

Metro Technology Centers'
Financial Aid Continuous
Process Improvement Project
2003 - 2008



Prepared for

**The American Society of Quality's
National Quality Education Conference
for the
Education Team Excellence Award**

Financial Aid Action Team

Process Owner: Rosalind Martin, Financial Aid Officer/Director



Project Champion:
Cassell Lawson,
Director Student Services Div.



Metro Technology Centers' (MTC) Organizational Profile

- ★ One of 29 Oklahoma Career Technology Centers
- ★ Serves 2 school districts in Greater Oklahoma City area
 - ◆ With poverty rates of 22% and 29%
- ★ MetroQuest Journey began 2000
 - ◆ Using Baldrige Criteria
 - ◆ Adopted student/customer focus



MetroTech's Mission

**Metro Technology Centers
prepares people for
successful employment and life
in a global society.**



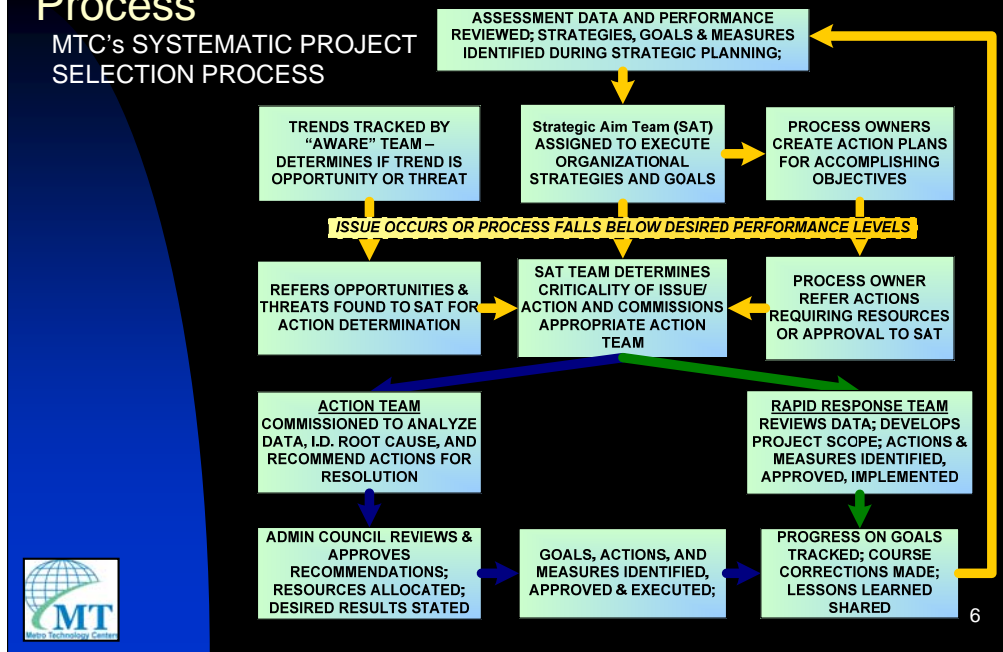
Financial Aid (FA) Office Mission

To provide timely financial assistance in a customer-oriented manner that supports an individual's successful completion of his/her educational goals.



1.a Project Selection: Understand the Process

MTC's SYSTEMATIC PROJECT SELECTION PROCESS



This is MTC'S SYSTEMATIC PROCESS FOR IDENTIFYING PROJECTS FOR IMPROVEMENT. FACTUAL DATA IS COLLECTED UP FRONT TO ENABLE SENIOR LEADERS TO EVALUATE THE PROBLEM OR SITUATION. IN THOSE CASES WHERE CUSTOMER SATISFACTION IS AT THE FOREFRONT OF THE ISSUE, THE SUPERINTENDENT CAN BY-PASS THIS PROCESS AND COMMISSION A TEAM TO take immediate action to resolve THE ISSUE TO THE SATISFACTION OF THE CUSTOMER. This was THE CASE IN THE FINANCIAL AID PROJECT.

1.a Project Selection - Understand the Process

- ★ MTC's Superintendent selected the FA Process Improvement Project to resolve:
 - ★ Customer complaints received
 - ★ Application processing time
 - ★ Poor results on departmental assessments
- ◆ Superintendent selected Rosalind Martin as the Process Owner



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In 2003/04 school year, FA complaints were being referred directly to the Superintendent's office.

Superintendent empowered Rosalind Martin to take immediate action to improve the Financial Aid Process in order to eliminate complaints and resolve issues with of the financial aid process

1.a Project Selection: Understand the Process Selection Criteria

Rise in FA Volume and Complaints

- ★ Unduplicated applications  3%
 - ◆ 1,293 in 02/03 to 1,717 in 03/04
- ★ 33% increase in demand for FA services
- ★ 360% increase in loans awarded 02/03-03/04
- ★ Program design changes doubled paperwork
- ★ Rise in complaints regarding wait time and service of FA Department



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1,293 in 02/03 to 1,717 in 03/04

360% increase in loans awarded 02/03-03/04.

1.b Project Selection: How Project Supports MTC's Goals

★ STATEMENT OF PROBLEM:

The Financial Aid Department was not meeting customer/stakeholder expectations in processing financial aid applications resulting in a high level of customer dissatisfaction and complaints. In addition, the FA Department received low ratings on departmental customer satisfaction surveys.



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This was not in alignment with MTC's goals.

1.b Project Selection – How Project Supports MTC's Goals

MTC's 2003-2008 Organizational Strategies

- ★ *Achieve breakthrough improvements in preparing people for work and life*
- ★ *Improve student engagement and satisfaction*
- ★ *Analyze and improve systematic processes for ensuring positive outcomes for Metro Technology Centers' customers.*



1.b Project Selection – How Project Supports MTC's Goals

- ★ 2003/04 Financial Aid goal aligned with MTC objectives
 - ◆ Eliminate student complaints regarding the length of time it takes them to receive their financial aid award.



