

REENGINEERING REPORT

ACQUIRING AND RETAINING STUDENTS

January 6, 1998



OAKLAND
COMMUNITY
COLLEGE

Re-engineering Report

OUR CHARGE

"Don't be afraid to take a big step if one is indicated. You can't cross a chasm in two small jumps."
David Lloyd George

The charge to re-engineer the 'acquiring and retaining students process' was born out of numerous reports, studies, and focus groups. In 1996-97, the College sponsored a PACE survey study about the work environment at OCC involving all faculty, academic administrators, management staff, classified employees, maintenance, public safety, and grounds employees. The results were predominantly negative, prompting the creation of focus groups at all campus sites to further explore the results. More than a dozen summary themes surfaced through the study and focus groups, including these major issues:

- **OCC acts as five or six separate campuses, not as one college.**
- **The College lacks leadership and decision-making prowess.**
- **There is a lack of accountability at all levels.**
- **Decisions are based upon campus priorities, not with institutional priorities in mind.**
- **People are willing to change; they simply need direction.**

In the summer of 1997, at a Chancellors' Council retreat, the Council recommitted itself to align its activities with the mission and values statement of OCC. At this administrative retreat, the Council identified five core processes that are essential to the College:

1. Designing the Learning Experience
2. Acquiring and Retaining Customers

3. Acquiring and Developing Staff
4. Supporting the Individual's Learning Process
5. Certifying/Validating Competency Achievement

The Chancellor's Council identified the 'acquiring and retaining customers process' as the first and most important process to undergo re-engineering. David Adams was designated the team leader for this process, and Carol Brown was assigned the role of sponsor.

The Chancellor's Council developed a list of OCC people who they believed could contribute significantly on a re-engineering team. The final selection of team members conducted by Adams and Brown, selected to represent the various campuses and different employee groups, were brought forth and approved by the Chancellor's Council.

In August, 1997, the core group of David Adams (Executive Director of Marketing), Al Bogucki (faculty), Elaine Fett (Staff Development), and David James (Dean of Academic and Student Services) was commissioned by the Chancellor's Council to re-engineer the 'acquiring and retaining students process' at Oakland Community College. A larger group was also commissioned at that time to serve in an advisory and informational way to the core group. That larger group consisted of Linda Casenhiser (Workforce Development), Beverly Stanbrough (Enrollment Services Director), Chris Beacco (College-wide Publications), Sue Lorton (Dean of Academic and Student Services), and Robert Spann (Recruiter).

The re-engineering process was conducted by closely following OCC's mission, values, and purposes statement. In effect, the endeavor to re-engineer the 'acquiring and retaining students process' was filtered through OCC's published value statement to place students' needs first, reinforcing the following ideals:

shared responsibility	collaboration
open communication	integrity
personal empowerment	responsiveness to community needs

After receiving training in the re-engineering process from Dr. Dale Finehauer, from the University of Wisconsin-Oshkosh, the group set out to accumulate data for the 'what is' presentation.

THE "WHAT IS" PRESENTATION

"It's no use saying, 'We are doing our best.' You have got to succeed in doing what is necessary."
Winston Churchill

The current educational climate surrounding OCC in 1997 can be summarized in the following statements:

- There is increasing competition for students, and OCC finds itself falling further behind on a daily basis.
- OCC continues to experience declining student enrollments, and no dramatic steps have been taken to deal with the decline.
- Students and others demand more and better services.
- The public demands improved performance and accountability from colleges.
- OCC lacks the integrated system, support, and innovation to be technologically competitive in the current environment.
- OCC employees lack the training resources and direction to be effective.

Through a series of employee interviews at all OCC campuses, interviews with personnel at other colleges, student surveys, and data gleaned from the OCC Student Data Handbook and journal articles, the core group developed a 'what is' presentation. This presentation depicted generalized information about a variety of enrollment processes: recruitment, admission, placement testing, counseling, registration and records, financial aid, orientation, and payment. The following conclusions were made about OCC's enrollment processes:

