

**8-Step Process Implementation/Improvement Plan (PIIP)**  
Electronic Form

Richland College employees use the **8-Step Process Implementation/Improvement Plan (PIIP)** to document implementation of new processes/programs and improvement of existing processes/programs.

**PLEASE NOTE: Input information in the grey highlighted areas. Boxes expand as you type.**

PIIP# 66 (to be assigned by IR/E)

**PIIP Process Name:** *Managing and Reducing Admissions and Registration Lines During Peak Registration—Phase I*

**Responsible Parties:** Mary Darin, Winona Whited, Cindy Berry, Tony Summers, Jean Conway

## Part 1

**Anticipated Completion Date:** September 2008

Implementation of this PIIP will be a multi-faceted process with recommendations phased in over time. There are plans to implement some improvements by **Fall 2008—Phase I of this PIIP.**

However, in order to achieve our goal of reducing registration lines during peak times, other recommendations will take more research into their feasibility, possible training time, and acquisition of the necessary resources. **(See PIIP--Managing and Reducing Admissions and Registration Lines During Peak Registration—Phase II)**

**Step 1. State implementation/improvement need and identify its related Strategic Planning Priority:**

The implementation/improvement need is to manage and reduce registration and advising lines during peak registration. This ranges from decreasing the number of students who wait to register the last few weeks of registration to managing the lines that seem to be inevitable because of the nature of peak registration and the start of the new semester.

**The related Strategic Planning Priority:** Ensure Institutional Effectiveness

Check Status:  In Progress  Complete

**Step 2. List owner(s) of new process/program or improvement:**

**Tony Summers**  
Vice President for Student Development  
**Mary Darin**  
Exec. Dean, Admissions/Advising/Registration  
**Winona Whited, Sr.** Advisor/TSI Advisor

**Jean Conway**  
Vice President for Teaching and Learning  
**Cindy Berry**  
Director of Advising

Check Status:  In Progress  Complete

**Step 3. Identify root cause leading to this process implementation/improvement:**

Students' waiting until the last few weeks before classes begin to register for the upcoming semester is not a unique phenomenon to Richland College. This situation is discussed at professional development training and workshops. However, during Richland College Spring 2008 registration, which provided Admissions and Student Records and Advising with a shorter registration period to admit and register students after the holiday break, it became apparent that processes and procedures during peak registration should be reviewed. Brainstorming new innovative ideas and practices in order to manage the lines for admissions and registration and implementing the best ones in a multi-faceted, phase-in timeline will be beneficial to students, community and the admission and registration process.

Check Status:  In Progress       Complete

**Step 4. Develop proposed solution, including measurement/evaluation plans and budget implications/business plan:**

**PIIP—Managing and Reducing Admissions and Registration Lines During Peak Registration—PHASE I**

<b>PIIP—Managing and Reducing Admissions and Registration Lines During Peak Registration—PHASE I</b>		
<b>Proposed Solutions</b>	<b>Status</b>	<b>Owner</b>
<p><b>1. Triage system</b> (See 3 for using faculty, etc. during this time)</p> <p>a. Appropriate signage for information and direction—work with SPAR</p> <p>b. Hand out provided to the students as they walk through the door indicating the steps from Admissions to Registration. Map of RLC and Thunderduck floor plan will be included on back of checklist. Checklist will also be used as a marketing tool for other areas.</p>	<p>Contact SPAR</p> <p>In progress</p>	<p>Oscar</p> <p>Winona</p>
<p><b>2. Summer and Fall 2008 Course Schedule</b> will include the “<b>Steps to Begin Your RLC Experience</b>”. It will provide students with a checklist from Admissions to Registration.</p>	<p>Completed Summer/Fall 2008</p>	<p>Winona</p>
<p><b>3. Look at different ways to involve and use faculty members</b> who volunteer during peak registration, i.e. eConnect rooms, helping students who are waiting in line, triage work, train some for basic academic advising. Training Sessions with TOLI credit for faculty—eConnect, Financial Aid, Advising.</p> <p>a. Set up training sessions for Faculty, PSS, Emeritus students and Student Ambassadors on various duties; such as, Reading an Advising Report, Financial Aid FAQs, Simple FAQs Advising questions, eConnect,</p>	<p>Work with Advisors</p>	<p>Cindy</p>