1.c Project Selection – Explain and Identify Key Stakeholders

- ★ Eligibility for Financial Aid
 - ◆ 3 primary customer groups
 - ★ High school students
 - ★ Adult students in full-time programs
 - ★ Business and Industry clients
 - ◆ only **adult students** qualify for the federal Title IV Financial Aid Programs



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Metro Technology Centers serves three Primary Customer Groups. Only Adult students qualify for Title IV Federal Financial Aid.

1.c Project Selection – Explain and Identify Key Stakeholders

- ★ Accountability for achieving the customer-focused mission
 - ◆ Superintendent, Associate Superintendent (co-sponsors)
- ★ Accountability for improving FA customer satisfaction levels
 - ◆ FA Officer (owner) and FA Staff, Student Services Director (champion), Site Directors and Counselors
- ★ Level of involvement in the Financial Aid Process
 - ◆ FA Staff, Site Directors and Counselors



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Key Stakeholders were selected based on their:

Accountability for achieving the customer focused mission

Accountability for improving FA customer satisfaction levels

1.d Project Selection - How the Project Impacts Key Stakeholder

★ Adult Students

- ◆ Adult students receive award notices in a more timely manner which allows the student to focus on educational training needed to achieve their career goals

★ Sponsors and Champions

- ◆ Improves ability to achieve MTC organizational strategies & customer focus



1.d Project Selection - How the Project Impacts Key Stakeholder

- ★ Financial Aid Officer and Staff
 - ◆ Improve employee engagement
 - ◆ Better manage workload
 - ◆ Improved performance
 - ◆ Enhances service provided
 - ◆ Realize greater student satisfaction
 - ◆ Achievement of FA Mission
- ★ Site Directors and Counselors
 - ◆ Reduce student complaints at point of contact
 - ◆ Overall student satisfaction & improved relationships at site



2.a Analysis – How Potential Root Causes are Identified

MTC'S SYSTEMATIC CONTINUOUS IMPROVEMENT MODEL - PDSA



MTC uses the **PDSA Continuous Improvement Model** to analyze data, determine root cause, and develop and execute action plans to resolve issues and learn

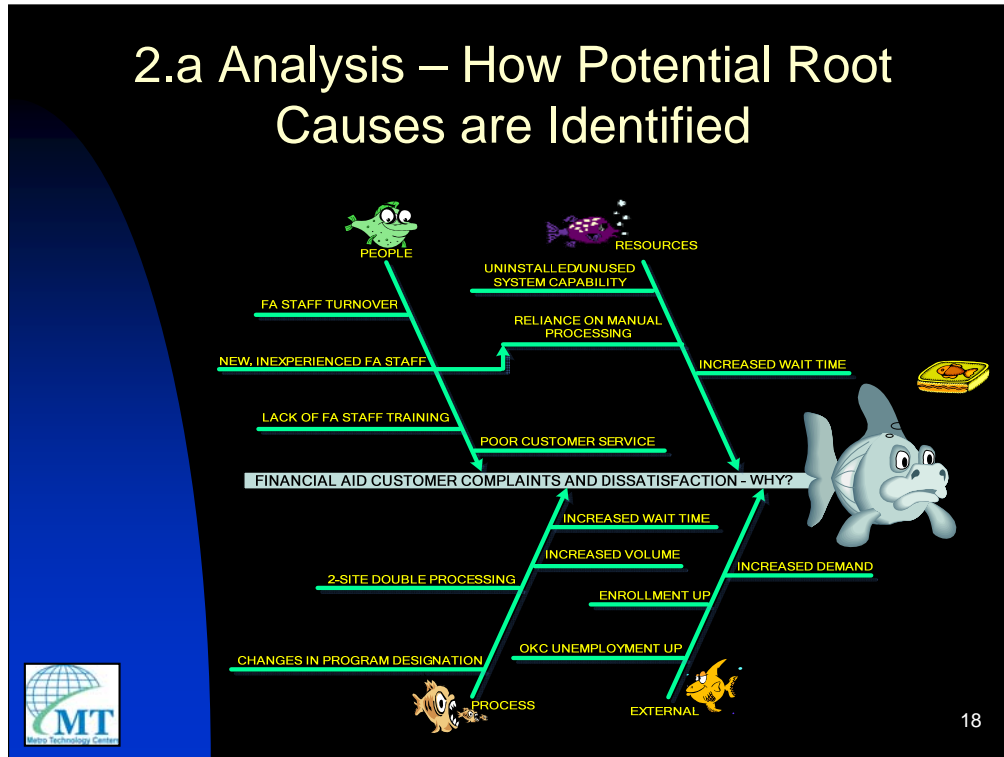


2.a Analysis – How Potential Root Causes are Identified

1. Baseline data collected
 - ★ Process time, costs, trends
 - ★ Customer satisfaction
2. Dialogue meeting held
 - ★ Fishbone diagram used to analyze internal and external factors and data



2.a Analysis – How Potential Root Causes are Identified



We identified internal and external factors that might have caused external customer dissatisfaction. The internal factors included people, processes and resources.

