

Student Experience Team - MINUTES for August 30, 2018

Attendees: Brennon Hightower, Gina Davis, Jessica Miles, Kerri Thurman, Lara Conklin, Shanay Wright, Stacy Ehmen, Timothy Morgan

1. SET Mission Statement:

a. Reviewed the Mission Statement:

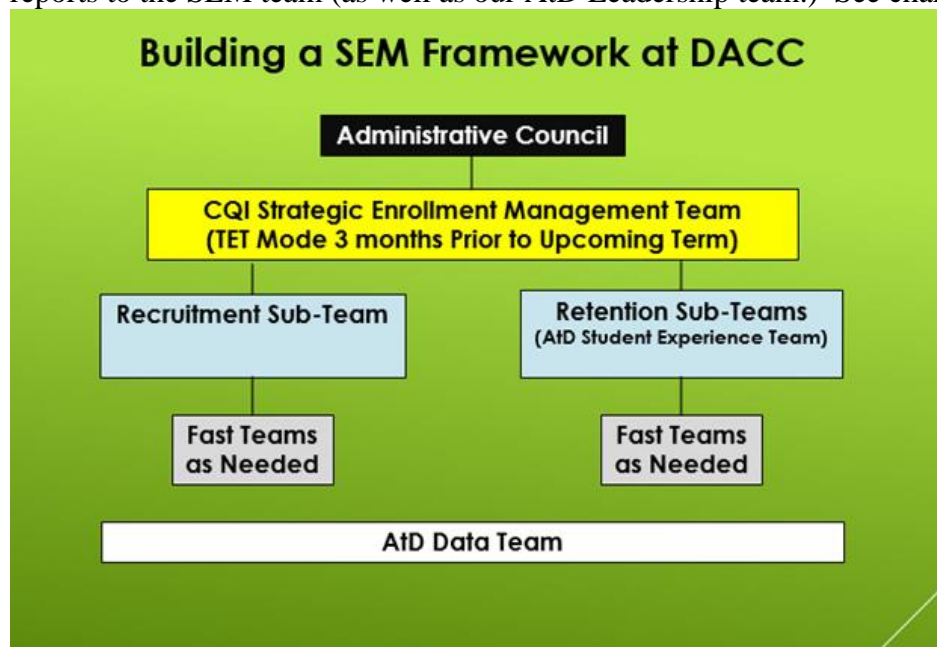
The AtD Student Experience Team is charged with improving the series of interactions between students and the College. The student experience starts when prospective students first make a connection to DACC and it continues through to the student's exit. Throughout this complex journey, students interact with college personnel (faculty, staff, advisors, etc.), college structures and systems (i.e., placement testing, registration, financial aid), and college policies (i.e., transfer-in credit policy, residency). Each of these interactions makes an impact on whether students will continue on in their studies toward successful completion or whether they will drop out along the way. The Student Experience Team reviews student persistence, retention, and graduation data to determine areas in need of improvement. Process mapping is one tool used to help the team determine value added versus non-value added steps. Recent and current projects include the Mentoring Program and Front-Line Services' training. All staff are encouraged to join the SET!

b. Everyone agreed that the mission was fine.

c. SET goals and activities should be based on the team's mission, the College's Strategic Matrix, and the overall AtD goals of increasing retention, persistence, and completion rates by 1% each year.

2. Work with Strategic Enrollment Management Team:

a. With the new CQI Enrollment Management Team structure...which is now the Strategic Enrollment Management team, SET will serve as one of the retention-focused sub-teams that reports to the SEM team (as well as our AtD Leadership team.) See chart below:



3. Process Mapping Exercise:

a. Why are we process mapping: The AtD coaches suggested that we map a few processes that are important to the College and student retention/engagement. Bob and Stacy also attended a few breakout sessions on process mapping at the HLC Annual Conference. We will be using the strategies

used by Des Moines Area Community College. Their mapping business documents the following benefits from mapping:

- i. 83% of things filed are never viewed again.
 - ii. 38% of processes can be reduced with this strategy.
- b. Getting Started with Process Mapping: Process mapping is very logical and focuses on value added steps. We will follow these steps:

10 Steps to Successful Process Mapping:

1. Identify the process to be mapped.
 2. Develop a Project Scope or Scope of Work
 3. Invite participants
 4. Map the Current State
 5. Conduct Process Analysis
 6. Create conditions of an Ideal State
 7. Map the Future State
 8. Create the Action Register (what we need to do to get from current state to ideal state)
 9. Gather & track metrics/data
 10. Regular follow-up meetings
- c. Rules: Stacy explained the process mapping rules (using the project scope to stay on track; focusing on the value added processes (versus non-value added/non-essential), not the people; and using different colored post-it notes, dots, issues,)
- d. Project Scope: The team worked through the Project Scope (see below).
- e. First mapping subject will be the student worker/work study employment process.