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1. The College lacks standardization and coordination among its campuses, and acts as five separate sites rather than as one college.
 2. Rules, regulations, and policies take precedence over the needs of students.
 3. Students are viewed largely as 'problems' by employees.
 4. Service is time-consuming and inadequate.
 5. No real assessment or evaluation of enrollment services is conducted, and, therefore, there is little to no accountability.
 6. A pervasive negative work culture, highlighted by low morale, is evident at OCC.
 7. OCC has evolved into a large, methodical, regressive organization, concerned primarily with protecting the status quo.
 8. Most procedures at the College are prone to irrelevancy, excess, and duplication, rationalized only by past practice.
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After concluding that re-engineering was indeed necessary, the Chancellor's Council voted in November, 1997, to continue the process and commissioned the core group to move into the visioning stage--*to create a bold, new process for 'acquiring and retaining students' at OCC.*

THE GOALS OF RE-ENGINEERING

"To achieve the marvelous, it is precisely the unthinkable that must be thought."
Tom Robbins

The overall goal of the re-engineering core group was *"to develop a process that improves customer satisfaction for existing and prospective students in order to positively impact enrollment."* To accomplish this, OCC *must* do the following:

- improve services to meet student needs
- outperform local and national competition
- improve the efficiency of college processes and secure an integrated computer data system (student information, registration, records, scheduling, financial aid, accounts receivable, human resources, etc.)
- create a service-oriented work culture that views OCC as *one* college
- create a culture that supports what is best for students in the long run
- actualize a new slogan: *Get Here From Anywhere, Anytime, Anyplace!*

These changes involve major paradigm shifts in attitude, resources, procedures, and the work environment at OCC. It is painfully obvious that this type of radical improvement of the enrollment services area is necessary if OCC hopes to be competitive in the future.

CONCLUSION

"Success is not the result of spontaneous combustion. You must set yourself on fire."

Reggie Leach

Oakland Community College must learn to set itself on fire. It must change or suffer the consequences. The signs are clear:

- Lansing Community College has put a complete associate degree on-line in one year's time with over 30 courses on the Internet.
- Baker College's enrollment grew by 22% last year alone.
- There is increased competition for students in Oakland County from Walsh, CMU, University of Phoenix, Spring Arbor, Baker College, and others.

In her article, "The Courage to Change" (1996), Mary Hatwood Futrell states our dilemma succinctly:

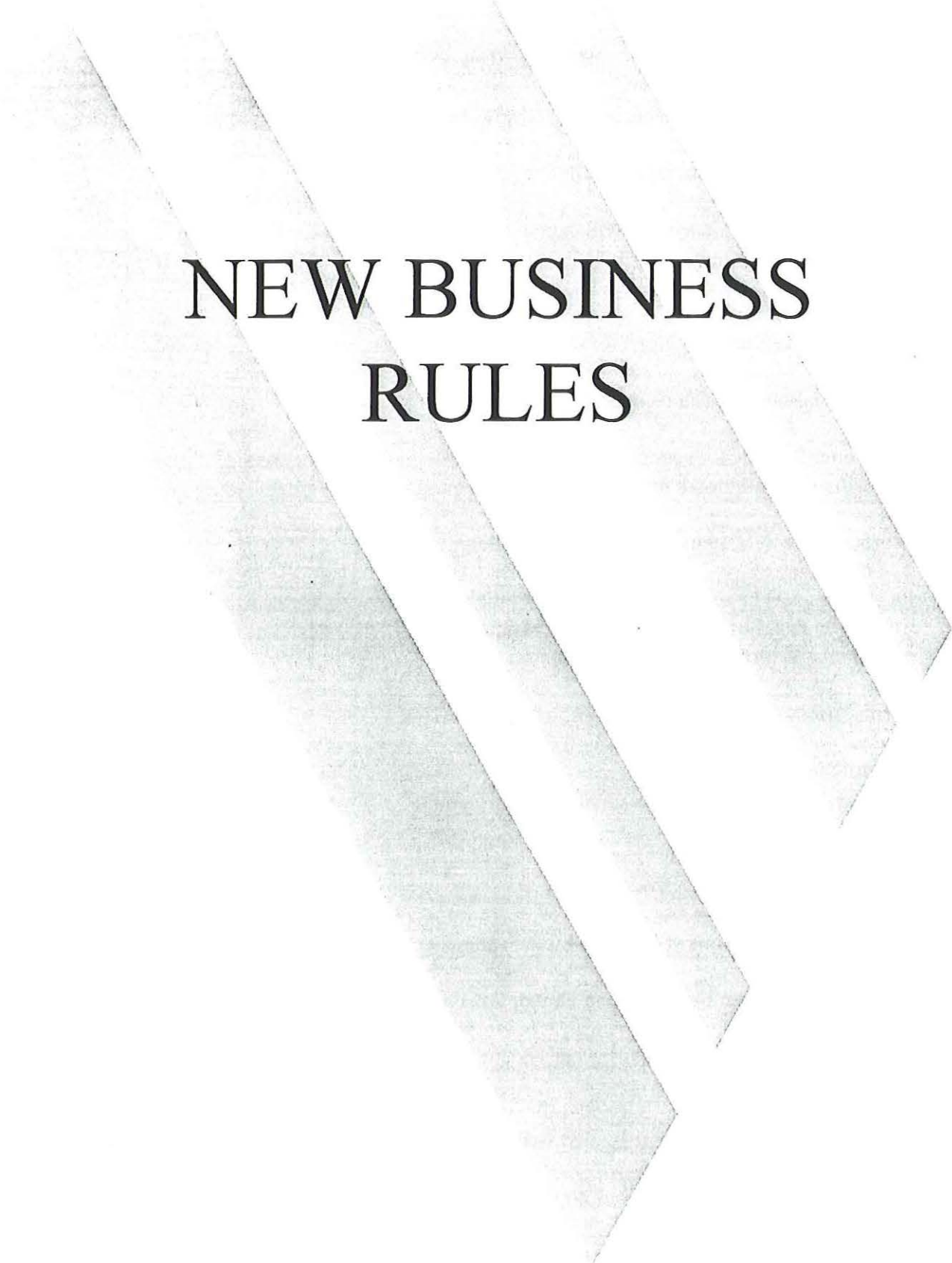
Today's change confronts educators with a harsh choice: They can be either victims of change or agents of change. If they are not to be victimized, they must reexamine the convictions that bind them to the past. They must abandon what (former) Secretary of Labor Robert Reich has called "vestigial thought," thought that stymies creativity and stifles innovation.