2.a Analysis – How Potential Root Causes are Identified

3. Complaints categorized by recurrence
4. FA processes mapped
5. Benchmark studies conducted to compare FA processes and systems to best practices



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Top 4 recurring complaints

Wait Time

Poor customer service

Staff understanding of FA process

Timely response to inquiries and phone calls

2.a Analysis – How Potential Root Causes are Identified

ROOT CAUSE #1: INCREASED VOLUME AND DEMAND FOR FA SERVICES

- ◆ Increased unemployment rise led to
 - ★ Increased enrollment and an increase in adults receiving FA
- ◆ Program design changes from one-1050 clock hour program to two- 600 clock hour programs doubled number of times a student's file had to be reviewed and awarded

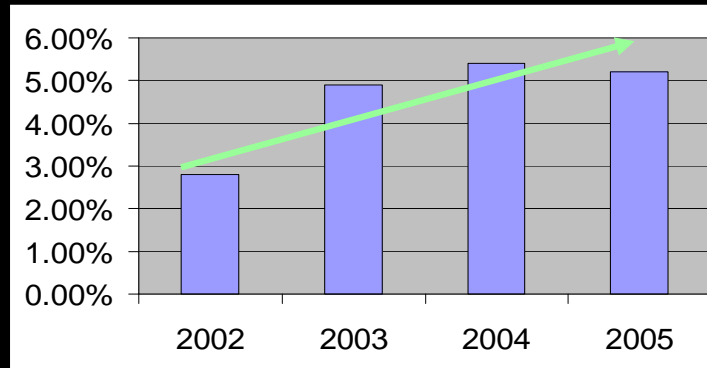


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A file is awarded one time for the 1050 hour program. A file was awarded initially for the first 600 hour program, and then again a second time when the student enrolled in the second 600 hour program.

2.a Analysis – How Potential Root Causes are Identified

- ★ Oklahoma City Metropolitan Statistical Area 2002-2005 Unemployment

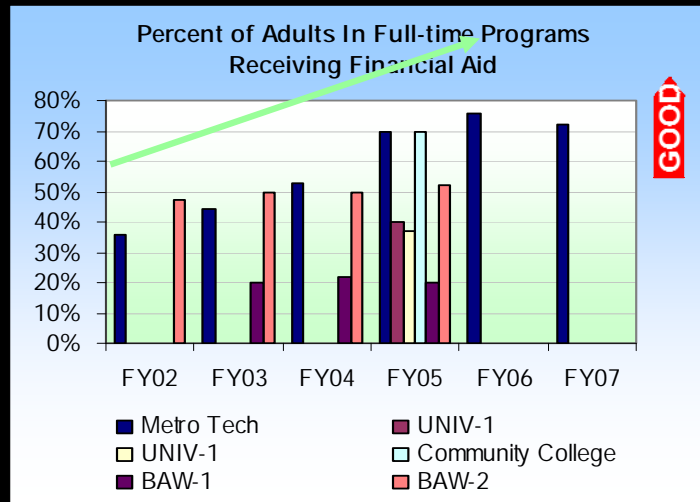


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Chart to show rise in unemployment in the Metropolitan Statistical Area

2.a Analysis – How Potential Root Causes are Identified

NUMBER OF FINANCIAL AID RECIPIENTS INCREASED BY 33% PER YEAR FROM 2002/03 TO 2006/07



Increase of adult

2.a Analysis – How Potential Root Causes are Identified

ROOT CAUSE #2: LACK OF ADEQUATE AND EXPERIENCED FA STAFF

- ◆ Attrition of key FA staff
- ◆ Limited FA experience of new hires
- ◆ Lack of Customer Service training
- ◆ Lack of EDEExpress System use (automated FA processing system)



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Attrition: FA Office consisted of three staff members. The FA Officer retired and the FA Administrative assistant resigned.

2.a Analysis – How Potential Root Causes are Identified

ROOT CAUSE #3: RELIANCE ON MANUAL PROCESSING INCREASED WAIT TIME

- ★ Underutilization of EDEExpress resulted in reliance on manual processing
- ★ 2 Office of Postsecondary Education Identification (OPEID) numbers caused double processing (North/South Campuses)
 - ◆ Double processing – increased time required to process applications



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With two OPEID numbers, MTC was operating as two separate institutions.

2.b Analysis – Internal Data Sources Used to Identify Root Causes

★ MTC Data sources

- ◆ Enrollment data
- ◆ Processing time
- ◆ Customer satisfaction (from departmental surveys)
- ◆ Customer complaints
- ◆ Staff turnover
- ◆ Total loan applications & awards by year
- ◆ Total Pell Grant applications & awards by year



2.b-c Analysis – Internal Data Sources Used to Identify Root Causes

- ★ Complaint Data
 - ◆ Calls to superintendent
 - ◆ Data collected from CRM System
 - ◆ Departmental assessments
 - ◆ Customer satisfaction surveys
- ★ Complaint data was categorized to determine root cause of complaints



2.b-c Analysis – Internal Data Sources Used to Identify Root Causes

★ Key Complaint Categories

- ◆ Processing and wait time
- ◆ Poor customer service
 - ★ Fishbone diagram used to identify root causes by complaint category



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Top 4 recurring complaints

Wait Time

Poor customer service

Staff understanding of FA process

Timely response to inquiries and phone calls

Of the 4 categories identified, Processing/Wait time and poor customer service had the highest number of recurrences

2.b-c Analysis – Internal Data Sources Used to Identify Root Causes

- ★ FA cross-functional processes mapped
 - ◆ 2004 - processes analyzed to identify opportunities for streamlining processes
 - ★ Used to decrease wait time
 - ◆ 2006 - milestones identified for specific procedures and measures



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FA Cross functional processes were mapped
In 2004 streamlining of FA processes were identified
In 2006 FA procedures were written

2.b-c Analysis – Internal Data Sources Used to Identify Root Causes

★ MTC Data used to establish baselines for comparison

- ◆ 6 + week average processing time (manual processing)
- ◆ Increase in loan applications
 - ★ North Campus – 360% increase 2003-2005
 - ★ South Campus – 20% increase 2003-2005
- ◆ 33% increase in unduplicated applications (demand)
- ◆ 30% increase in students receiving financial aid services (demand)
- ◆ 100% increase in paperwork required to process loans (inadequate staffing)



2.b-c Analysis – External Data Sources Used to Identify Root Causes

★ Demographic Data

- ◆ Oklahoma Employment Securities Commission – unemployment data
- ◆ Oklahoma Department of Career & Technology Education – enrollment data
- ◆ Data from U.S. Census Bureau – Data used to validate increases in FA eligibility – 22% and 29% poverty rates of public school districts served



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Demographic Data used to determine increase in need/demand for FA services

2.b-c Analysis – External Data Sources Used to Identify Root Causes

★ Benchmark Data Sources

- ◆ Electronic Financial Aid Processing Questionnaire (EFAPQ)
 - ★ 52 institutions participating
- ◆ FINAID-L List serve (National)
- ◆ Southwest Assoc. of Financial Aid Administrators (Regional)
- ◆ Oklahoma Assoc. of Financial Aid Administrators (State)



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The financial aid benchmark survey was distributed to financial aid directors at national, regional and state levels.

