

CITY COLLEGE OF SAN FRANCISCO
STUDENT DEVELOPMENT DIVISION

ADMISSIONS AND RECORDS RE-ENGINEERING REPORT

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**ADMISSIONS AND RECORDS
RE-ENGINEERING and RE-ORGANIZATION OF WORK PRACTICES
FINAL REPORT**

Executive Summary

During the spring of 2003, A&R implemented a comprehensive re-engineering initiative designed to refine and integrate operations through the expansion of technological support systems. A four-step process set the parameters and involved representative faculty and staff in the review, considered best practices, and assessed organizational structures. Through this process, the teams created a basic record of how the processes work; identified improvements for the benefit of faculty, staff, and students; and identified improvements required in related systems, policies, and technological resources. Two representative teams were established, one for credit and one for non-credit, to conduct the review by addressing five key questions:

1. How does it work?
2. How are communications handled?
3. What are the bottlenecks?
4. What are the solutions to the bottlenecks?
5. How can re-engineering, policy changes, communication strategies, and technology improve the process?

By the end of the academic year, each team had identified several major recommendations, many with technological implications.

The credit team recommended the development of a common application, as well as the revision of the readmit application; the development of one-stop centers and kiosk locations to maximize the use of technology; the development of improvements and enhancements in Banner applications to improve service; the use of EDI transcribing to facilitate transcript receipt and subsequent analysis; the use of document imaging as a tool to facilitate data entry; and the re-examination of various policies relating to blocks and holds, course and program requirements, degree audit, and fee payment.

The non-credit team also recommended the development of a common application and the development of one-stop centers, as well as the improved use of technology throughout the admissions and registration processes and the formalization of the certification process. Further, the Non-credit team recommended the development of a piloting process which would allow each campus to customize communications to speak to the needs of their particular population.

Additionally, two overarching recommendations were identified, the first addressing the integration of credit and non-credit operations to maximize efficiency as well as service delivery, and the second addressing the development of enhanced collaboration across the A&R, A&E and Matriculation Offices.

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A&R Re-engineering and Re-organization of Work Practices

Overview

During the spring semester of 2003, the units of the Student Development Division participated in a comprehensive re-engineering initiative designed to refine and integrate operations through the expansion of technological support systems. A four-step process was developed to examine workflow, assess technological support, consider the impact of institutional policies and procedures, and increase the effectiveness of communications.

The first step, setting the parameters of the review, involves the Leadership Team in a discussion of the overall context and direction of the College, as well as plans and related documents. Driving forces considered include organizational direction, structure, and staffing; leadership, management, and participation; effectiveness and performance, climate and change-orientation; project clarity, methodology and outcomes; and technological applications, resources and plans.

The second step, reviewing business processes, involves teams of faculty and staff knowledgeable about the work practices and processes, determining the processes to be analyzed, identifying the ownership, and establishing the beginning and ending task as well as the inputs and interfaces. Thereafter each team defines the set of work tasks and looks for ways to accomplish the tasks more efficiently and effectively. Finally, the process is documented using flow charting, establishing supplier requirements and control points, and evaluating opportunities for improvement. As a result, work practices and flow are documented, areas of improvement identified, and the team prepared for the next step: implementing best practices.

The third step, considering best practices, involves the teams addressing one or more previously identified problem areas based on their importance and prospects, and conducting a search of best practices to identify the one(s) to be developed for implementation. Thereafter the requirements for adoption are identified, workshops for implementation developed, and the processes implemented and benchmarked to produce immediate improvements in the system through a participatory work climate.

And the final step, assessing organizational structures, takes issues identified across work groups to the Leadership Team with the leaders of each of the work groups participating in their presentation and discussion, resulting in the identification of potential improvements in the organizational structure of the unit, allowing form to support function, producing a reorganization for discussion, refinement, and subsequent implementation.

Based on the work of the teams, each unit outlines a comprehensive program of development and change to be implemented with the support and assistance across the institution, improving overall responsiveness to major constituent groups – students, faculty, staff and administration – while simultaneously decreasing the pressure on Student Development staff.

The A&R Project

Because A&R is one of the Division's largest, most progressive and tech savvy units with leadership interested in the refinement and integration of operations, both credit and non-credit, A&R initiated the process, setting the overall parameters of the assessment, reviewing business processes and best practices, and assessing organizational structures.

The Leadership Team, consisting of the Vice Chancellor, the Dean and Associate Dean of A&R, and the Dean of Matriculation, as well as the two consultants, set the parameters of the project, outlining three overarching goals with increased cost-effectiveness as an additional by-product:

1. To create a basic record of how processes work by identifying roles and steps;
2. To improve processes for the benefit of professional staff, students, and other users, as well as the institution; and
3. To improve the related systems, policies, and technology resources which enable the processes to be successful.

Two teams were established, one assessing credit processes from the perspective of traditional, international and concurrent students and the other assessing non-credit processes from the perspective of traditional and concurrent students, with appropriate representation on each. Five major questions were developed to be addressed by each team:

- How does it work?
- How are communications handled?
- What are the bottlenecks?
- What are the solutions to the bottlenecks?
- How can re-engineering, policy changes, communications strategies, and/or technology improve the process?

Additionally, it was recommended that the credit review begin by focusing on the admissions process from the point of application completion to admission, both manual and on-line, leaving registration, class enrollment management and transcribing for future analysis, while the non-credit team considered admissions, class management enrollment and transcribing simultaneously due to the integral nature of the three processes.

A series of four meetings of each team was anticipated: the first to develop the chart; the second to expand the detail and begin to identify the bottlenecks, etc.; the third to begin to identify solutions; and the fourth to develop recommendations for further development. To accomplish these tasks, each meeting was scheduled in a three-hour block, with the credit team initiating its effort during the week of March 10 and the non-credit team initiating its work the week of March 26, anticipating completion by the end of May with recommendations forthcoming for the consideration of the Leadership Team.

The synopsis which follows represents a compilation of the notes from these discussions.

Credit Synopsis

The Credit Team conducted five discussion sessions, each of which focused on a particular area of concern, resulting in an overall description of the area, the identification of bottlenecks and glitches, and the discussion of a variety of potential solutions, with the most viable incorporated into the final plan.

The first session focused on admissions, examining the process from three specific perspectives: electronic, mailed and personally delivered. Once the basic admissions system was defined, concerns were raised relative to the application, the lines of students attempting to deliver applications and use of physical space to accommodate the activity, the 'handling' required of mailed applications, and the holds, blocks, and other interferences which stymie the process, generating ideas to address each concern. A re-examination of the application and the data elements required, the completion process, and the viability of a checklist was considered, along with the possibility of redefining the data entry process using more effective technology. And finally, the reconfiguration of available space was discussed in an attempt to provide a more conducive environment.

The second session addressed the registration process, defining the steps required of new students, readmits, and continuing students and identifying concerns with level changes from credit to non-credit and vice versa; ineffective communication among offices and staffs, as well as with students; various holds, blocks and restrictions; late add-drops, sections changes, and other mischief; as well as student frustration. Ideas for improvement were extensive, from 'rolling' admissions and registration to increased training, and from improved use of more sophisticated technologies to increased responsiveness from offices, services, and departments.

Session three focused on student frustration with registration using the web and the telephone, with many of the suggestions previously identified reiterated regarding the improved use of increasingly more sophisticated technologies; improved communications with clearer, more accessible directions; the reordering of various steps in the process to decrease student frustration; and various 'fixes' for codes, blocks, and holds.

Session four addressed the billing process, as well as collections and academic history, resulting in descriptions of the steps in each of the processes accompanied by an assessment of the related glitches, many previously targeted such as blocks and holds, and some more specific to the specific processes under review, such as archival practices, 'book checking', and counseling with solutions targeting document imaging and interchange, a bursar's office for fee collection, improved departmental responsiveness, electronic signatures, and degree audit.

The final session examined the Team's 'wish list' in detail, highlighting the development of a 'one-stop' student service center, application redesign, Banner corrections and technological improvements, decreased holds and blocks, and improved archival storage.

**STUDENT DEVELOPMENT DIVISION SPECIAL PROJECT
A&R Re-engineering and Re-organization of Work Practice
Bottlenecks and Solutions**

Area	Bottlenecks and Glitches	Solutions	Implementation Strategy
Admissions	<p>Long lines, insufficient space to accommodate the current student population; demand outweighs supply for student service computers and printers; currently all records are archived and stored using different types of storage methods</p> <p>Application too long and comprehensive for readmit students; lack of an application deadline complicates the ability to adequately service the students by the beginning of the semester; mailed application process requires review of several different departments therefore delaying the admission process; and holds prevent students from obtaining future services to either A&R or Reg. Center</p>	<p>New one stop student service center that will incorporate all student services such as A&R, Registration, Counseling, Tuition & Fees, Bursar's Office, Financial Aid into one central location; need for additional computers and printers to accommodate the demand for admissions; and registration, integrate all records into one method of storage.</p> <p>Design a readmit application using current application and omit unnecessary elements; implement and enforce application cutoff dates with earlier deadlines for mailed and hand-delivered applications; and WEBSTARS and STARS should state actual hold and direct students to the proper department rather than a generic location i.e. Admissions & Records.</p>	<p>Request college to look into building a new facility to accommodate all student services into one central location, e.g., SJSU, SFSU, and Skyline College. Convert E107 or SH118 into temporary student service center, move all A&R support group to other location.</p> <p>Request that ITS allocate additional systems for student admissions & registration. Contact different vendors to research most appropriate type of record storage system for CCSF</p> <p>Talk with Dean Balestreri about deleting unnecessary elements of the application; and request the college to reestablish application deadlines to better service the students.</p> <p>Have ITS implement accurate hold messages on WEBSTARS at the application page.</p>

<p style="text-align: center;">Registration</p>	<p>Level, major, link, prerequisite, maximum unit restrictions, time conflicts, holds, academic/progress probation blocks, repeatability issues that bar registration.</p> <p>Web Registration sequencing flow is not smooth; too many diversions and unclear passages to successful completion of web registration.</p> <p>Departmental policies conflict with Title V Regulations</p> <p>Late notice of registration appointments</p>	<p>Correct existing banner errors that prevent students from registering in a timely manner; develop a preliminary pre-registration status report informing students of potential roadblocks to successful registration; and implement a new procedure to notify students earlier of their registration appointments.</p> <p>Examine conflicts in policies between self imposed policies and Title V.</p>	<p>Request a Banner/Web specialist specifically for A&R and Registration issues; make each department responsible for their holds and clearances; enforce payment of fees at time of registration and drop students for non payment within the first week of class; and set up automated generation of registration appointment dates for new and readmit students with email notification of registration appointments.</p> <p>College and Department policies must conform to Title V regulations.</p>
<p style="text-align: center;">Course Management</p>	<p>Students with priority registration lose their priority when trying to add to a class previously closed due to non availability of a wait list; poor departmental management of course offerings and class enrollments; poor collaboration of course number, content changes; inordinate departmental liberty on course number and content changes without consideration of overall impact of decisions; insufficient departmental information on changes prior to implementation causes hardship for transferring students, corrections department, matriculation, transcripts and the Transfer Center.</p> <p>Department policies such as continuing students who have left and returned must complete their program curriculum under any new policies changed since they left rather than continue under policies in place when they entered the program. Late adds are accepted even after the semester is completed; "RD" status is abused at an unacceptable level; some Instructors are hesitant to give a substandard grade; and request to remove RD status is generally ignored by departments/instructors.</p>	<p>Implement a wait list through Banner which has the capability and allow the individual departments to maintain accurate overload counts of each course to assist in determining if new sections are needed.</p> <p>Departments need to link past courses with new listings rather than leave it up to interpretation.</p> <p>Departments must submit changes to enrollment management committee to determine overall impact of change.</p> <p>Departments must conform to institutional policies. Eliminate RD status and replace with substandard grade.</p> <p>Late adds not accepted after semester is completed.</p>	<p>ITS implements Banner wait list capability; instruct departments to use wait list to better serve the students.</p> <p>All department decisions to change course numbers and contents must be submitted to the Enrollment Management Committee or proposed sub-committee or task force.</p> <p>Request Enrollment Management Committee to enforce policies. Ask School Deans to instruct faculty to assign a grade for each student.</p> <p>All incomplete grade sheets shall be forwarded to the School Deans to be followed up on.</p> <p>Request Academic Policies Committee to set a hard deadline prior to the end of the semester for submission of any late adds and that late adds cannot be backdated.</p>