Should they fail to do this, education will lose forever the cutting-edge position that many have struggled for years to secure. Educators will violate the integrity of their profession. They will prove unworthy of public trust. They will break faith with those whom they teach: the men and women who will play a vital role in determining the destiny of this democracy and the fate of the planet.

Conservatively speaking, OCC is at least five years behind the current competition with regard to using an integrated computer system, creating needed academic programs, offering on-line and accelerated degree options, providing students with the technology to access information, and employing aggressive recruitment and retention tactics. ***The re-engineering task force recommends swift action by the College in implementing the proposed changes in personnel, computer systems, training, institutional policies, and work culture.***

We *must* see rapid and radical change in the 'acquiring and retaining students process' or else our conclusion is dire, albeit absurd: find a bargain on 'For Sale' signs and buy a lot of them.

December 23, 1997

The background of the page features three parallel, diagonal grey stripes that run from the top-left towards the bottom-right. These stripes are semi-transparent and have a slightly textured appearance, creating a modern, minimalist aesthetic.

NEW BUSINESS RULES

NEW BUSINESS RULES

Students will have a greater accessibility to advising resulting in increased personal service.

Placement will become student friendly.

The on-line financial aid system will expedite the award process for the student.

No home campus

Hoopless

Students are given many options for paying tuition and fees.

Facilities are owned by the students and the community.

Anyone attending OCC is considered a student, either non-credit or credit.

No differentiation between students & the programs they are attending.

The processes will be consistently applied College-wide.

Data changes will be accomplished by either the student or with the assistance of staff.

Strict proof of residency will be eliminated; a residency declaration statement will be included on the enrollment request.

Students' needs dictate business hours.

New Attitude: Students first.

Everyone is a recruiter.

Catalogs are free to prospective students.

Deferred payment options will be available to students.

Official transcripts can be ordered by phone, fax, on-line, or in person.

The transcript evaluation process for current and prospective students will take **less** than two weeks.

With rare exceptions all student records will be on-line.

OCC will transmit transcripts via multiple mediums as required.

All students may register for classes through the schedule adjustment period.

Students who drop during the adjustment period, will receive a full tuition refund less the registration fee.

Enrollment requests will remain active indefinitely.

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REENGINEERING DEFINED

“Reengineering is the **fundamental rethinking** and **radical redesign** of organizational **processes** to achieve dramatic improvements in critical contemporary measures of performance, such as cost, quality, service and speed.”