2.b-c Analysis – External Data Sources Used to Identify Root Causes

★ Benchmark Data Collected

◆ System comparison

- ★ EDEXpress most often used by benchmark partners

◆ Process time comparisons

- ★ Benchmark average 1-3 weeks
- ★ Best practice 1-5 days
- ★ MTC average – 6+ weeks in 2003-04

★ Data used to compare performance levels and system utilization



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Benchmark data collected was used to compare MTC baselines to best practices

2.d Analysis – Validation of Actual Root Causes

- ★ Increased volume information used to validate “inadequate staffing levels to accommodate demand”

	02/03	03/04	% +/-
North Campus Loans	25 \$147K	90 \$384K	+ 360% + 261%
North Campus Pell	133 \$280K	141 \$284K	
South Campus Loans	76 \$243K	91 \$365K	+ 20%
South Campus Pell	148 \$330K	146 \$266K	- < 2%
Total All Campuses	\$1.0M	\$1.3M	+ 30%

30% overall increase in FA services provided to students w/ no increase in FA staff (3)



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30% overall increase in FA services provided to students w/ no increase in FA staff (3)

2.d Analysis – Validation of Actual Root Causes

ROOT CAUSE # 1: Increased volume and demand for FA services

- ◆ Validated by increase in enrollment
- ◆ Validated by increase in volume from program design changes
- ◆ Double processing from two OPEID numbers



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With two OPEID numbers, MTC was operating as two separate institutions.

2.d Analysis – Validation of Actual Root Causes

ROOT CAUSE #2: Lack of adequate and experienced FA staff

- ★ FA Staff vacancies caused gap in service and department performance
- ★ Inexperienced staff = Lack of FA and customer service understanding
 - ◆ Validated by benchmarking like organizations to determine average processing time of benchmarks
 - ◆ Validated by analyzing root cause of recurring complaints



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Relatively new staff hired to fill vacancies started with little to no experience in a profession that takes years to master

Inadequate staffing led to slow response and processing times to accommodate increased volume and demand

2.d Analysis – Validation of Actual Root Causes

ROOT CAUSE #3: Reliance on manual processing increased wait time

- ★ FA staff's inexperience with EDEExpress and
- ★ System underutilization led to
 - ◆ Increase in wait time
 - ◆ High incidence of student/customer complaints
 - ◆ EDEExpress predominately used by like benchmark partners, rather than a manual system



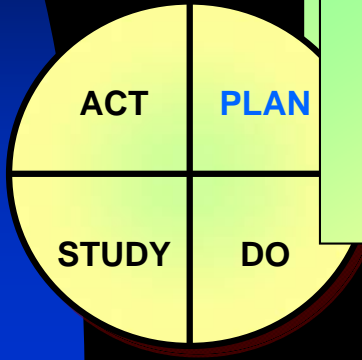
2.d Analysis – Validation of Actual Root Causes

- ★ Slow FA processing time (wait time) resulting in student complaints and dissatisfaction was a direct result of:
 - ◆ increased volume and demand
 - ★ double processing at two sites
 - ◆ inadequate staffing levels & inexperience of new staff
 - ◆ reliance on manual processing



3.0 Solution Development

MTC'S SYSTEMATIC
CONTINUOUS IMPROVEMENT
MODEL - PDSA



PLAN (Analysis)

PLAN (Solution Development and Expectations)

- ⌘ Strategic Action Team (SAT) prioritizes; Assigned FA Project as Action Team
- ⌘ Action Team divides solutions into three categories

STAFFING PROCESS TRAINING

Expected Benefits:

Alignment with MTC Vision, Mission and Strategic Aims

Improved Customer Focus/Satisfaction

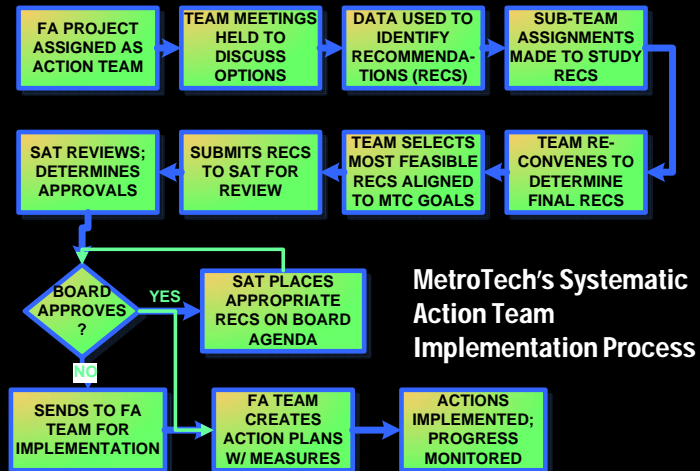
Improved FA Performance or Effectiveness



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Solutions were identified during the planning stage of our PDSA

3.a Solution Development – Identifying Potential Solutions



This shows the systematic process we used to identify, approve and implement solutions.