4. DACC Mentoring Program Update:

- a. Targeted Students/Mentees:
 - i. Operation Graduation New Enrollees
 - ii. African American Males
 - iii. Special Populations
 - iv. Students Who Self-Enroll
- b. Mentoring Program Leader – Erika Harris
- c. Once the Operation Graduation list is defined after 10th day, we will review the list and add other targeted populations (African American males, Perkins Special Populations (nontraditional, single parent, displaced workers, ESL students).
- d. Erika will be sending out an email to current Mentors and see if they want to continue.
- e. Erika plans on developing some Mentor training and Mentor/Mentee events for people to take part in during the semester. She will also be sending out email reminders to Mentors about the contacts.
- f. Based on the number of Mentees, Erika may have to recruit new Mentors.
- g. We will continue using the shared, Google spreadsheet to communicate with the Mentors and for the Mentors to record their contacts with their Mentees.

5. Other Items from the Floor

- a. Future Meeting Schedule: Monday, September 17th @ 1:30 - 3:00 pm in the Laura Lee Room.

Project Scope Defined for Upcoming Project Mapping

Project Title: Student Employment Process	
Start Date: 8/30/18	Target End Date: 12/15/18
Project Leader(s): AtD Student Experience Team	
Project Statement (<i>What are you trying to achieve with this process or do for the customer? Why does it need to be improved?</i>) 1. Improve the process for students to find employment on campus since student employment is a proven retention tool. 2. Increase the number of students who have applied for student worker/work study positions. 3. Fill student worker/work study positions.	
We want to improve: <i>(Clearly state what we have chosen to improve or design. Example: Improve timeliness of Midterm Enrollment Verifications.)</i>	Data is/will be measured by: <i>(Identify 2-3 measures that will be used to measure the degree of success. Examples: Reduce the number of late midterm verifications.)</i>
1. Increase the number of completed student applications. 2. Make the application process more student friendly. 3. Increase/improve staff knowledge in regard to our student employment processes. Help them know what to tell students when they ask about student employment. 4. Help students learn about student employment opportunities on campus.	1. Number of students who have completed applications.
	2. Increase in percentage of student worker/work study positions filled.
	3. Students and staff understand the student employment process.

Data Utilized/Needed:			
What data do we have ?	Where does it come from? How will it be gathered?	Who will gather the data?	Timeframe for the data?
Number of current applications.	EMS	Stacy	By 9/17/18
Number of student workers and work study students actually employed right now.	HR and Business Office By student name, by department, general demographics (ethnicity, age), student worker/work study designation		

What data do we need ?	Where does it come from? How will it be gathered?	Who will gather the data?	Timeframe for the data?
Number of actual student worker and work study positions on campus, by department, and with budgets allotted.	HR and Business Office By student name, by department, general demographics (ethnicity, age), student worker/work study designation		
How do students know about employment opportunities and processes on campus?	Student survey; ask current student workers/work studies. Gather data at Welcome Back cookout.	Stacy	
What knowledge does front-line staff have about the current student employment processes?	Survey front-line staff.	Stacy	

Current Issues:

1. Communications on opportunities and processes to students.
2. Knowledge of staff on processes.
3. Application process roadblocks.
4. Hiring procedures for student workers/work studies.
5. Students do not know how to fill out application or what information they will need to complete it.
6. Lack of diversity in student workers/work studies hired.

Qualitative Objectives: (Additional objectives we hope to achieve. Examples: Better understanding of process, better team collaboration.)

1. Increased student engagement and retention.
2. Improved soft skills for students.

Participants:

Name:	Position:
Shanay Wright	TRIO, SET member
Brennon Hightower	TRIO Advisor, SET member
Gina Davis	Foundation, SET member
Lara Conklin	Marketing, SET member
Kerri Thurman	President's Office, SET member
Jessica Miles	Institutional Research, SET member
Timothy Morgan	Admissions & Records, SET member, Presidential Scholars

Ashley Hargrove	Faculty member, SET member
Nick Catlett	Career Services, SET member
Kalie Kilgore	Financial Aid, SET member
Lisa Rudolph	Testing & Academic Services, SET member
Marcie Wright	Faculty member, SET member
Stephane Potts	Advisement & Counseling, Emergency Funds Admin, SET member
Dawn Nasser	Advisor, Int'l Stu and Athlete Go to person, SET member
Invited Guests Based on Subject Matter:	
Paulina Padjen	HR
Kellie McBride	Career Services, currently helps students fill out application
Rebecca Courchesne	Financial Aid/Work Study Verification
Jaida Wise	Student Worker, Student Trustee
Additional Notes: 1. On the application, can they define the offices/areas they are interested in? 2. Can we do soft-skill training with the applicants?	