Michael Hammer

REENGINEERING PROCESS

- Review Your Strategic Direction
- Develop a Reengineering Focus
- Prepare to Break the China
- Reengineer the Process
- Implement the New Process

Reengineering is more like chess than roulette. You lose not because of bad luck but because you don't know the rules.

REENGINEERING AT OCC

- PACE study identifies problems
- Focus groups used to refine problems
- Chancellor's Council retreat at MSU
 - Realignment to values of:
 - » collaboration,
 - » shared responsibility,
 - » open communication,
 - » personal empowerment,
 - » integrity,
 - » responsiveness to community need

REENGINEERING AT OCC

- Identify core processes
 - » Acquiring and retaining students
 - » Designing the learning experience
 - » Acquiring and Developing Staff
 - » Supporting the individual's learning process
 - » Certifying/validating competency achievement
- Identify change tools
 - » CQI
 - » Reorganization
 - » Reengineering

REENGINEERING AT OCC

- Identify reengineering team
 - Carol Brown (Vice Chancellor is the sponsor)
 - Dave Adams (Ex. Dir. Mkt.)
 - Al Bogucki (Faculty)
 - Elaine Fett (Staff Dev.)
 - David James (Dean)
 - Chris Beacco (Student Services)
 - Linda Casenhiser (Workforce)
 - Beverly Stanbrough (Enrollment Services Director)
 - Robert Spann (Recruiter)
 - Sue Lorton (Dean)

COLLEGE MISSION

Oakland Community College is a **student-centered** institution which provides quality learning opportunities for individuals, communities, and organizations on an accessible, affordable basis.

REENGINEERING MISSION

To develop a process that improves customer satisfaction for existing and prospective students in order to positively impact enrollment.

PROJECT OBJECTIVE

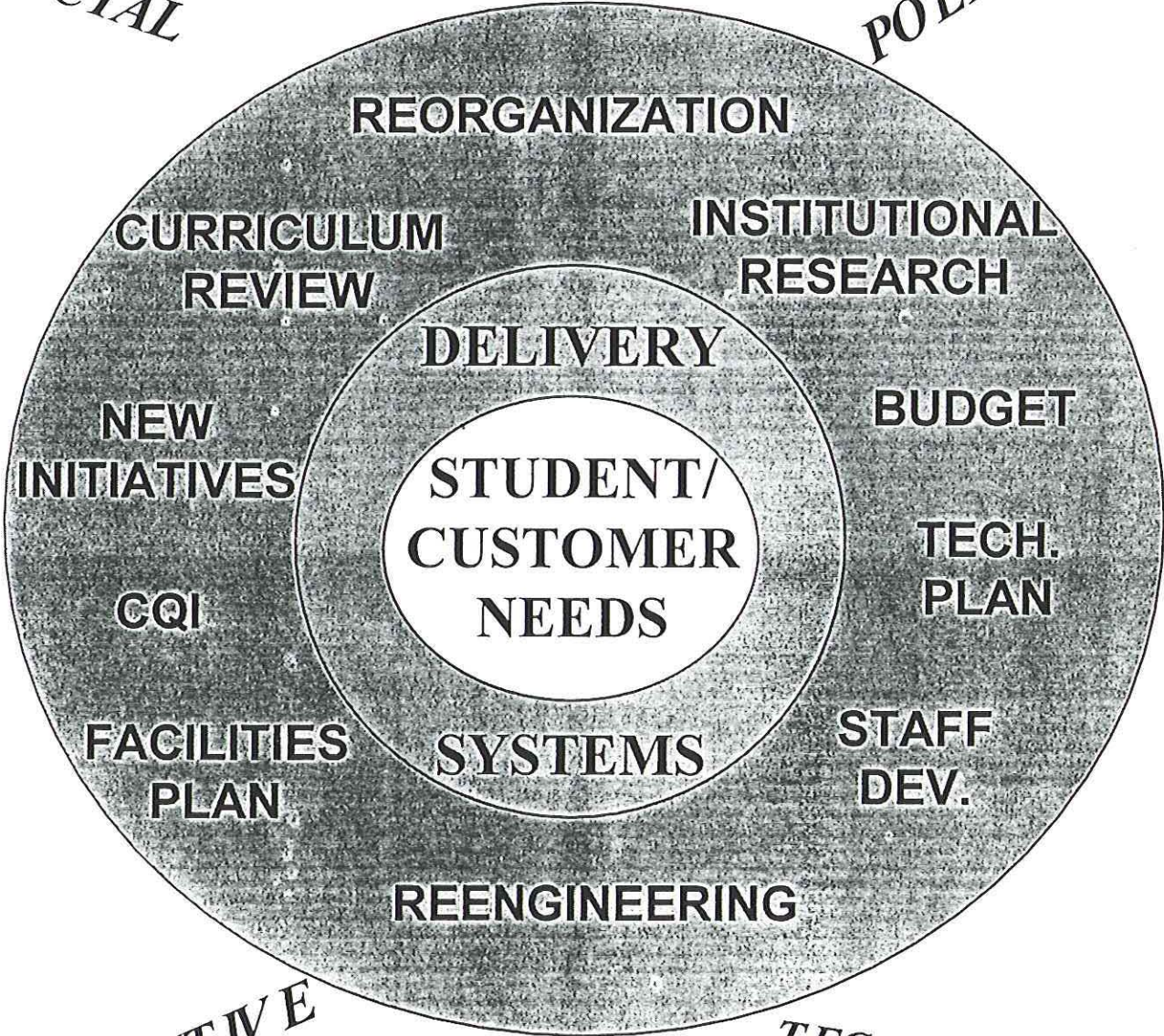
To develop a student acquisition and retention system which will establish Oakland Community College as one of the leaders in the nation in this area.