3.a Solution Development – Identifying Potential Solutions

- ★ Recommended solutions for addressing root causes fell into two categories
 - ◆ **Staffing and Staff Training**
 - ◆ **Process Improvements**



3.a Solution Development – Identifying Potential Solutions

- ★ Staffing and Staff Training Solutions
 1. Move FA Officer into position of FA Director
 2. Hire one additional experienced financial aid staff
 - ★ Required Board approval
 3. Train FA staff on Customer Service Excellence
 4. Train FA staff on EExpress and financial aid policies
 5. Provide basic FA training to site counselors



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This slide depicts the staffing and staff training solutions that were recommended.

3.a Solution Development – Identifying Potential Solutions

- ★ Process Improvement Solutions
 1. Maximize use of EDEExpress system by installing functionality modules
 2. Merge two OPEID numbers into one
 3. Site counselors provide basic FA information and deferment notice updates to students
 4. Regular weekly meetings between site staff and FA Department



3.a Solution Development – Identifying Potential Solutions

★ Process Improvement Solutions

(cont'd)

5. Map and review FA process annually

–

★ Mapped 2004 and 2006

6. Enroll students in both 600 clock hour programs concurrently (program design)



3.b Solution Development – Selection of Final Solution

Benchmark study completed for FA systems used and process times

- ★ Benchmark study findings used to develop solutions were:
 - ◆ Most like institutions use EExpress
 - ◆ EExpress functionality not fully utilized
 - ◆ Staff training needed on use of EExpress
 - ◆ Best practice FA processing time among benchmark partners was 1-5 days
 - ◆ MTC's 6+ week processing time was below average



3.c Solution Development – Final Solutions & Benefits

★ Staffing Recommendations

- ◆ Upgrade Rosalind Martin's position from FA Officer to Department Director

- ★ Benefit: Provide stability within FA department

FA Director needed decision making authority to provide stability.

- ◆ Add one experienced financial aid staff –

- ★ Benefits: Improve application processing speed

- ★ Improve ability to respond to student inquiries in a more timely manner

Increase in volume demanded addition of one experienced staff.



3.c Solution Development – Final Solutions & Benefits

★ Staff Training Recommendations

- ◆ FA staff training on Customer Service Excellence
 - ★ Benefits: Enhance FA staff ability to develop positive customer relationships
 - ★ Reduce recurring and 1st time complaints
 - Align department with MTC core values
- ◆ Train FA staff on use of EExpress
 - ★ Benefit: Improve staff application processing time
 - Knowledge of EExpress increased use of this system



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Attendance at Customer Service training is required of all MTC employees in order to ensure a customer focused culture will be sustained at MTC

Training on EExpress would reduce or eliminate reliance on manual processing

3.c Solution Development – Final Solutions & Benefits

- ★ Process Improvement Recommendations
 - ◆ Fully utilize functionality of EDEExpress
 - ★ Benefits: Reduce manual processing
 - ★ Decrease processing time
 - Most cost effective solution
 - ◆ Merge 2 OPEID Numbers into 1
 - ★ Eliminate double processing at separate campuses



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Benchmark results indicated that most like institutions utilized free EDEExpress system. Benchmarking determined that MTC had not yet implemented EDEExpress to the fullest capacity, resulting in manual processing.

Merging 2 numbers into 1 enabled MTC to act as one entity, thus reducing process time. This merge would be a major accomplishment and would improve processing efficiency

Prior to this improvement process, MTC used 2 standalone computer systems in two different locations, each of which had its own OPEID number one for the north campus and one for the south. This required the FA officer to travel back and forth between the 2 campuses in order to process financial aid applications for students. Merging the two numbers into one allowed us to operate as one entity from one location and to streamline the reporting of data to the USDOE. FA and ITS no longer had to do 2 reports for our district.

3.c Solution Development – Final Solutions & Benefits

★ Process Improvement Recommendations

- ◆ Enroll students in both 600 hour programs concurrently
 - ★ Reduces paperwork/cuts application processing time

File is awarded one time not twice

- ◆ Map and review FA process bi-annually
 - ★ Tracks changes to determine effectiveness of approaches

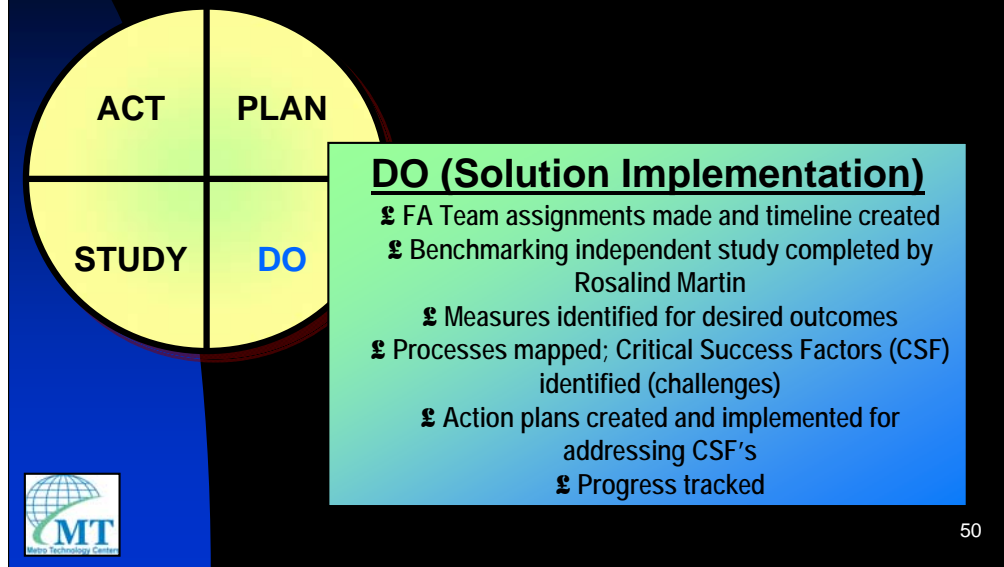


3.d Solution Development: Determining Expected Benefits

- ★ Benefits identified through criteria aligned to MTC goals:
 - ◆ How does the recommendation align to
 - ★ MTC's vision, mission and organizational strategies?
 - ◆ How will recommendation improve:
 - ★ Customer focus and satisfaction?
 - ★ FA Department's overall performance and effectiveness?