<p>Academic History</p>	<p>Holds prevent students from getting a transcript in a timely manner; archived records delay the processing of an order; manual book checking takes too much time; the length of time to have transcript sent to a prospective institution is unacceptable at times; lost transcripts prevent students from being accepted at other institutions or prospective job offers.</p> <p>Numerous incompletes and RD's hamper the transcript process; and Instructors and Departments do not respond to requests to provide a grade.</p>	<p>See solution in Registration about holds.</p> <p>Centralized storage of records will address the issue of retrieving archived records, each department must submit changes of course numbers and contents to a review committee so college can implement automated book checking. Implement EDI to heavily applied schools.</p> <p>Electronic transfer of transcripts to prospective colleges and employers.</p> <p>Departments and Faculty need to know the consequences and repercussions of their failure to provide grades in a timely manner.</p>	<p>Individual departments must be responsible for their holds.</p> <p>Explore different vendors to find suitable record management system for CCSF.</p> <p>Request college to set up review committee for course number and content changes.</p> <p>Implement Banner module so that transcripts can be sent electronically; reduce budget for transcript stock; and explore different methods of transfer available to prospective employers and institutions.</p> <p>School Deans will need to get involved with enforcing instructors to submit grades in a timely manner with possible negative consequences will be faced by faculty who do not respond to request to provide grades.</p>
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Team "Wish List":

- Make full use of technology with ample student access at all CCSF campuses (with at least 50 computers) and mobile computers (laptops) to be used for A&R/Registration purposes at off site campuses and overflow units to reduce the wait time for students.
- Remodel to provide one-stop service with a reorganized bursar's office and a separate A&R data entry office until the new Student Services facility is constructed.
- Clarify communications with students, improve traffic flow, and improve interior and exterior signage around the Campus
- Clarify relationships with IT to improve Banner usage, staff training, and IT responsiveness with adequate tech support.
- Install EDI technology, document imaging and the smart card.
- Improve communication and collaboration between and among Student Development departments as well as academic departments.
- Publish changes to institutional policies, procedures and curriculum in City Currents.
- Hire a webmaster to make the web page more user friendly.

Non-Credit Synopsis

The Non-Credit Team conducted four discussion sessions, each of which focused on a particular category of students, resulting in an overall description of the admissions and enrollment process, the identification of bottlenecks and glitches, and the discussion of a variety of potential solutions, with the most viable incorporated into the final plan.

The first session developed an overview of the admissions and enrollment process, identifying the categories of entering students and clarifying terminology before developing descriptions of the processes for new students and dual enrolled students. Identified bottlenecks and glitches for new students included PARS delays and errors, enrollment without admission, wait list management, and the labor-intensive, paper-driven nature of the process with suggestions including improved use of technology, consolidation of forms, earlier counseling, and more pervasive assistance. Dual enrollment concerns focused on non-credit status overrides with suggestions including the redefinition of the 'point of entry', the development of more registration options capitalizing on technology, the design of a single college application, and more frequent on-site testing and registration.

The second session developed descriptions of the nature of 'open entry' and the process of enrollment returning students, resulting in the identification of glitches with the availability of counseling services and information in multiple formats, delays with PARS, the demands of off-campus sites, and the application itself, with ideas for improvement ranging from the development of a one-stop process with increased counseling available to improved use of technology and Banner applications, the development of a re-orientation process, and the use of the smart card.

The third session addressed the concurrent student, developing a description of the admissions and enrollment process with glitches identified in grading, duplicate records, schedule management, and the ability to generate course lists which could be addressed with improved transcribing of grades, managed enrollment, and identification systems.

The final session addressed the needs of special and continuing students, developing descriptions accompanied by glitches including incomplete records and inadequate use of technology, resulting in the manual processes of inordinate amounts of paper handled differently from campus to campus with possible solutions including improved use of technology and the redesign of systems to decrease paper flow and increase effectiveness.

Team members identified several key roadblocks including the labor and paper intensive nature of the process and the confusing, inconsistent nature of the process across campuses, suggesting the development of common processes which also preserve campus uniqueness; automation; the conversion of A&E and A&R to one-stop arenas; the preservation of communication, information, and personalization; and the engagement of faculty in the success of the process

**STUDENT DEVELOPMENT DIVISION SPECIAL PROJECT
A&R Re-engineering and Re-organization of Work Practice
Bottlenecks and Solutions**

Area	Bottlenecks and Glitches	Solutions	Implementation Strategy
New Student A&E	Delays and errors with PARS, labor and paper intensive nature of processes, unpredictable enrollments, enrollment without admission, and wait list management.	On-line admission and enrollment, smart card, simultaneous registration, form consolidation, add/drop for PARS, multimedia support, counseling, record updating, assistance at the 'point of entry', increased assistance, and Computerization	Re-design the admissions and enrollment process with technological support and increased assistance.
Dual Enrolled A&E	Pre-registration in credit is blocked by non-credit status overrides.	Reconsider 'point of entry', develop on-line and on-site options for admissions and registration, reduce redundancy in testing, develop equivalencies and linkages, educate students, and consider single college application.	Redesign process to facilitate student progress from non-credit to credit enrollments, perhaps with a single application.
Returning Student A&E	Availability of counseling and accessible information, PARS requirements, multiplicity of sites, and signature requirements.	Develop one-stop process with increased counseling, on-line orientations, electronic admissions, enrollment and registration with Banner support, smart card, and electronic signature	Develop the on-stop system with improved technological support via Banner and the internet/
Concurrent Student A&E	Grading, duplicate records, schedule management and readability, and course list generation.	Improved transcript access, grading and grade submission, managed enrollment by campus, identification systems, and quality control.	Improve grading and transcribing.
Special Student A&E	Incomplete records for certificate programs and graded courses.	Create an effective paper trail.	Develop mechanisms for the improved transcribing of certificates and grades.
Continuing Students	Manual, paper-intensive, archival pre-registration with lost forms and communication lapses.	Focus on processing students rather than paper.	Re-design and automate the system with all campuses participating.

Conclusions and Recommendations

The A&R Re-engineering and Re-organization initiative was a highly productive effort in that each of the two teams involved were enthusiastically engaged in the effort, identifying a variety of issues and concerns to be addressed through the development of systems and structures, as well as the refinement of policies and procedures, often with the application of technological enhancements.

First and foremost, from the view of the Facilitators working with both teams, it was apparent that efforts to integrate the work of the credit and non-credit A&R teams would benefit the organization, the staffs, and the students. Suggestions emanating from the teams included the development of a single application form, the expansion and integration of technological support systems relative to registration and transcribing, the provision of "one-stop" Centers to improve service to students, and the expansion of the interface with matriculation to support student flow through assessment, orientation and registration with state-of-the art delivery systems and reporting mechanisms. Additionally, however, across the two teams, it became apparent that efforts to integrate back-office systems and enhance the available technological applications were key to the future development of the enterprise.

Second, each of the teams identified specific initiatives that would enhance the effectiveness of the registration process, including efforts to improve communications with students, contemporize policies and procedures, and maximize the use of technology:

The credit team recommended the development of a common application, as well as the revision of the readmit application; the development of one-stop centers and kiosk locations to maximize the use of technology; the development of improvements and enhancements in Banner applications to improve service; the use of EDI transcribing to facilitate transcript receipt and subsequent analysis; the use of document imaging as a tool to facilitate data entry; and the re-examination of various policies relating to blocks and holds, course and program requirements, degree audit, and fee payment.

The non-credit team also recommended the development of a common application and the development of one-stop centers, as well as the improved use of technology throughout the admissions and registration processes and the formalization of the certification process. Further, the Non-credit team recommended the development of a piloting process which would allow each campus to customize communications to speak to the needs of their particular population.

And last, the teams themselves recommended that their findings and recommendations be presented to the Chancellor, the Vice Chancellor, and their colleagues in an effort to continue the initiative with the identification of specific developments to be pursued and implemented over the course of the next few years. Clearly, having participated in the analysis process and generated initiatives that would increase institutional support for improved student services which also increase staff satisfaction and productivity, team members were eager to move to the next step in the process.

APPENDIX

Credit Assessment Team Notes

Session One: Categorical Analysis

Session Two: New, Readmit and Continuing Students

Session Three: Web and Phone Registration

Session Four: Billing, Collections, History, and Class Schedule

Session Five: Improvements

Non-Credit Assessment Team Notes

Session One: New, Dual, and Returning Students

Session Two: Open Entry and Returning Students

Session Three: Concurrent Students and Academic History

Session Four: Special and Concurrent Students and Improvements

Participants

Steering Committee

Credit Team Members

Non-Credit Team Members

CREDIT ASSESSMENT NOTES

Session One

The first of four meetings on the A&R Re-engineering project was held on March 12 with Bob Balestreri introducing the project, Kathe German providing an overview of the process, and Denton Crews facilitating.

During the session, participants discussed the admissions process beginning with the completion and submission of the admissions application and continuing through to the matriculation interface, constructing views for traditional students, international students, concurrent students, readmits, and those enrolling in special programs.

An Overview of the Admission Process by Category

A. *Traditional students* complete the admissions form, most of which are submitted electronically, while others are submitted by mail or in person.

- Electronic applications are reviewed by the system and accepted if complete; students are notified of admission, electronically screened for their matriculation status and provided the appropriate information regarding next steps by mail. Admissions information is entered into Banner electronically; however, to complete the process, applicants must submit a signature by fax, mail, or in person.
- Mailed applications are reviewed manually and accepted if complete; if not complete follow-up conversations occur by phone, fax, mail, and e-mail until the application is complete. Thereafter, students are notified of admission and screened for their matriculation status by mail and provided follow-up directions by mail. Admissions information is entered into Banner manually within a two-to-three day period depending on the time of year.
- In person, applications are reviewed and applicants queried for missing information on the spot. Once accepted, they are admitted, screened through critical inquiry for matriculation status, provided the essential information on next steps, and given their registration appointment depending on matriculation status and time of year. Like applications received by mail, data is entered manually with the time required for entry dependent on the time of year and intensity of business.

Issues of omissions, accuracy, legibility, and changes are critical to the efficiency of the system, with the electronic pathway addressing these issues most effectively.