<p>etc.</p> <p>b. FAQs emailed to faculty a few weeks before registration.</p> <p>c. Use volunteers appropriately, i.e. providing personal assistance for those waiting in line</p>	<p>Work with Brent</p> <p>Work with Brent before assigned</p>	<p>Oscar</p> <p>Oscar</p>
<p>4. By <b>observing</b> Admissions and Advising at <b>DCCCD sister colleges</b> during peak registration Fall 2008 for “best practices”, consider changes for Phase II.</p>	<p>August 2008</p>	<p>Oscar</p>
<p>5. Check out “<b>best practices</b>” at benchmark colleges (Any “best practices” adopted will be submitted to Institutional Research.)</p>	<p>Completed</p>	<p>Winona</p>
<p>6. By <b>videotaping Thunderduck Hall</b> during peak registration Fall 2008, consider changes based on this observation in Phase II.</p>	<p>August 2008</p>	<p>Tony/Oscar</p>
<p>7. More computer stations where students can have <b>Advising Reports printed</b>, i.e. Information Desk. Need stanchions and signage.</p>	<p>Contact Spar</p>	<p>Oscar</p>
<p>8. Registration <b>email blasts</b></p> <p>a. to students who were registered the semester before</p> <p>b. or have recently submitted an application, but who have not registered for the upcoming semester giving them important links such as eConnect, Advisor’s profiles, schedules, etc as well as encouraging them to avoid long lines by registering now.</p> <p>c. Notify them of blocks.</p>	<p>Work with Donna and Fonda</p> <p>In progress</p>	<p>Oscar</p>
<p>9. Using <b>stanchions</b> more effectively in Admissions and Advising to contain long lines so they don’t extend to the Business Office or Multicultural Center.</p>	<p>Set up for peak reg 2-3 weeks</p>	<p>Oscar</p>
<p>10. <b>Group Advising Sessions</b> for new-to-college students.</p>	<p>Pilot program in progress</p>	<p>Cindy</p>
<p>11. Improve <b>Colleague</b> and DSC availability. (See memo from Joe Ward)</p>	<p>In progress</p>	<p>Oscar</p>

12. <b>eConnect availability</b> , i.e. using upstairs eConnect room during registration.	Review usage	Cindy
13. <b>Review processes.</b> Committee set up in Advising to regularly review processes. a. Academic Advising Process Improvement Committee reviews processes throughout the semester. b. Advising Council meets periodically and also reviews current processes.	Completed	Oscar/Cindy
14. Involve <b>other departments</b> , i.e. Accounting Services. (Registration Council meets to review status in order to begin registration for the next semester.)	In progress	Tony
15. <b>Academic classroom involvement</b>  a. <b>Announcement placed in instructors' mailboxes to be read in classes</b> to encourage early advising and registration.  b. Look at the feasibility of the <b>"White Board Project"</b> — a small portion of the white board is reserved for Student Service announcements.	Fall 2008-Nov.  Research feasibility	Oscar/Jean  Oscar/Cindy
16. Give a push for the <b>"10 minutes advisor visitation"</b> — coordinator for this is Mike Wright. a. Work with Advising Liaisons and Division Deans. b. Use video streaming to reach students who take online classes.	In progress Completed	Cindy
17. Review <b>Advisors' schedules</b> to allow for late evenings—10-10:30 p.m.—possibility of three shifts.	Review schedules	Cindy
18. Incentives for early registration, i.e. bookstore drawing.	Fall 2008	Cindy
19. Increase work hours for part-time advisors during peak registration time.	Review schedules	Cindy
20. <b>Analyze</b> number of students who go through registration more than once because of <b>deregistration</b> .	Survey Completed for	Oscar

<ul style="list-style-type: none"> <li>a. funds not available 43%</li> <li>b. undecided about enrollment 27%</li> <li>c. not aware registration was available earlier 16%</li> <li>d. preferred to register during this time period 14%</li> </ul>	Spring 2008 registration by Institutional Research	
--	---	--

Check Status:  In Progress       Complete

-----

**NOTE: After you complete Part 1, e-mail one copy of this form to (1) your dean or supervisor and (2) Gloria Washington, Department of Institutional Research/Effectiveness.**

Date Submitted:                      Date Updated:                      Date Completed: 11/2008

# Part 2

PIIP# 66 (to be assigned by IR/E)

PIIP Process Name: Managing and Reducing Admissions and Registration Lines During Peak Registration

## **Step 5. Describe implementation/pilot approach:**

A PIIP Committee made up of the VP of Teaching and Learning, VP of Student Development, Executive Dean of Admissions and Student Records, Director of Advising and TSI/Senior Advisor were charged to review the current peak registration processes and procedures to help manage and reduce lines during peak registration. The committee sought input from various sources. A SWOT analysis was performed during the campus-wide Registration Review, the VP of Teaching and Learning sought input from Academic Council, and the committee used meetings to brainstorm ideas. This PIIP was not confined to just Admissions and Advising staff, it took the cooperation of several departments and work groups to make this happen.

