed in a timely manner.
  - The “new hire” isn’t aware of their responsibilities on their first day.

## **Helping students find their classrooms on the first day of the semester.**

### Topic #20 – Table 1

1. Find someone to ask for directions—depends on which door entered
  - read signs
  - ask for directions
  - escort to class
  - find by self
2. May be in wrong place (or wrong date/time)
  - go back to #1
3. If student doesn't have schedule:
  - send to student services
  - send to division office (look on Datatel)
  - main desk (receptionist looks up class)
4. Class cancelled or room cancelled/switched
  - ask someone – go to student services
  - sign at main desk
  - sign on door (directions)
  - need directions to new class location
5. Students with disabilities
  - which doors to use
  - elevators to use
  - inaccessible classrooms
6. Parking signage
  - may be illegally parked
  - signs may be hard to read
7. Stakeholders
  - Students
  - Tax payers
  - Faculty
  - Image of college
  - Administration and staff
8. Who's responsible to correct process?
  - Student services
  - Marketing/physical plant
  - Administration

### **IDEAL PROCESS**

6. Drive in
  - a. color coded signage ½ to entrance w/layout of buildings-each building has signage to match outside signage
  - b. signs for student parking
2. Walking in
  - a. "You are Here" signage at entrances (inside) and one outside highlighting main entrance and accessibility

3. Print map on back on class schedule “highlighting classes enrolled in”
4. “Greeters” (to assist students)
5. Rename buildings
6. Cancelled/moved classes – monitors placed around campus with information or kiosks with touch screen
7. Scrolling “info” sign with cancelled/moved classes
8. Assign people around campus to assist others or student ambassadors.
  - a. Give them brightly colored “Ask Me” shirts
  - b. Give them two-way radios to communicate if needed
  - c. Use students who took orientation.

### **Helping students find their classrooms on the first day of the semester.**

Topic #20 Table 2

#### **Potential Problem**

- Parking lot identification
- Two admin working in Corporate Education, signage needed indoor/outdoor
- How come students come without knowing their schedule or map?
- Could this be improved during Orientation? Provide students with map and schedule.
- Not everyone has the last min. change of classes.
- Lettering/numbering problem—making the process more difficult to find the classes.
- Who have access to schedules?

Parking lot—where

Enter WDC

-Stop at Corp Ed

-Signage indoor/outdoor

-Map—handout

Go to Class

1. Class is there. End.
2. Class is moved/cancel
  - a. Is it posted? Map to new room.
  - b. Go to new room by asking directions.

No schedule

-Go to Linda

-Printout from Sharon Hoogstraat

-Back to Student Services

-Who have access to schedules?

Shouldn't everyone have?

Get directions from someone who doesn't know

## **Helping students find their classrooms on the first day of the semester.**

Topic #20 – Table 3

### **Orientation**

Re-emphasis of registration process

Tours

Go in even if late

Show where changes are posted

### **Parking**

Re-emphasize

### **Registration Process**

Planners with map

Counselor circle room on map

Recommend find class prior to start

Look for changes at front desk

Counselors start date circle

Parking – where to

### **Signage**

Color coded—each area different color

Review institutions that have great directions

Signs on stairways in vo-tech

Parking

Where is main entrance?

L326, L336, Back hall – How do we find?

Outdoor signs on building

Signs to art building

Current signs/directions at front entrance

Signs to student services

\*Given with map that's highlighted