4.0 Solution Implementation



During the implementation stage, we put our plan into action by creating assignments and timelines, conducting a benchmarking study and identifying our desired outcomes.

4.a Solution Implementation: The Planned Solution's Implementation

1. Action plans created during process mapping sessions & team meetings
2. Relevant proposals were submitted for Board approval
3. Staff changes made
4. Train staff on full utilization of EDEExpress functionality to enable automated processing
5. All action plans implemented
6. Track and measure progress
7. Incorporate lessons learned into next cycle of improvement



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Here are the steps we took to implement our solutions starting with action plans and ending with incorporating lessons learned into our next cycle of improvement.

4.a Solution Implementation: The Planned Solution's Implementation

- ★ Staffing and Training Challenges
 - ◆ Reluctance by FA staff to using EDEXpress automated system
- ★ Process Improvement Challenges
 - ◆ Getting US Department of Education (USED) to approve the merger of the two OPEID numbers
- ★ Other challenges came from lack of buy-in
 - ◆ Site staff did not want to be responsible for providing basic FA information to students



4.b Solution Implementation: How The Team Implemented the Solution

- ★ Staffing and Training Solutions
 - ◆ Board approved staffing changes
 - ◆ Rosalind Martin named Financial Aid Director
 - ◆ One experienced Financial Aid Staff hired
 - ◆ Staff attended FA and Customer Service Training
 - ◆ Staff participated in on-line EDEExpress training and on the job training by Rosalind Martin



4.b Solution Implementation: How The Team Implemented the Solution

★ Process Solutions

- ◆ Fully utilized functionality of EDExpress
- ◆ Survey conducted regarding average processing time:
 - ★ 1 to 5 days (9)
 - ★ 1 to 3 weeks (25)**
 - ★ 4 to 6 weeks (16)
 - ★ 6 weeks or longer (2)*

* = 2003 Avg MTC processing time

** = 2007 Avg MTC processing time



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MTCs average processing time between 2003 and 2007 showed significant improvement was demonstrated compared to benchmark targets.

4.b Solution Implementation: How The Team Implemented the Solution

★ Process Solutions

- ◆ Application submitted to USED for merging two OPEID numbers
- ◆ FA processes mapped
 - ★ Improvements identified as actions
 - ★ Challenges identified as critical success factors (CSF's)
 - ★ Specific procedures created



4.b Solution Implementation: How The Team Implemented the Solution

★ Process Improvement – System Fixes

- ◆ On-line Student Loan Entrance Counseling implemented
- ◆ On-line Student Loan Exit Counseling implemented



4.c Solution Implementation – Support and Buy-in

- ★ MetroQuest Journey emphasis on “customer-focused culture”
 - ◆ Emphasis on meeting/exceeding customer expectations
 - ◆ Departments bought in during regular all-staff meetings
 - ◆ Senior leader support for improvement
 - ◆ Increased understanding/use and system “fixes” ensure reliance on automation



4.c Solution Implementation – Support and Buy-in

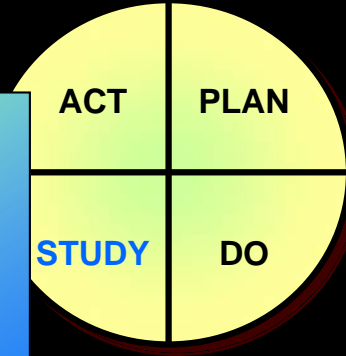
- ★ Staffing and Training Solutions:
 - ◆ Training and utilization of EDEExpress increased knowledge and buy-in of FA staff to address reluctance
- ★ Process Improvement Solutions:
 - ◆ Merger of two OPEID number approved May 2005 and implemented July 2005 - 1 code used for all MTC FA applications
- ★ Other solutions to lack of buy-in:
 - ◆ Eliminated FA education of site staff from implementation plan



4.d Solution Implementation – Measuring Results

STUDY (Measurement)

- £ FA Team assigned to track progress
- £ Comparison measures from benchmarking identified
- £ Quarterly assessment of measures initiated
 - Processing time
 - Complaints Received
 - # Adults receiving financial aid
 - Enrollment Increases
 - Total \$ Awarded



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During the study phase, we measure the effectiveness of the solutions deployed to address root causes.

4.d Solution Implementation – Measuring Results

- ★ Application processing time
 - ◆ From Date Input Document received to Date of Award Letter
- ★ Increase in total applications processed
- ★ % increase in dollars awarded
- ★ % increase in Full-time adults receiving financial aid
- ★ % increase in enrollment



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These are items we used to measure results.

5.a Team Effectiveness – Team Member Selection

- ★ Action Team members were identified by project co-sponsors and process owner based upon their level of involvement in the actual processing of FA applications or their subject matter expertise in assisting resolution
- ★ FA Staff was designated as Core Team for implementing actions



5.a Team Effectiveness - Team Member Selection

FA Core Action Team Members

- ★ Project Owner: Rosalind Martin, Financial Aid Officer/Director
- ★ FA Staff (Subject Matter Experts)
 - ◆ Debbie Everett, Financial Aid Assistant
 - ◆ Dana Macedon, Administrative Assistant, Left 2006
 - ◆ Alicia Smith and Tamara Brundridge added 2006