OCC ENVIRONMENT

EXTERNAL

SOCIAL

POLITICAL



COMPETITIVE

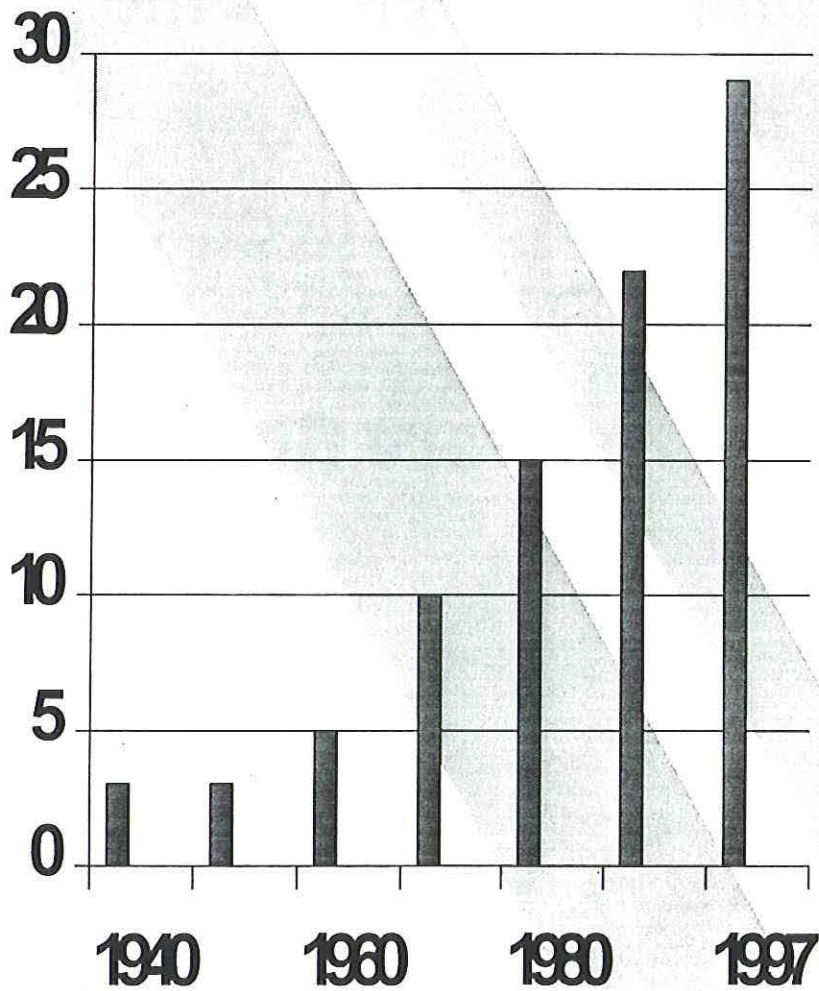
TECHNOLOGICAL

FACTORS

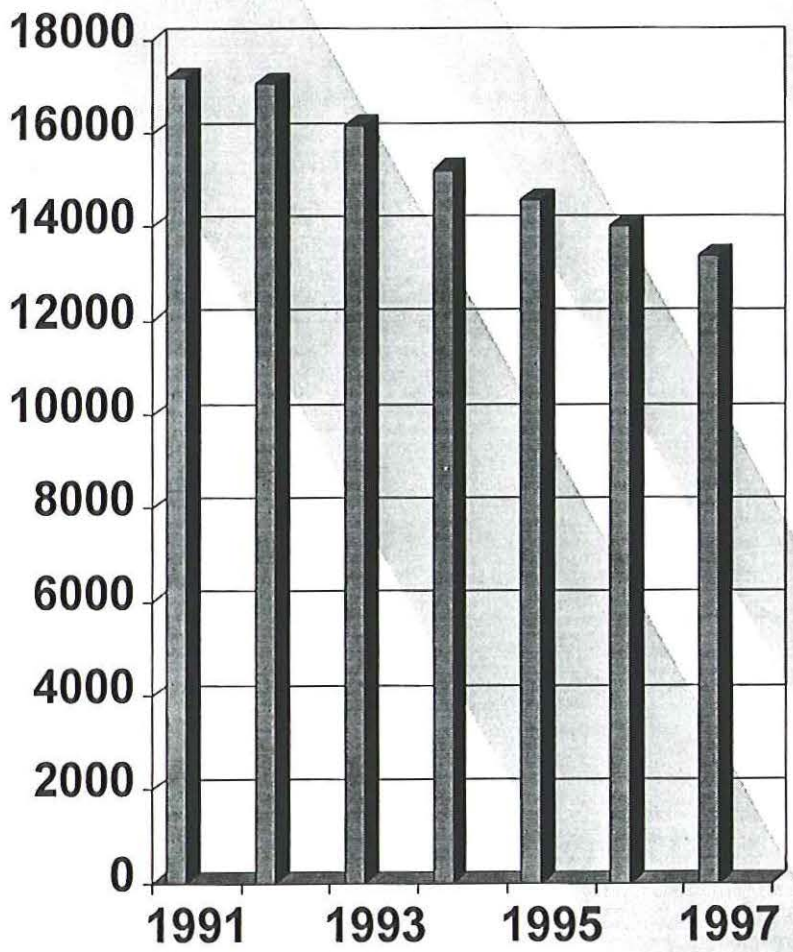
COMPETITIVE FACTORS

- New competition enters the county
- Enrollment at OCC declines 15% from 1991 - 97
- **Many colleges are flourishing**

OAKLAND COUNTY HIGHER ED COMPETITORS



OCC FYES HEADCOUNT 1991-97



COMPETITIVE POSITION

- The University of Phoenix increased enrollment from 0 in 1995 to 2,000 in 1997.
- Baker College experienced a 22% increase in 1996.
- Siena Heights has increased enrollment 8% per year for the last 3 years.
- Oakland University set a record for the number of new students in each of the last two years.

COMPETITOR QUOTES

- “I think you would be shocked if you knew the percentage of students that the Community College loses and they don’t come back.”
- OCC: “not enough personal service, and poor retention .”
- The attitude of some competitors is “the student is everything.”

TECHNOLOGY

- Technology makes things possible today that couldn't be done just a few years ago.
- Alternate delivery systems including: Internet courses, interactive video, computer based learning, distance learning, on-line admission, and registration.
- Accelerated learning options.

PROCESSES STUDIED

- Recruitment
- Admissions
- Registration
- Counseling
- Asset and Orientation
- Financial Aid
- Cashiering
- Phone System

RECRUITMENT

- A limited number of recruiters
- No support materials available
- Advertising and promotion does not support recruitment
- No follow-up
- Each recruiter has a territory
- No coordination with workforce development

ADMISSIONS

- Can take 4-6 weeks
- Multiple applications make it difficult
- Application is not scannable
- An average of 13 days to get an application after a phone call
- No follow-up on student
- Transcript evaluation takes forever

REGISTRATION

- Most students like touch tone
- Many students want a deferred payment system
- Many students do not like refund policy
- Records office files many unnecessary forms