B. *Readmitted students* currently complete the admissions form; however, they used to complete a short form related primarily to the maintenance of their residential status.

C. *International students* complete a special application and continue through an admissions process driven largely by their international status as impacted by federal, state, and college regulations. International students must provide TOEFL scores of 475 or higher, a high school

diploma and translated transcripts, as well as proof of access to \$18,000 or more in US dollars before they can be accepted and issued an I20. Thereafter the US consulate approves an F1 visa and notifies the institution through the SEVIS system available on the internet and soon to interface with Banner.

D. *Concurrently enrolling high school and home schooled students* complete the application process with the support of their principals and parents, fulfilling the requirements of matriculation, and enrolling in the courses specified by their high schools. Students 18 and under apply with a transcript indicating 120 hours of credit or more and a 2.0 average.

E. *Special program students* enrolled in some 20 to 25 specific programs, most of which are fairly small, comprise a category of approximately 300 students, who are generally treated pluralistically, rather than universally.

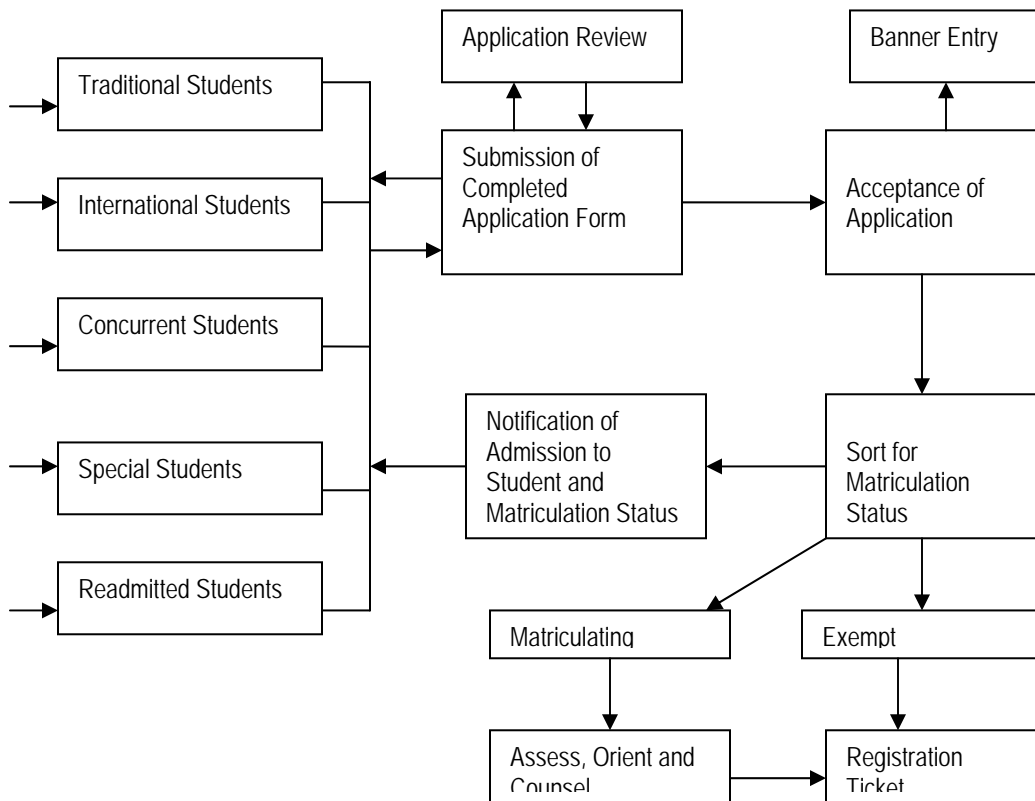


Figure One: Basic Admission System

The time required for completion of the process ranges from virtually immediate in the electronic system to 48 hours and even longer – up to several months, especially if mailed applications are incomplete and business is brisk. Generally, most – about 90% - of the applications are received prior to the start of the semester – with the balance – about 10% received during the semester.

Identified Bottlenecks and Glitches in the Process

A variety of bottle necks were identified in the process including:

- Students submitting their applications in person are standing in lines at the A&R office with other students who have a variety of questions, not just admissions;
- The application form itself is long and comprehensive, and might be simplified, with questions eliminated that are unnecessary at the point of admissions – perhaps integrated later into the matriculation process;
- The mailed application requires considerable 'handling' and might be simplified; and
- The physical space confines all students in a small entryway.
- Holds, blocks, probationary status, and unpaid fees interfere with registration in an untimely manner and should be communicated earlier

Ideas for Improvement

As the discussion progressed, a variety of ideas were generated which might improve the process:

- *Application Form*
 1. Re-examine the data elements on the current application form to sort those that do and do not need to be collected at the point of admission, revising the application to reduce human error and manual entry time.
 2. Re-examine the application completion process to improve self-checking and/or increase third party checking to reduce human error and time to admission.
 3. Develop a checklist for students addressing accuracy, omissions, changes, legibility, etc.
- *Banner Entry*
 1. Investigate the utility of new scanning equipment for data checking and entry.
 2. Cure the signature problem*.
 3. Examine use of data entry at the campuses.
 4. Examine the whole electronic system including how it communicates and markets itself to students.*
- *Electronic Path*
 1. Consider notification of admission, etc. via e-mail
 2. Consider the development of an electronic readmit form and accompanying process.
 3. Market the electronic process to promote the most efficient pathway.
- *In-Person*
 1. Re-examine the line and its layout for interventions and efficiencies like the DMV. For example, if the walls were removed and the front areas of Conlan Hall were used differently with appropriate signage and proximity, the Ocean Avenue

process would move more effectively for staff and students. Perhaps moving the Business Office and/or the Bookstore would also help. A visit to San Francisco State University and Skyline College would demonstrate the impact of the one-stop public center with the processing occurring in a back office. By reconfiguring the area, perhaps counselors could be incorporated into the admissions process and/or kiosks could be used to expedite the process electronically.

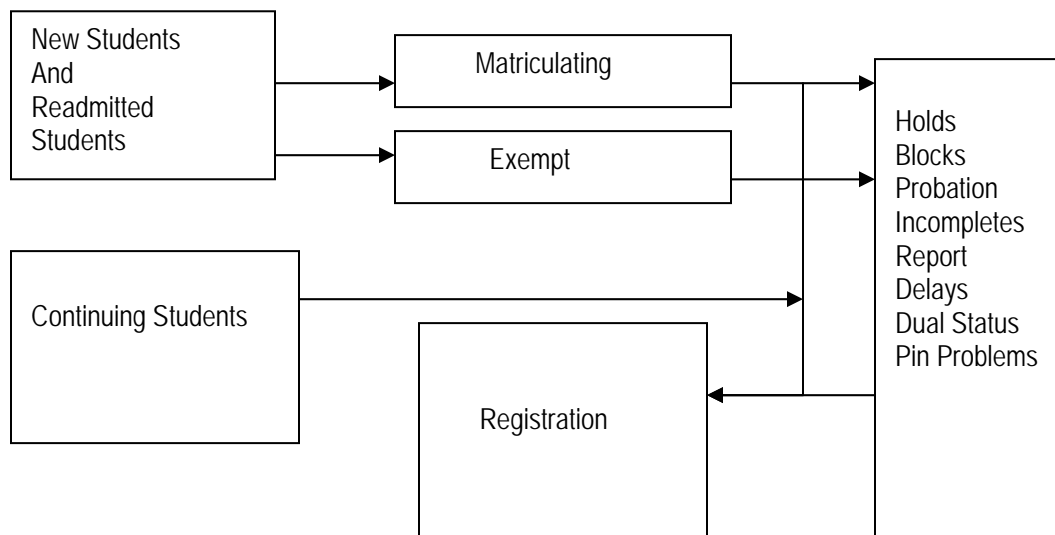
2. Reconsider the partial review process undertaken for applications received at the campuses in light of the full review provided at Ocean Avenue.
3. Provide admissions appointments.

Session Two

Next the team addressed the registration process for new students and readmits as well as continuing students, identifying related problem areas.

Registration for New Students, Readmits, and Continuing Students

With equal numbers of *new and readmitted students* registering in person, by phone and via the web, and equal numbers of continuing students registering by phone and web, the registration process is fairly consistent and the problems fairly clear. Moreover, the electronic process has eliminated three key steps: review, entry, and follow-up – saving considerable time!

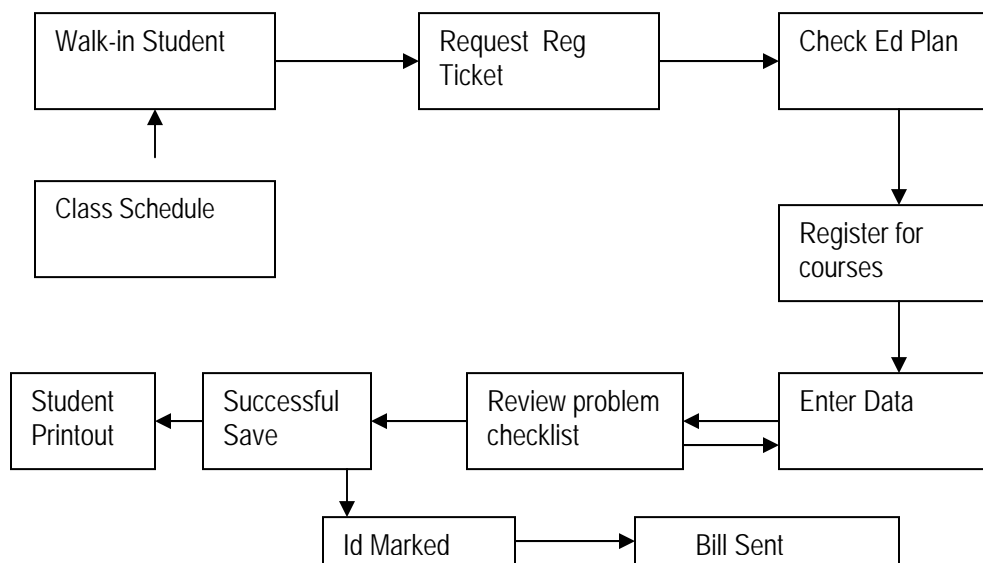


Identified Bottlenecks and Glitches in the Process

Key problems with the registration process include:

- Level changes from credit (01) to non-credit (02) and back to credit – or dual enrollment - corrupts information, requiring a different interface and a redefinition of Banner rules; moreover, non-credit provides no credit grades and is not transcribed
- Ineffective communication among offices and staffs and the students requiring a thorough review and revision of all instructions, messages, and interactions accompanied by training and appropriate signage

Students registering in person enter the arena with the necessary information and begin to register, a process interrupted by a variety of restrictions:



The key problem with walk-ins is that they generally bring a variety of unresolved problems to the registration process; otherwise, they may have registered via the web or the telephone. Problems usually encountered during the checkdown include items such as:

- Major restriction
- Class schedule
- Incomplete form
- Repeat course
- Pre-requisite deficiency
- Level restriction
- Time conflict
- Holds
- Over 17 units requiring approval
- Link errors

As a result, the registration staff - especially the data entry person – helps the student complete the form. Potential solutions to this dilemma include a video forewarning students of pitfalls so they

take preemptive action, a counselor to assist with decisions regarding class schedule choices, and/or a direct linkage between the educational plan and the registration process.