5.b Team Effectiveness – Team Member Preparation

- ★ FA Staff/Action team training
 - ◆ FA Core Team placed on “fast track” to receive MetroQuest University Training
 - ★ Customer Service Excellence
 - ★ Prometheus Planning
 - ★ Interaction Management
 - ★ Quality Tools training
 - ★ PDSA Training
 - ★ MTC Cultural Training – MetroShare, e-Quip, MetroPlus
 - ★ I-PEP, D-PEP Training (Individual and Departmental Performance Excellence Plan)



5.b Team Effectiveness – Team Member Preparation

- ★ FA Core Team Financial Aid Processing Training
 - ◆ Oklahoma Guaranteed Student Loan training
 - ◆ Oklahoma Association for Financial Aid Administrators training
 - ◆ US Department of Education Training
 - ◆ National Association of Student Financial Aid Administrators' Training
 - ◆ EDEXpress on-line training



5.c Team Effectiveness - Ensuring Contributions of All Team Members

- ★ Utilization of MTC's Performance Management System ensures team engagement
 - ◆ Team member contributions are documented in each member's Individual Performance Excellence Plan (performance management system)



5.d Team Effectiveness – Managing Team Performance to Ensure Effectiveness

★ Co-sponsors

- ◆ Dr. James Branscum, Superintendent
 - ◆ Dr. Danene Vincent, Associate Superintendent
- Senior leaders responsible for ensuring all Divisions were aligned to achieving MTC mission and vision. Provided leadership support

★ Process Owner

- ◆ Rosalind Martin, FA Officer (now FA Department Director)
- FA staff member with 23 years FA experience. Provided stability and direction. Conducted benchmark studies; identified solutions and action plans; implemented actions; tracked measures; provided progress reports



5.d Team Effectiveness – Managing Team Performance to Ensure Effectiveness

★ Process Champions

- ◆ Cassell Lawson, Director of Student Services 2003-2005
- ◆ Paul Howard, Chief of Career and Transitional Services 2005-Present

Student Services leaders with overall responsibility for departmental improvement outcomes provided support

★ Subject Matter Experts were Selected

- ◆ FA Core Team implemented action plans required to improve the FA processing



5.d Team Effectiveness – Managing Team Performance to Ensure Effectiveness

★ Ad Hoc Members:

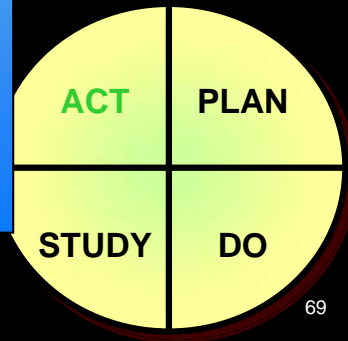
- ◆ Dr. Mark Vincent, Chief Institutional Research Officer - Research analyst; Facilitated FA team meetings; Provided baseline data, trend data, and comparative analysis
- ◆ Jim Smith, Chief Information Technology Officer
Provided expertise in systems comparisons; responsible for maximizing system capacity
- ◆ Site Directors and Counselors
Provided insight into student/customer expectations by site



6.0 Results

ACT (Sustainability)

- £ Systems implemented; Limited manual processing
 - £ Online Entrance and Exit Loan Counseling
 - £ Changed to electronic Master Promissory Note Process
- £ Improvements incorporated into new processes
 - £ Increased EExpress utilization
 - £ OPEID #'s merged
 - £ FA Staff Trained
- £ FA Staff continue to monitor process times and customer satisfaction
- £ Progress Reports provided to SAT Team upon request



During the Act phase we have monitored implementation of solutions, identified additional improvements needed and incorporated them into the implementation plan. Progress on goals is continuously monitored to ensure sustainability.

6.a Key Results Achieved

Key results include:

- ★ Processing time decreased from > 6 weeks in 2003 to 1-3 weeks in 2007 in spite of a 263% increase in dollars awarded (volume)
- ◆ Only one experienced FA staff member was added



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Reduction in manual process, increase in automated processes. Increase in number of students served and increase in Pell Grant, Student Loan and Oklahoma Tuition Aid Grant funds processed from \$1,030,950 in 2002-03 to \$2,707,516 in 2007-08.

6.a Key Results Achieved

- ★ 33% increase in percentage of adults receiving financial aid.
- ★ Service rate nearly doubled since FY02
 - ◆ served the greatest percentage of students of any institution benchmarked.



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See slide 76 for link to 33% increase

See slide 73 on service rate doubling

6.a Key Results Achieved

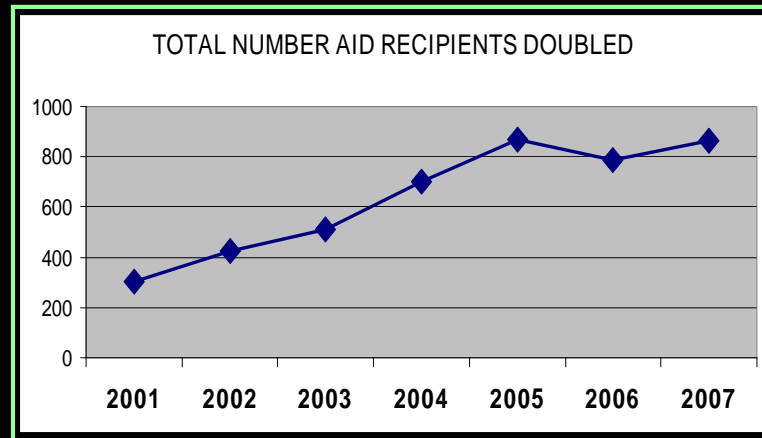
- ★ Number of adult students receiving financial aid increased over 200% from FY02 to FY08 due to:
 - ◆ Process cycle time improvements,
 - ◆ Better utilization of EDEExpress
 - ◆ Adding electronic FA processes
 - ◆ Decrease in number of financial aid sites processing applications from two to one w/merger of OPEID numbers