COUNSELING

- Lack of walk-in hours
- Hard to get an appointment during final registration
- People not knowledgeable
- Poor attitude

ASSET TEST AND ORIENTATION

- Test is too long
- Most students must take test
- No counseling after test
- Lacks automation
- Not all portions of the test are used
- Not enough test times offered
- Very few students participate in orientation
- No college wide coordination of orientation

FINANCIAL AID

- Students do not understand the process
- It can take 4-5 months
- Some students must take out loans
- Little or no personal help available

CASHIERING

- Limited hours of access
- No deferred payment options
- Unable to lift financial holds at sites
- Unable to accept payment without an invoice
- No integration with financial aid
- Students often have a lengthy wait to make payment

TELEPHONE SYSTEM

- Students often get voice mail
- Students are bounced from one phone to another
- Students can't get in touch with anyone
- Faculty complain that they don't know who to call with questions
- High School counselors can't get recruiters

GENERAL TENETS

- Enhance service to students by reducing time and increasing quality
- Enhance service to employees
- Standardize services and create a college wide team approach
- Emphasize outcomes not tasks
- Move work closer to the student
- Better utilize people's talents and abilities
- Cost was not a factor

PARADIGM SHIFT

- My campus **TO** my college.
- Students are the problem **TO** students are the reason.
- Rule centered **TO** customer centered.
- Manual based systems **TO** integrated computer systems.
- Segmented services **TO** integrated service.
- Specialized jobs **TO** diversified jobs.

CONTINUED

- That's not my job **TO** “May I help you?”
- Sporadic training **TO** relevant employee training.
- Individual effort **TO** team effort.

HUMANS ARE AFRAID OF CHANGE

- Fear of the Unknown
- Fear of not Being Competent
- Fear of not Being Needed
- Fear of Failure
- Fear of Loss of Power or Status
- Inability to Leave

REENGINEERING CHANGE REQUIRES

- Radical Improvement Goals
- Starting Over
- Living in a Flexible, Adaptive, Future
- Changing an Organizational Culture

“Don’t be afraid to take a big step
if one is indicated. You can’t
cross a chasm in two small
jumps.”

David Lloyd George

RECOMMENDATION AREAS

- Service
- Information
- Financial
- Enrollment
- Staff Development
- Business and Professional Services
- Marketing

RECOMMENDATION: SERVICE

■ Service Delivery

- Establish welcome centers and Kiosks as “one stop” information and service delivery location
- Establish phone center
- Redefine and upgrade jobs to enrollment services specialist
- Revise academic placement and orientation process
- Develop a system for inquiry, outreach, and follow-up



- Have enrollment process report to college wide officer
- Develop the OCC employee of the future.

RECOMMENDATION: INFORMATION

■ Information Integration

- Coordinate and integrate the collection and distribution of student information.
- Identify a coherent, integrated, electronic, student information system so students can “get here from anywhere”
- Allow students access to information for corrections, updates etc.

RECOMMENDATION: FINANCIAL

■ Financial Transactions

- Change financial aid processing to automated on line system
- Institute a deferred tuition payment plan
- Revise refund policy
- Move cashier function to welcome center, smartcard, or on-line options
- Remove catalog fee and use as a marketing tool

RECOMMENDATION: ENROLLMENT

■ Enrollment Outreach

- Revise advising system to include both faculty and staff (counseling, PASS, FSA, etc.)
- Revise transcript evaluation to insure the majority are done on-line
- Develop a marketing services process
- Improve signage at all locations

RECOMMENDATION: STAFF DEVELOPMENT

- Provide training to ensure easy transition to “new” student-centered employee
- College will ensure job security for current employees by
 - Offering new positions to current employees who fulfill basic qualifications
 - Providing one year’s notice to employees whose current positions are redefined
 - Provide relevant training

RECOMMENDATION: BUSINESS AND PROF. SERV.