Identified Bottlenecks and Glitches in the Process

Key concerns include:

- Registration is successful about half of the time due to blocks, holds, etc.....
- Notification of blocks and holds in timely manner with clear directions regarding problem resolution, perhaps providing an incentive
- Student may add and drop until the first day of the final exams, a rule that should be reconsidered, allowing drop/add for the first few weeks only
- Section changes should also occur during the semester – not after the semester
- Mischievous adds and phantom students should be identified and curtailed

Ideas for Improvement

Ideas to improve the process include:

- Development of an electronic reg ticket
- Consideration of 'rolling' admissions and registration as well as pre-registration for highly structured programs
- Inform readmitted students of holds and blocks as they return – whether electronic, in-person or in the mail
- Require departments to lift holds in a 'just-in-time' manner
- Print a report on holds and their duration by department with the goal of reducing the number of holds to equal other institutions
- Develop a tracking system or admission s status screen – like UPS – showing registration status and providing notification of non-resident fees.
- Promote the use of the portal and Web 4 and the portfolio
- Cross-train the registration window and supplemental staff
- Reiterate the registration process during new student orientation and the counseling interview
- Review instructions given to students, when and how they are delivered, and the overall message
- Develop a cross-function group to develop the messages to be given to an entering student throughout the admissions and registration process
- Get grades in on time!
- Teach students how to select not only courses, but sections, stressing flexibility during the orientation, counseling and educational planning process
- Develop consistency among counseling forms from NSC to EOPS, etc.
- Send students of notice to pay before the last day to drop
- Have counselors in registration and/or use caseload
- Redesign and supplement the process for orientation, counseling and registration to smooth system and provide

Session Three

Following a reiteration of the advising problem, participants acknowledged increasing student frustration with registration.

Student Frustration with Registration

Students become extremely frustrated because they can't register, with many choosing to leave than fight through the process.

Ideas for Improvement

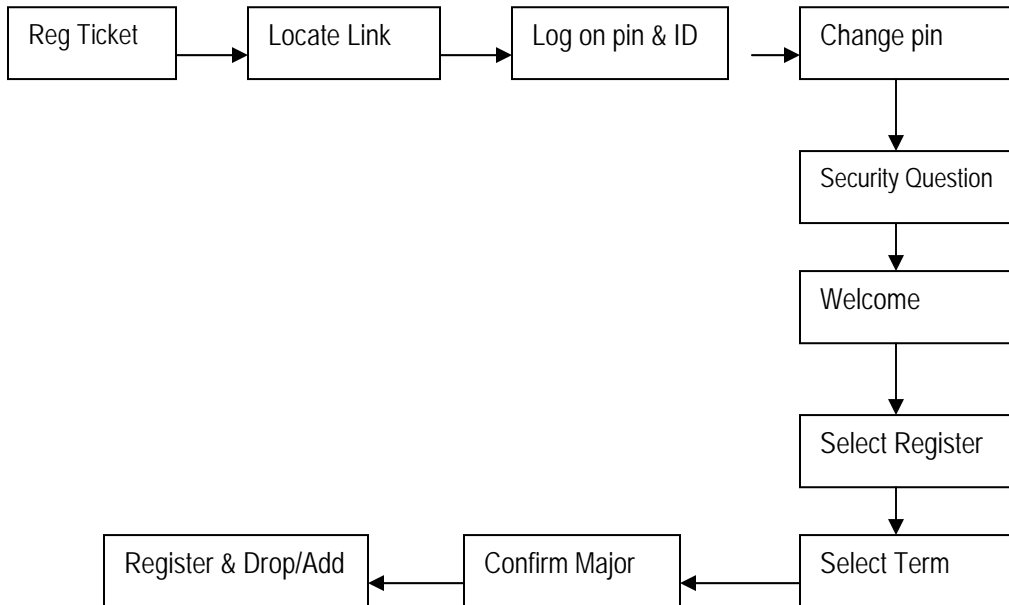
As a result, the following suggestions to close the gap were generated:

- Use technology to show students how to schedule classes and complete registration
- Print directions on the use of the master schedule on the reverse of the registration form
- Encourage students – and their counselors – to identify alternatives in case selected classes are no available.
- Improve language usage by changing the term “closed” classes to “full” classes to eliminate jargon and make the situation more understandable to students
- Use the computer to take students through problems with “holds” by using the help function, providing direction electronically
- Make sure that blocks appear earlier in the registration process so that students do go all the way through only to be barred at the end
- Use prompts along the way which are developed by a cross-functional team working with a program analyst to create a prototype
- Solve blocks and holds in a single step!
- Upgrade the phone system to make it smoother and help students resolve problems through clear choices
- Simplify information realizing that we have only one good shot at satisfying the customer
- Make it easier to find the ‘major’ on the phone and web systems
- Fix the major code
- Use the portal to provide more effective services
- Create an alternative path if student need to pay fees
- Clarify the use of technology

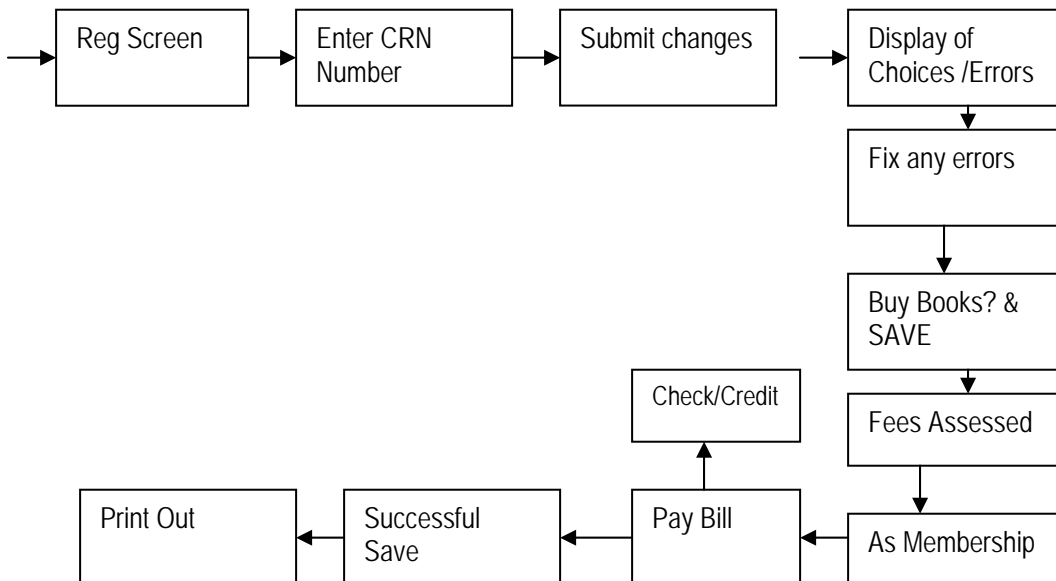
Given the technological needs, the potential of user groups was also discussed, noting that they have been more reactive than proactive. Unfortunately, it is unclear who to call and when, with responsiveness lacking. If the right question isn't asked at the right time – the opportunity is lost. Training is sorely needed. Examples of needs include letter generation, access, and excel. Problems noted include the class conflict problem, duplicate financial aid, and the frozen screen problem due to pre-requisite or test score errors.

Web Registration

The analysis of web registration included:



As web registration continues, some of the language requiring action is obtuse – like the need to save changes in order to register...when they think they haven't made any changes. The option to buy book, too, occurs too early in the process and should be an extra step at the end once students have their printout. And perhaps students could purchase their parking permits when they are asked to join Associated Students. Additionally, students don't know that there is a one-day hold if they pay by credit card and a one-week hold if they pay by check!



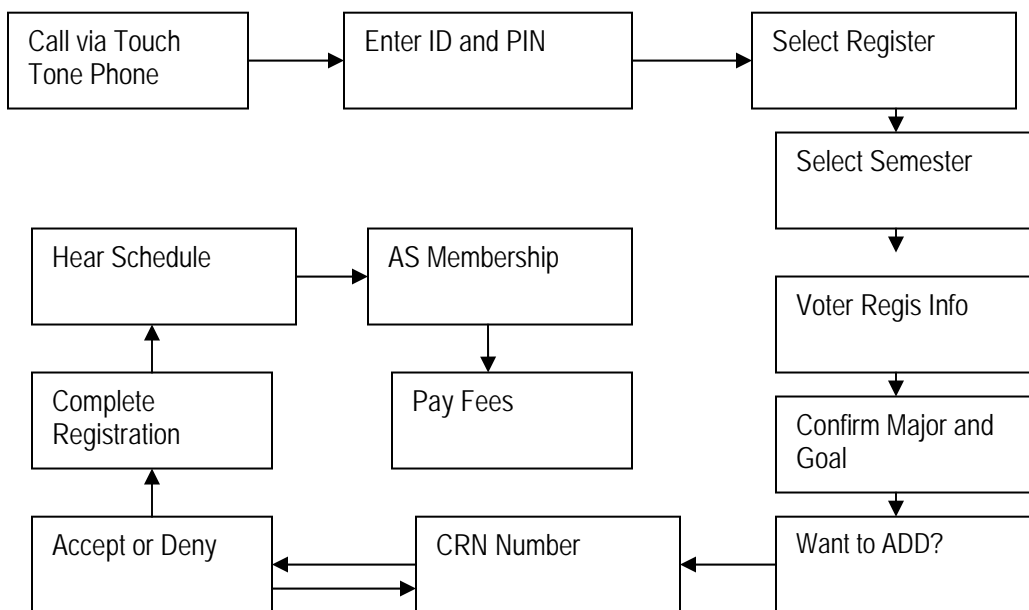
Identified Bottlenecks and Solutions in the Process

Problems with the process include:

- Pin numbers should be alpha/numeric, not cap sensitive, and not date of birth
- Separate students for registration and financial aid following the welcome
- Registration status should be checked following term selection
- Sequencing problem exists between select term and major
- Major is only a confirmation of what is already in the system, but that is not clear

Phone Registration

The phone registration process follows the web process:



Many of the issues identified for web registration also pertain to phone registration; however, the most problematic is "Want to add?" – which should ask if they want to register.

Ideas for Improvement

Among the ideas for web and mailed registration were:

- Identify an application deadline.
- 'Walk the line' at Conlan Hall to sort student needs and/or provide a station for screening at an earlier point in the line during peak periods
- Provide electronic alternatives via kiosks or work stations on-site to expedite service.
- Increase the number of 'add and drop' computers to facilitate schedule changes during peak periods.
- Collapse the period allowed for mail-in applications
- Consider the ways and means of reducing human error in data entry of mailed application material.