Twenty recommendations to improve, manage and reduce the lines during peak registration were received and considered. The following were implemented:

1. A triage table staffed by faculty and peer advisors was set up at the front of Thunderduck Hall to engage students as they walked in the door;
2. A handout was developed and given to students, which provided a simple step-by-step checklist of the admissions and registration processes;
3. Faculty members were assigned to work in the overflow room to help with group registration and advising;
4. Group advising sessions were implemented for new-to-college students;
5. Advising reports were printed at the Information Desk instead of the Admissions Counter;
6. An *Express Lane* was set up at the Admissions Counter to print advising reports and order and pick-up transcripts;
7. Advisors visited classes to talk to students about the benefits of early advisement and registration;
8. E-mail alerts addressing the benefits of early advising and registration were sent to students;
9. Incentives were provided through the college bookstore to encourage students to register and pay early;
10. Advisors' work schedules were reviewed and staffing changes were made;
11. The SPAR Office helped with new signage that was used on the days of peak registration; and
12. "Best Practices" were reviewed with the possibility of implementing more involved practices later.

Check Status:  In Progress  Complete

## **Step 6. Report outcomes related to measures identified in Step 5:**

The following outcomes were achieved:

1. The first floor of Thunderduck Hall was video-taped on, what is usually considered, the busiest day and the results showed relatively short lines and smooth flow;
2. Through observation and feedback the lines were considerably shorter for the Student Services area and a few times non-existent in the Admissions area;
3. By placing the Triage Table at the front door fewer students ended up in wrong lines;

4. The *Express Lane* in Admissions allowed students to be processed more efficiently and effectively;
5. Printing advising reports at the Information Desk kept unnecessary student traffic away from the Admissions Counter so that new students could apply and request and received transcripts more efficiently;
6. New-to-college students were able to schedule appointments to participate in a group advising and registration session. Additional sessions were added when the sessions filled early in the process and advisors were instructed to allow students to by-pass a group advising session if they wanted to register immediately and a group was not available;
7. A record number of class visits were conducted by advisors spring 2008 to encourage early fall 2008 advising and registration;
8. Although the new signage helped to direct students, ThunderTeam has agreed to bring look again at signage for Thunderduck Hall.

Check Status:  In Progress       Complete

**Step 7. Describe hard copy or electronic method(s) for disseminating results:**

The SWOT analysis for the fall 2008 registration review was provided to the PIIP Committee by the *Office of Planning and Research for Institutional Effectiveness*. The committee reviewed and discussed the SWOT analysis in relation to this PIIP success. Cindy Berry and Mary Darin discussed the outcome of this PIIP with Richland’s Academic Council. Tony Summers discussed comcomes with the ThunderTeam. Admissions/Student Records and Academic Advising staff members received the information that related to the PIIP from the SWOT Analysis.

Check Status:  In Progress       Complete

**Step 8. Evaluate and describe success of this process (Steps 1-7):**

After fall 2008 registration, another SWOT analysis was performed during the college-wide *Registration Review*. Brent Kesterson, who organizes the faculty involvement during the last week of peak registration, observed, *“I have worked with many registrations in which long lines and long waiting times were common for registration and advising. I did not see any of that in the fall 08 registration [related to PIIP focus]. . . I attribute that, at least in large part, to the express line, triage table, and focused cooperative efforts of all involved.”*

Following are some of the statements made during the SWOT analysis that relate to the PIIP improvements made for fall 2008 registration:

1. *“During the Saturday registration session, students were not waiting and there was an awesome team effort by all departments.”*
2. *“Having the overflow room helped the flow of registration immensely.”*
3. *“Admissions had ‘express’ lines that reduced the amount of time students had to wait in line.”*
4. *“Step-by-step registration flyer was helpful.”*
5. *“The welcome tables up front were great and very helpful.”*

This PIIP has been considered a success. However, this committee feels that this has to be an ongoing process to review, improve and implement changes. This will take place with, not only, the participants in the PIIP Committee, but through other committees or councils that are already in place, i.e. Academic Advising Process Improvement Committee and Advising and Registration Council.

Check Status:  In Progress       Complete

**NOTE: After you complete Part 2, e-mail one copy of this form to (1) your dean or supervisor and (2) Gloria Washington, Department of Institutional Research/Effectiveness.**