- Change continuing education to professional education.
- Integrate MTS, WPS, BTC, BPS into college-wide enrollment process

RECOMMENDATION: MARKETING

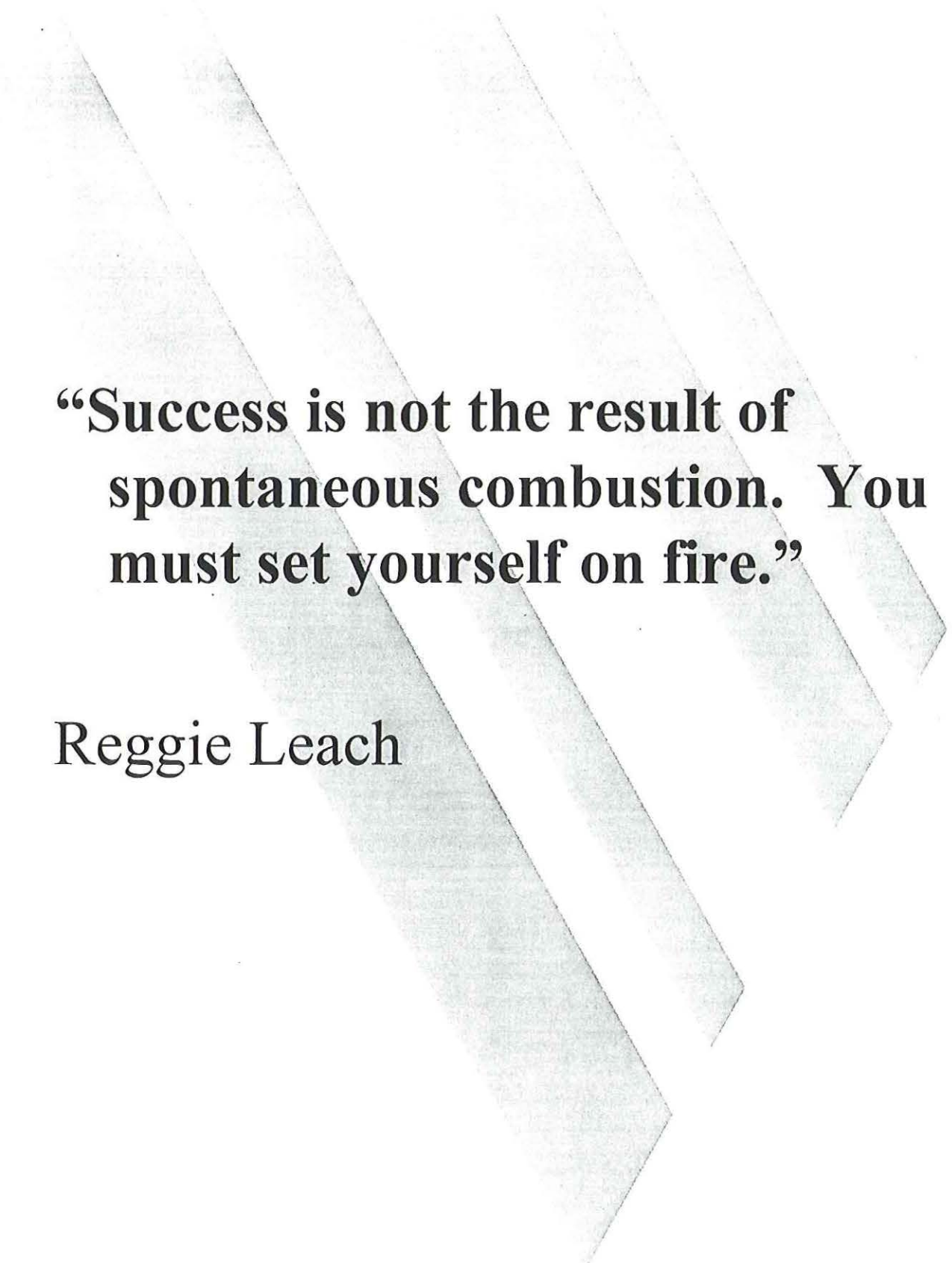
- Public Relations, Advertising, Publications, and Graphics to be incorporated into Marketing
- On-line service for ordering text-books
- Remove catalog fee and use catalog as a marketing tool.

NEXT STEPS

- Identify implementation team
- Establish organizational structure to support reengineered process
- Implement integrated technology system
- Integrate reengineered processes with current organizational positions

IMPLEMENTATION TEAM

- Diann Schindler, Sponsor
- Dave Adams, Ex. Dir. Mkt
- Elaine Fett, Staff Development
- EIG representative
- Workforce Dev. representative
- Enrollment Services
representative
- Other representatives as needed



**“Success is not the result of
spontaneous combustion. You
must set yourself on fire.”**

Reggie Leach