Session Four

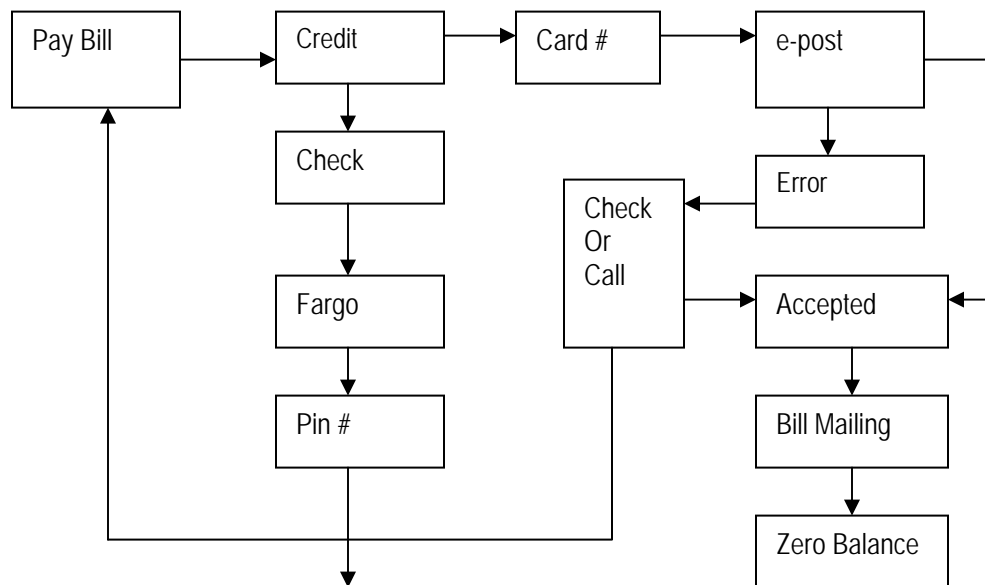
The fourth session of the team addressed the billing process, as well as academic history, with the intent of identifying the full range of bottlenecks, solutions, and implementation strategies thereafter.

Billing

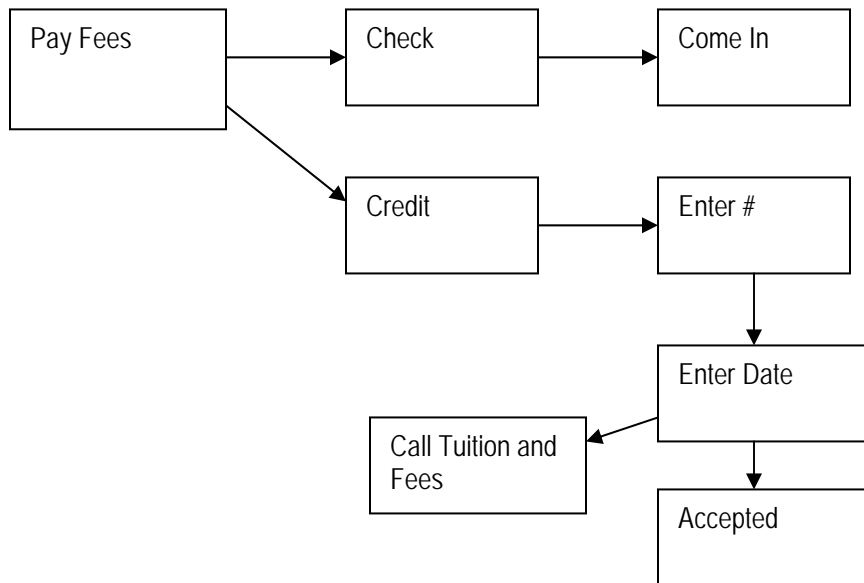
Participants identified the obtuse language of the mailed bill as the first issue of concern, e.g., 'other fees', 'outstanding fees', 'previous fees', 'health fees', and 'amount due'. Such unclear and numerous categories result in numerous inquiries for clarification. On the other hand, the student bill received in person is more like an audit which parallels the changes made rather than the end of the transaction, can take days to unravel!

The billing process begins with the mailing of statements at a specific time for anyone with a transaction since the last mailing; as a result, some students who have taken an action, keep getting bills, further confusing the situation. Late adds, however, require manual billing.

One the web, the process involves:



By phone, the process is simplified:



Bills on the phone cannot be changed; however, bills on the web can be changed and carried over for a single semester. However, if fees are owed from previous semesters - or credits carried - they are not reflected. So a student could owe for this semester and be charged, despite the fact that (s)he is carrying a credit from the previous semester.

Students who register in person may pay with check, cash or credit card and get an official receipt in person or by mail. They may also receive a paper printout of add or drop requests and they may go to Tuition and Fees to get an early identification card; otherwise they have to wait for their identification card to arrive in the mail.

The identification card is another bottleneck; if students could receive their official picture identification the process would be expedited.

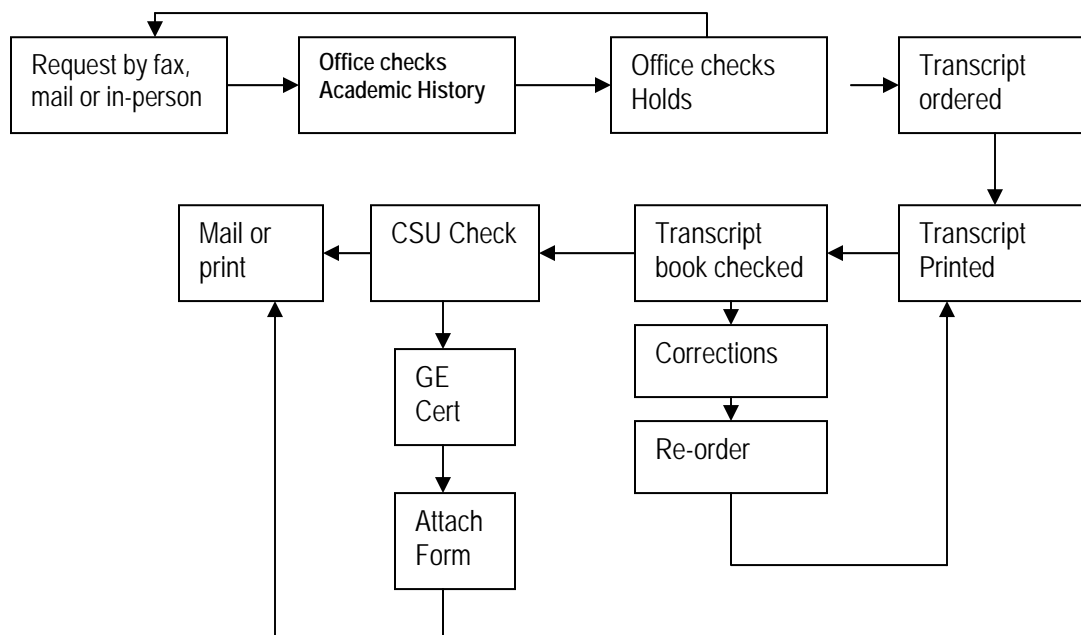
Collections

Collections put holds on if fees remain unpaid in an effort to block the registration, the production of transcripts, and other services. After a year with frequent notices sent to the student in question, the delinquent account is sent to the state and wages are garnished.

Academic History

The academic history represents the student's record of completed and attempted coursework plus units attempted, grade point average (GPA), attended hours, etc and all related demography; however, it does not reflect disciplinary issues. While the academic history is often used by counselors, it is also often incorrect due to miscalculations and transcribing errors.

The transcript is a reflection of the academic history which reflects withdrawals, but not dropped courses if dropped before the deadline – if after dropped courses show in the units attempted.



Students requesting a transcript file their request at the transcript office with copies sent to the graduation office; if they want IGETC certification that must also be requested. Official transcripts are received by mail or in-person, not on the web. If holds are encountered, they must be checked, resolved, and the process started over. The process of locating and correcting the academic history is arduous, involving considerable manual operation especially if the history is archival. A second manual process delays transcript production as it is “book checked” and corrected by the Corrections Department, involving much interaction with the academic departments. And yet between 5,000 and 8,000 transcripts are requested each semester, making the process a high priority. Official transcripts cost \$10 and can be expedited in 24 to 48 hours; the regular rate is \$5 and takes up to 4 weeks.

Incoming transcripts are sent in hard copy by the other institution, received by A&R, and filed, lying dormant until the student requests an analysis. It is estimated that about half of the students request transcripts.

The transcribing process is hampered by a lack of communication between departments, particularly with regard to the evaluation of the transcript from another institution. Foreign transcripts are evaluated externally – in English – and checked by the Graduation Department. Counselors cannot certify academic history, but they use it frequently, often sending students to A&R for transcripts to be used in counseling because the history may not be correct. It would be helpful to develop a mutually agreeable course of action between A&R and counseling.

Identified Bottlenecks and Glitches in the Process

Four major bottlenecks were identified:

- Holds resolution
- Archived Records
- Book checking
- Counseling

Ideas for Improvement

Solutions include:

- Use of EDI – electronic document interchange for electronic requesting and exchange of transcripts among institutions
- Development of a one-stop center to collect all fees – a bursar’s office – so A&R can focus on the processing of documents
- Imaging archival records into the system
- Improving responsiveness of the academic departments and stabilizing course numbers and titles
- Use of electronic signature to decrease holds
- Computerize the IGETC certification and the CSU certification

Class Schedule

The class schedule was also discussed, with the following issues identified:

- The interface between needs and data requires strengthening; right now it is all anecdotal
- Department management of class offerings requires improvement
- Collaboration on moving students into new sections created to accommodate overflow would reduce follow-up work for everyone
- Develop a wait list or request count to assist with schedule development

Wish List

And with that, the group turned to the development of the *Wish List*:

- make full use of technology with ample student access at all sites (with at least 31 computers)
- remodel to provide one-stop service with a separate bursar’s office and a separate back office until the new building comes on-line
- clarify communications with students, improve traffic flow, and improve signage
- clarify relationships with IT to improve Banner usage, staff training, and IT responsiveness with adequate tech support
- install EDI technology, document imaging and the smart card.
- Improve communication and collaboration between and among student development departments as well as academic departments
- Publish major changes and developments in City Currents
- Hire a webmaster to make the web page more user friendly.

Session Five

The final session of the team addressed the overall bottlenecks and glitches with their solutions as identified by the team and means of implementing those solutions.

Overall Compilation of Ideas for Improvement

Highlights of the solutions identified included:

Admissions

- Development of a one-stop student service center with appropriate computer support and record storage.
- Design of a re-admit application to be implemented with appropriate admissions deadlines and upgrades of WEBSTARS and STARS to clarify holds and redirect their resolution to the provider.

Registration

- Correct existing Banner problems preventing timely registration with early notification of registration appointments, preliminary status reports to assist students in successfully completing registration in a timely manner, and a refined repeat policy.

Class Enrollment Management

- Implement the wait list, create equivalencies between past and present courses, and create a process to assess the impact of curricular changes.

Academic History

- Address holds, centralize storage, implement EDI, and improve grade submission.

At the conclusion of the discussion it was also determined that proximate initiatives regarding the development of the curriculum required inquiry, resulting in the suggestion that Mike Kelly, Curriculum Committee Chair, and Brian Ellison, Dean of Curriculum, be invited to participate in such an endeavor.



Upon conclusion of the analysis process the team agreed to present its findings and suggestions to the Chancellor and Vice Chancellor for their consideration.

NON-CREDIT ASSESSMENT NOTES

Session One

The first of four meetings on the A&R Re-engineering project was held on Wednesday, March 26 with Vice Chancellor Griffin introducing the project, Kathe German providing an overview of the process, and Denton Crews facilitating.