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See slide 73

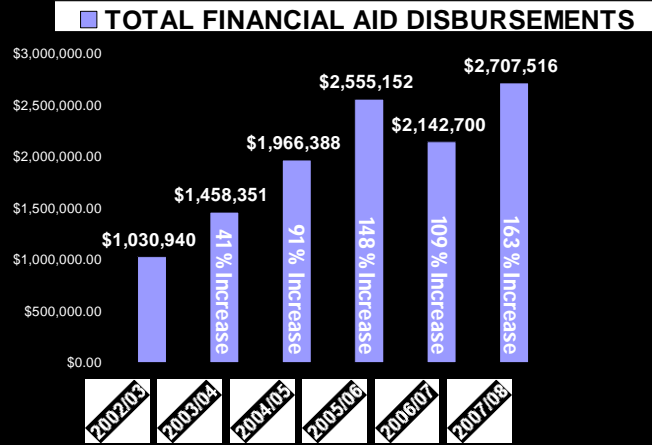
6.a Key Results Achieved



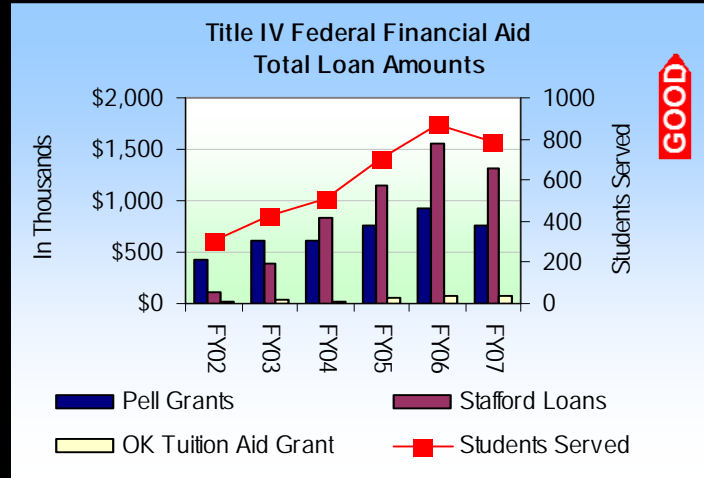
73

Reduction in manual process, increase in automated processes. Increase in number of students served and increase in Pell Grant, Student Loan and Oklahoma Tuition Aid Grant funds processed from \$1,030,950 in 2002-03 to \$2,707,516 in 2007-08.

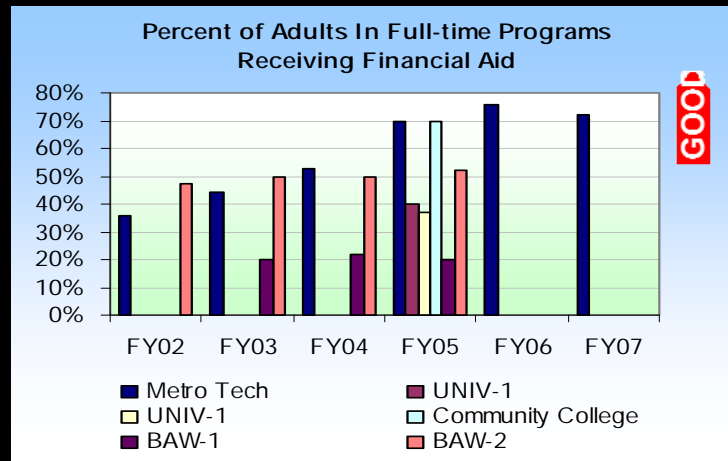
6.a Key Results Achieved 263% Increase in Disbursements



6.a Key Results Achieved



6.a Key Results Achieved Benchmark Comparison



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33% --- slide 72 slide referenced on slide number

6.a Key Results Achieved

★ Departmental satisfaction results compiled from 2007 survey

	1 (poor)	2	3	4	5
<u>(Excellent)</u>					
Financial Aid	23% (26)	10% (11)	17% (19)	25% (28)	26% (30)

- ★ 51% answered overall satisfaction with FA department services as good to excellent

NOTE: There was no 2003 customer satisfaction survey conducted to provide comparison for overall impact



6.a Key Results Achieved Total FA Disbursements

★ 2007/08	\$2,707,516.00
★ 2006/07	\$2,142,700.00
★ 2005/06:	\$2,555,152.00 (OPEID Merge)
★ 2004/05:	\$1,966,388.93
★ 2003/04:	\$1,458,351.16*
★ 2002-03:	\$1,030,950.15
★ 2001-02:	\$ 575,701.72

* 1st Year for Current FA Team



6.a Key Results Achieved

- ★ Online student entrance and exit loan counseling reduced time spent with each student by two hours and improved customer satisfaction.
- ★ Created a student financial aid center which allows students without computer access to complete financial aid applications and this resulted in increased customer satisfaction.



6.b Results: How Results Impacted Organizational Goals

- ★ FA Team achieved its goal of eliminating complaints regarding financial aid process time and improved overall customer satisfaction
 - ◆ Aligned with MTC's customer-focused vision



6.c Sharing Results

- ★ The FA Core Team reported results to:
 - ◆ The FA Action Team through the team reporting process
 - ◆ MTC Board of Education through a special report
 - ◆ MTC employees through internal recognition processes



6.c Superintendent's MetroQuest for Excellence Awards

2008 MetroQuest Excellence
Award Recipient

Rosalind Martin!



Rosalind Martin, M.B.A.
Director, Financial Aid

For outstanding achievement in supporting and promoting Metro Tech's quest for excellence. Your positive example demonstrated by your own professional development, and your exceptional efforts in decreasing the default rate, combining two campuses into a single district, tripling the number of students served, and quadrupling the amount of federal funds dispersed with limited additional staff are much appreciated. For your tireless dedication to our quality journey, the MetroQuest for Excellence Award is presented to you.

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