During the session, participants discussed the admissions and enrollment process (A&E) beginning with the students' arrival on campus and continuing through to the matriculation interface, constructing views for new students, GED students, returning students, concurrent students, and continuing students. Some features of non-credit that bear on this process are the 'open-entry' enrollment process, and the diversity of the student population in terms of language, culture, expectations, educational background, and technological sophistication. Additionally, the process differs from campus-to-campus, though this document does not deal with campus variations.

Overview of the Admissions and Enrollment Process

All students entering the institution on the campuses begin their journey with the A&E office at which point they are informed of the offerings in English and other native language options depending on the site, screened regarding their interests, and sorted accordingly. Most will stay and register as non-credit students, some will stay and register as credit students as appropriate, others will stay and register as dual students – taking both credit and non-credit courses – and some will be directed to the appropriate alternate campus A&E/A&R office, counseling area, or academic department.

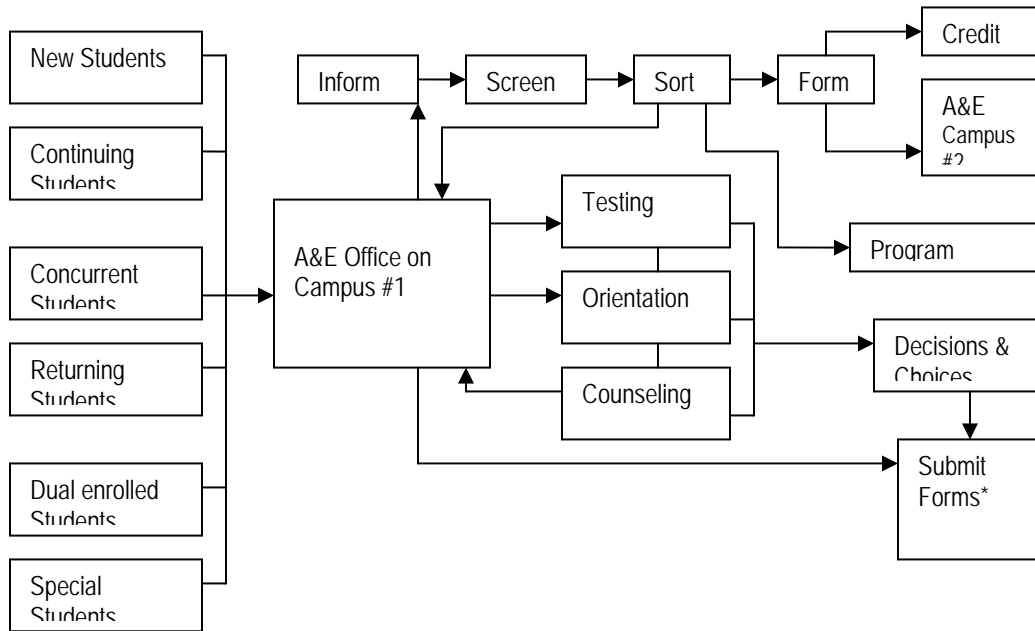
The categories of entering students for this purpose include the following:

1. 'new student' refers to a student who has never enrolled before
2. 'continuing student' refers to an active student re-enrolling
3. 'concurrent student' refers to a high school student enrolled in both high school and college, either credit or non-credit, simultaneously
4. 'returning student' refers to a student returning after a break in enrollment
5. 'dual enrollment' refers to a student enrolled in credit and non-credit courses
6. 'special student' refers to DSPP, older adults, and others for whom special programs are provided

In discussing the admissions process, efforts were also made to clarify terminology:

1. 'application' refers to the 'admissions to college' form
2. 'enrollment' refers to 'course enrollment' via the 'class schedule'
3. 'registration' informally refers to the 'student class schedule' form as entered into records to generate the PARS and formally refers to official admission to class
4. 'open entry' refers to enrollment at any point during the academic year
5. 'registration' refers to the completion of forms and entry of data
6. 'enrollment' refers to the process engaged by the student

The overall process looks much like this:



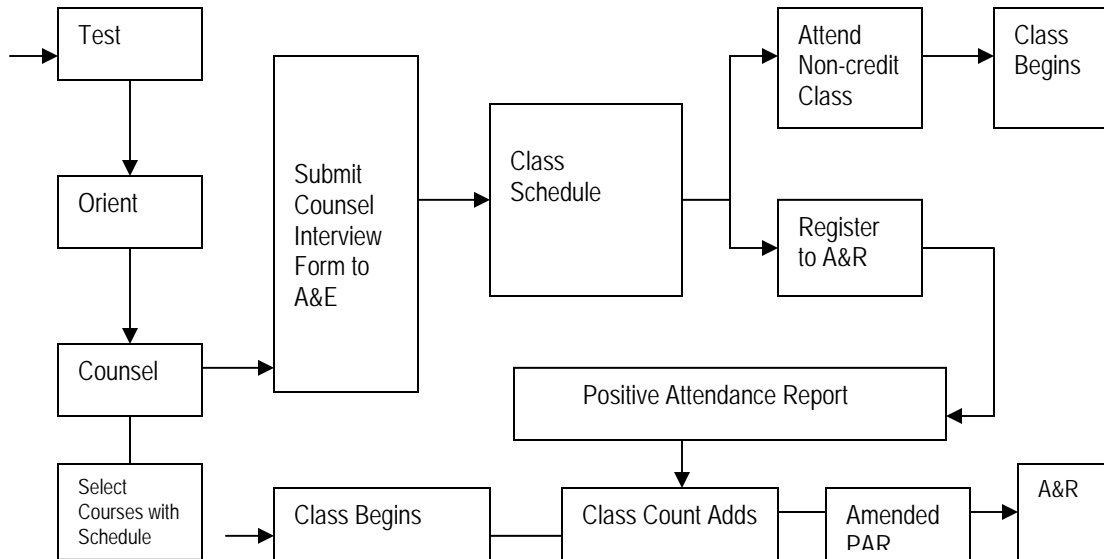
* Forms include: (1) Application for Admissions and Course Enrollment for A&R; or
 (2) Transfer Form for A&R; and
 (3) Student Program Schedule for the Campus
 (4) Non-credit continuing Student Course Registration Form for A&R

1. New Students

In the A&E process, process, students apply, they are matriculated through assessment and placement, counseling and orientation, and they enroll and receive a schedule. Because assessment is time and data-driven, it often acts as a blockage; likewise because orientation occurs in groups and is concurrent, it, too, serves as a block ... or is disregarded.

Upon completion of the process, the student keeps the class schedule, the Counseling Intake Forms stays at the campus unless there is a placement change when it goes to the Matriculation Office, and non-credit test scores are entered later into the Banner database when an official record is available to receive the scores.

A two week period passes between the time that the class begins and the amended PAR is submitted to A&R.



Identified Bottlenecks and Glitches in the Process

Several critical bottlenecks were identified:

- Two week delays with PARS, tests, etc.
- Dual enrollment
- Labor intensive nature of the process
- Errors and delays, especially with PARS
- A plethora of paper of various sorts
- Over and under enrolled course problems
- Student enrolled but not admitted to class by faculty
- Waiting list management

Ideas for Improvement

Suggestions emanating from the discussion of the admissions process include:

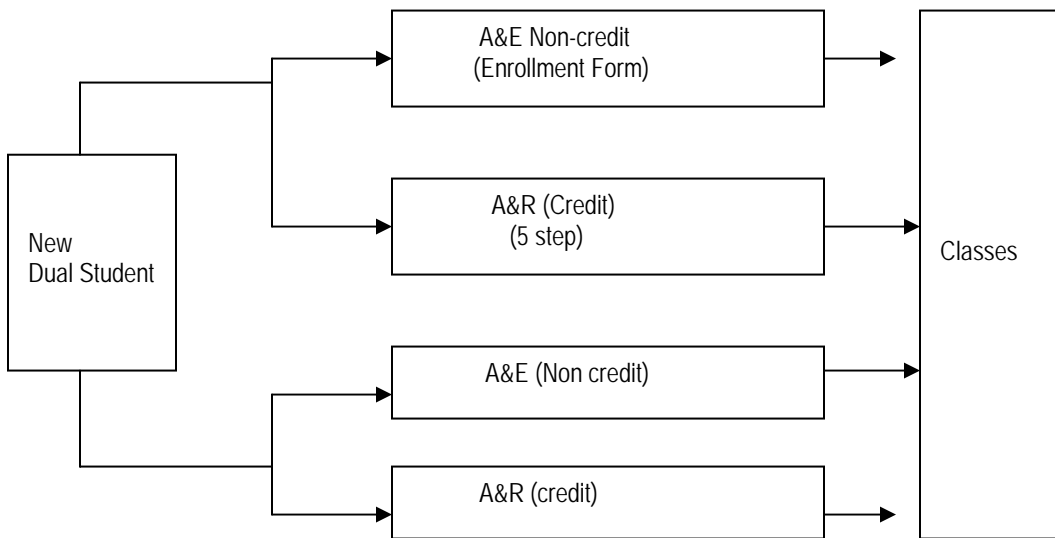
- Use of on-line capabilities to submit application and/or course enrollment with immediate report/class schedule to students indicating classes and locations in their native languages
- Development of the smart card
- Development of simultaneous registration
- Consolidation of forms
- Development of an add/drop process for PARS
- alternative support for the process such as a video in the appropriate language and culture to explain related issues, e.g., years of school, etc.
- Development of options for application and enrollment
- Redesign of the process to move all students through the counseling office before they go to A&E or A&R
- Develop a record updating method for returning students
- Assistance at the 'point of entry', e.g., phone, on-line or in-person, providing assistance

- Provision of peer assistance
- Expansion of the computers available for student use
- Enrollment assistance for the family in the home

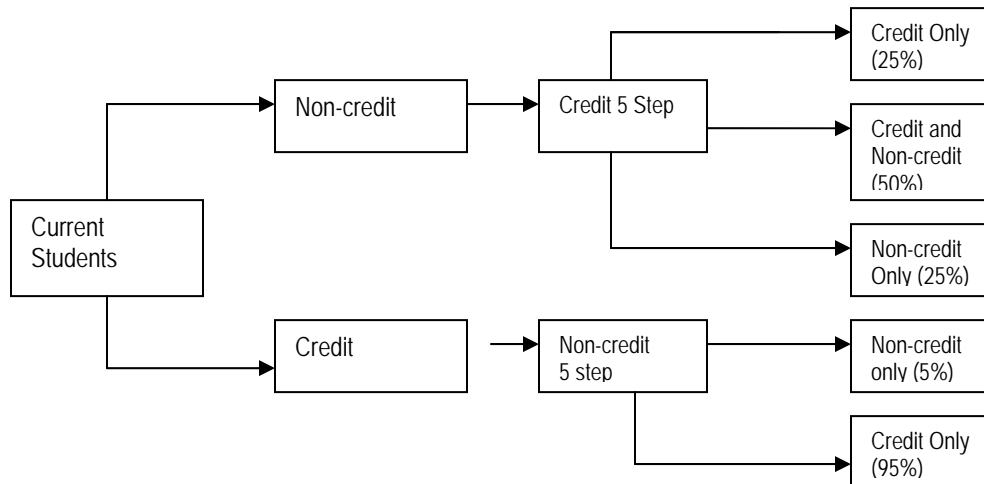
Issues remaining include:

- The drop versus the no show versus the non-returning versus the not yet there;
- Academic history
- Financial aid-related systems
- Grades and records
- On-line valid signatures
- A “managed enrollment” policy
- Alignment of language and titles of forms
- Closure of the gap between counseling students on level and course and enrolling students in specific sections of courses
- Effective use of the waiting list by A&E

2. Dual Enrollment Students



OR



Identified Bottlenecks and Glitches in the Process

The key bottleneck lies in the pre-registration of dual enrolled students as pre-registration in credit is blocked by non-credit status overrides.

Ideas for Improvement

Suggestions include:

- Reconsider the 'point of entry'
- Develop options for admissions and registration on-line and on-site
- Redesign process to facilitate student progress from non-credit to credit student in accordance with student goals
- Review testing to reduce redundancy, e.g., ESL, and ease the move from credit to non-credit
- Develop a common link between credit and non-credit ESL at appropriate levels
- Develop equivalencies between credit and non-credit testing
- Continue to foster credit enrollment by educating students
- Examine the process by which information is updated
- Consider a single college application
- Provide on-site testing and registration every day or every two days, especially for bi-lingual students

The overall goal of increased effectiveness might be to save 5 to 7 minutes per registration per student.

3. Returning Students

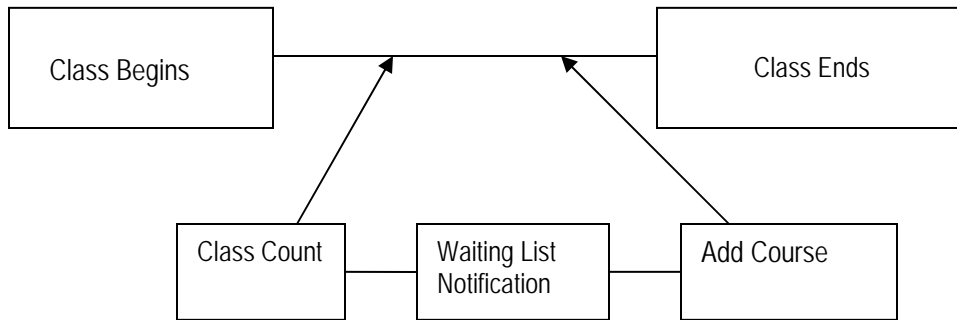
Returning students are exempt from testing unless the assessment has aged; information is maintained unless updating is required. Major improvements would be realized by closing the two-week lag times and eradicating the general differences between campuses.

Session Two

The second meeting on the A&R Re-engineering project began with a focus on 'open entry' enrollment.

Semester-based 'Open Entry'

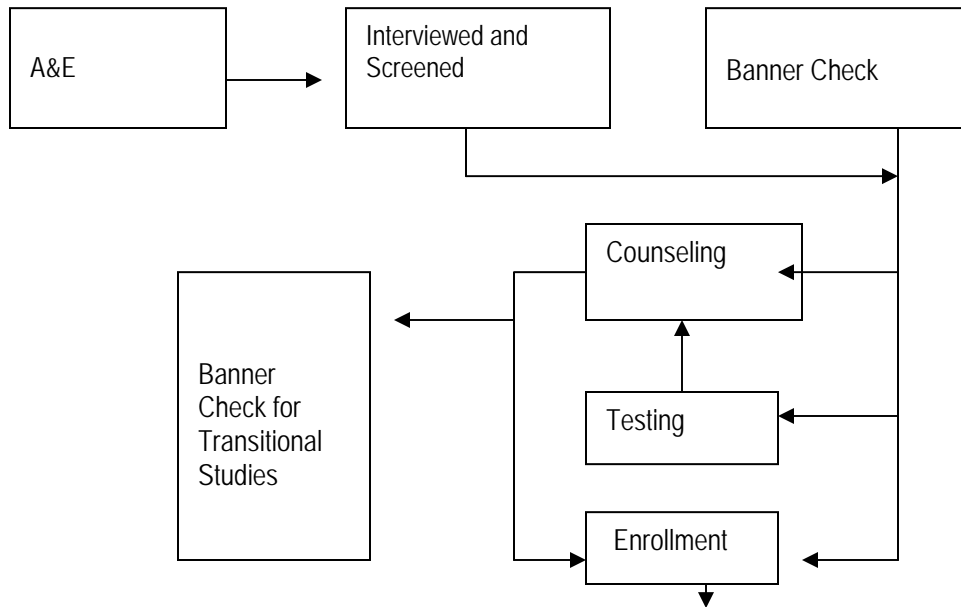
Semester schedules allow students to register at any time as long as there are available seats in the desired course(s). Therefore, student enrollment is essentially 'counted' every two weeks (or more frequently) as staff walk the building, verifying the count with the teachers. Once the count is fairly accurate, additional cards are sent to students on waiting lists for admission to the identified courses. Most students will enter the course even near the end of the semester because enrollment allows them to register earlier the next semester than non-enrollment. The use of 'managed enrollment' worked at some sites to correct these problems, and not at others.



It should also be noted that the Transitional Studies program works differently, with students receiving grades and credits on a quarterly basis for day classes and a semester basis for evening classes. Additionally, ESL faculty move students into other levels of instruction at any point in the semester with exit exams at selected levels.

4. Returning Students

Generally returning students self-identify and consider the point of entry to be A&E. They are informed and screened before A&E confirms their data on Banner and they are recommended into a pathway, e.g., Transitional Studies and ESL. If they have been out more than a year, they are tested; if less than a year they go to counseling or enrollment.



Identified Bottlenecks and Glitches in the Process

Bottlenecks and glitches again include:

- Availability of counseling services following the testing process, especially for ESL and CASAS;
- Counseling coverage - especially evenings, weekends, and at smaller sites
- Availability of information in multiple formats, e.g., video or electronically, to allow the process to proceed more effectively, like Chinatown
- PARS requires student initials daily with instructors signatures bi-weekly and new forms issued every two weeks – perhaps this process could be managed more effectively with the smart card
- Off-campus sites – 300 of them often overseen by classified staff – further complicate the issues of non-credit and might benefit from a traveling examiner to affirm student course and level placements and/or weekly counselor visits to provide orientations etc.
- Application requires student signature

Ideas for Improvement

The following suggestions were made to improve enrollment processes:

- Develop a one-stop process with increased counseling availability
- Pilot testing electronically, with on-line orientations, etc. in multiple formats and venues
- Develop a re-orientation program for returning students
- Develop electronic admissions, enrollment and registration supported by Banner which is separate from the semester system
- Create a Banner check at all sites
- Explore the use of the smart card
- Develop the electronic signature

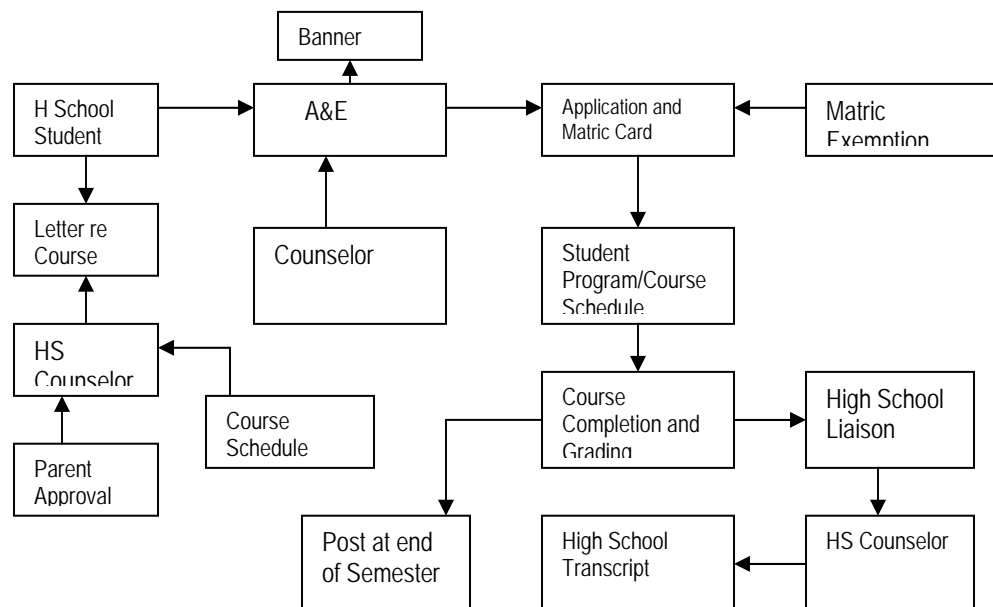
And finally, it was suggested that the College web site be corrected to direct students to A&E and not directly to the classroom.

Session Three

The session began with the revision of the notes from the two previous sessions, copies of which will be re-distributed. Thereafter, the experience of the concurrent student was discussed, as was academic history.

Concurrent Student

The third session addressed the needs of concurrent students, identifying four key issues and potential solutions:

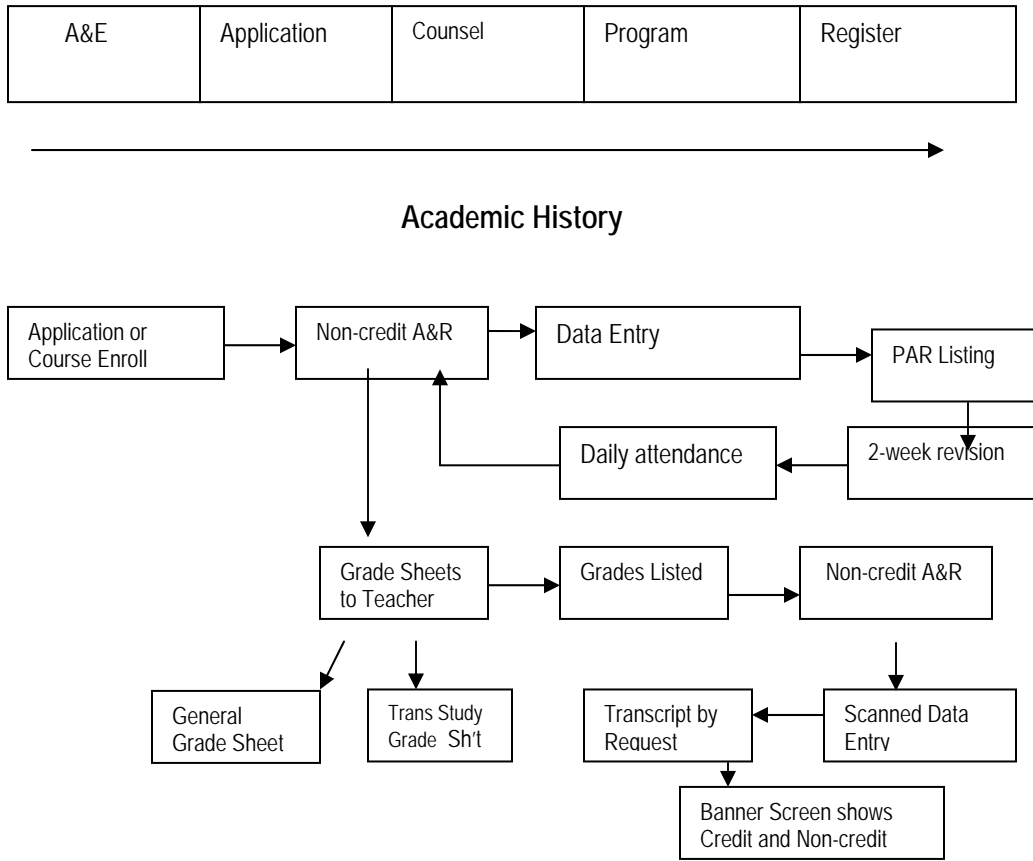


- The issue of limited staffing when students “hit” the scene – resulting in a need to organize differently; to use computer stations to submit on-line applications; to have an information desk available to direct students appropriately; to use space and signage more effectively, as in the Downtown Campus model; and to begin all students at the A&E Office, with more in a virtual environment, while the needs of others are triaged more effectively along the line.
- Improve the overall readability of the course schedule by re-organizing the information – especially, but not exclusively – for concurrently enrolled students.
- In the case of electronic conversion, include the use of a special form for use in August to allow students to enroll despite the disjuncture with the Unified schedule, getting a letter from the student’s counselor later to verify course selection, as at John Adams.

Also, it was suggested that the College provide incentives for continuing students to complete the registration process in June – and encourage use of the web site thereafter for transitional Studies.

A Snapshot of the Ideal

It was generally agreed that the idea would be a streamlined process:



Identified Bottlenecks and Glitches in the Process

A variety of bottlenecks and glitches were identified:

- Financial aid requires letter grades as do certificate programs, and requires individual verification of course completion as does the Veteran's Office.
- Duplicate records are a major problem, requiring from 2 to 3 hours of staff time to resolve, especially when the student doesn't register or gives a different name and identification number.
- Schedule management – especially for ESL Levels One and Two is a major problem.
- The ability to generate course lists requires attention.

Ideas for Improvement

Key issues and potential solutions include:

- Students who need grades should be encouraged to come to A&R and request transcripts.
- Two transcripts should be provided – one for credit and one for non-credit if the students have both - with non-credit transcripts free except when subpoenaed when it will cost \$5.00.
- Transcript grades related to performance in certificate programs, providing incentives to ensure that faculty submit grades.
- Provide a means of transcribing Transitional Studies' hours – using document imaging to move manual files from the '80's and '90's into the computer.
- Managed enrollment options could be reconsidered with each campus developing a strategy recognizing the impact of previous initiatives and possible effectiveness.
- High reliability identification systems should be explored to maximize efficiency and effectiveness of the enrollment process.
- People who by-pass the registration system are not in the file, requiring a means of identifying leaks to improve the efficiency and effectiveness of the system.

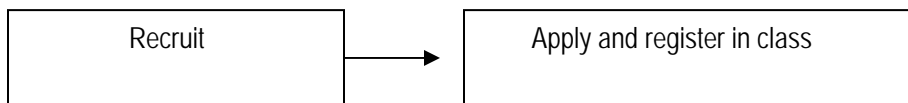
Session Four

The final session began with a review and revision of the three previous sessions and continued by addressing the procedures used for Special Students, leading to a synopsis of major initiatives identified throughout the process.

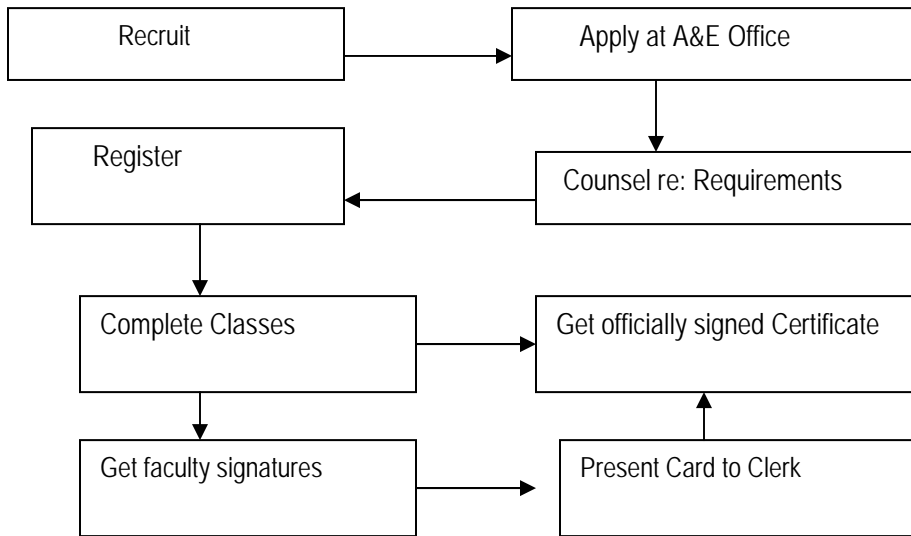
Special Students

The special student category includes primarily older adults, business, trade skills, DSPS, etc., and involves two categories: open and controlled:

The open system was depicted as follows:



And the controlled system was depicted as follows:



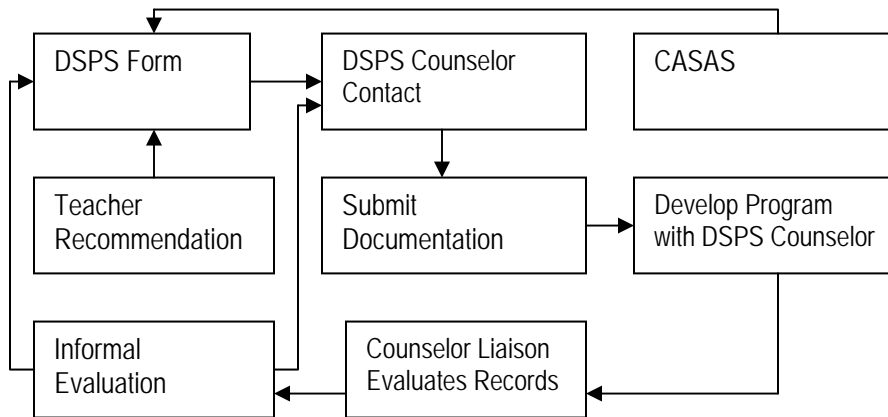
Identified Bottlenecks and Glitches in the Process

Two major problems were identified:

- Certificates and related courses with grades are not sent to A&R for entry in the system, resulting in incomplete records through A&R and reliance on manual files.
- A significant number of faculty don't fill out grades or turn them in at the end of the semester.

Ideas for Improvement

The solution is to create an effective paper trail to avoid loss of information and to set up a parallel official grade submitted to A&R.

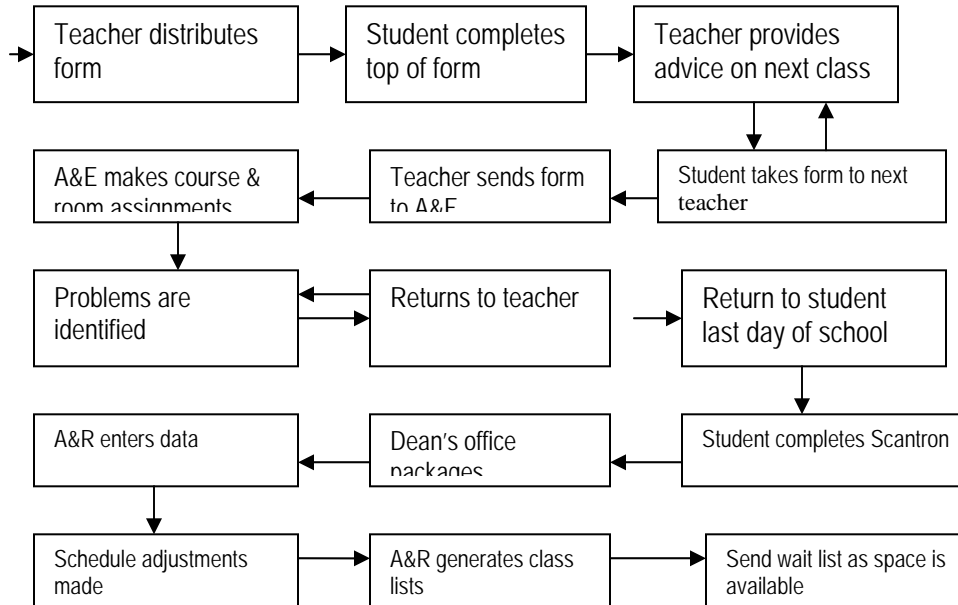


Continuing Students

Pre-registration of continuing students is an archival manual process using the Program Form; forms are not kept in the office as students hold the only copy. However Chinatown allows students to pre-register based on attendance the previous semester.

All students see a counselor in A&E with paperwork reviewed by a counselor or A&E before A&E processes requests. The key difference in the two systems in general use is whether they process students or paperwork.

At Chinatown the following process is used:



At John Adams, the process is similar except that the student selects the time and the instructor selects the level of instruction with no need to carry the form from teacher to teacher. The form is then given to A&E where a copy is filed alphabetically and A&E balances sections with no wait list – everyone is enrolled. At the start of school, the teacher fill class by date of registration, while the ESL coordinator has the authority to declare a course full and move rooms to accommodate the student enrollment. Changes are subsequently made on the original document. Additionally, at John Adams intensive efforts have been made to reduce paperwork and redundancy in the process. For example, students are asked to provide the same information seven times in the course of registering; the revision of forms and use of automation could reduce both the paperwork and the redundancy.

The primary glitch lies in the communication between the ESL Campus Coordinator and the A&E Office – a communication channel which is critical to make the system work. With initiative, experience, and judgment – it does work!

The most difficult work is in the pre-registration of continuing students where there is lots of room for error. At that point some offices actually close of “Dead Week” to get the work done as accurately as possible.

At the Mission Campus the teacher helps the student complete the program form and then takes the students to A&E as a group to fill in the CRN and room number; thereafter, the form is separated with one copy to the teachers to give to the students, while A&E puts the data into the system on-site.

Synthesis of Major Problems and Related Suggestions for Improvement

Across the board, it is estimated that 80% of the enrollment is in ESL; however, making students aware of other offerings is problematic.

The key problem with the system is that it is very labor intensive; the solution is to automate the process while retaining flexibility.

Additionally, business classes change from campus to campus, creating difficulties when times differ. If this was done on-line, it would help.

Also, if campuses had a uniform form, it could be developed in multiple languages.

And, if information could be shared more effectively, enrollments could be more effectively managed.

A key bottleneck is the Scantron form which generates a class list with over enrollment listing all students' names; the problem is cleaning the lists. The solution to the problem is to delete at the faculty level and then maintain the list, submitting the cleaned lists to A&R.

Overall Recommendations

Upon conclusion of the final discussion, participants identified key issues with the facilitators:

The major roadblocks include:

- Labor intensive nature of the process
- Paper intensive nature of the process
- Confusing nature of the process
- Inconsistency of the process across campuses

Key actions might include:

- Development of common processes which also preserve campus uniqueness
- Automation
- Conversion of A&E and A&R to one-stop arenas
- Preservation of communication, information, and personalization
- Engagement of faculty in the success of the process

Upon conclusion of the session, participants indicated that they were enthusiastic for change. Understanding that a report on the process would be delivered to Mary Lou Leyba, Bob Balestreri, and Don Griffin, as well as the Campus Deans, the team is awaiting decisions regarding the next steps.

A&R RE-ENGINEERING AND RE-ORGANIZATION

PROJECT PARTICIPANTS

Steering Committee Members

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