Administrative and Service Area Review, Planning and Development

Handbook for the Comprehensive Administrative and Service Area Review and Annual Planning and Development Processes.

Academic Year 2017-18
Purpose

The Administrative and Service Area Review (ASAR) process is new, in this format, for the college. Therefore, continued refinements of the processes outlined in this handbook are anticipated. Development of the process was created out of the strategic planning initiative Goal 4, Task 1 which states the college will “Reduce administrative costs as a percentage of total expenditures through streamlining business processes, service area reviews and reallocation of resources from administrative functions toward direct student success activities.”

This handbook reflects the lessons learned from the pilot of the ASAR. The handbook is designed to be used by any administrative and service area leader or budget administrator as a guide to understand further the ways in which data collection, analysis, and reflection can inform effective action planning for continuous quality improvement.

Comments and suggestions are welcome. Please direct all communications about the Administrative and Services Area Review process, including questions, to the Office of Assessment, Evaluation and Institutional Outcomes.

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Overview of Administrative and Service Area Review, Planning and Development

What are the goals?
At Johnson County Community College, Administrative and Service Area Review, Planning and Development allows administrative staff to lead a purposeful and continuous cycle of improvement through two related processes: Comprehensive Administrative and Service Area Review and Annual Planning and Development. Both the comprehensive and annual processes are integral parts of an overall institutional evaluation, planning and development process with the following goals to:

- Reduce administrative costs as a percentage of total expenditures;
- Streamline business processes;
- Reallocate resources from administrative functions toward direct student success activities; and
- Ensure that area priorities are consistent with the college’s mission and strategic plan.

Who participates?
All administrative, service and auxiliary areas that offer institutional support services are included in the processes of review, planning and development. Refer to Appendix 6 for Administrative and Service Areas.

When do administrative and service areas participate?
The Comprehensive Administrative and Service Area Review is completed by administrative and service areas every three years. During the intervening years, on an annual basis, areas will complete an abbreviated version of this process with the focus on continuous improvement. This annual process is called the Annual Planning and Development process.

What is required?
Both the Comprehensive Administrative and Service Area Review and the Annual Planning and Development processes begin with reflection on 3 years of financial data from Financial Services. Areas are encouraged to include other relevant data as part of
In both processes, participants write narrative components that include progress on action plans, significant assessment findings, external constituency and significant trends, and self-assessment of department vitality. The process also includes establishing and updating goals and plans of action, along with fiscal resource requests and adjustments. Every three years, as part of the Comprehensive Administrative and Service Area Review, participants also include additional reflections on area success and mission alignment.

The software program Xitracs is used to help facilitate the management of data distribution, document organization and reflection elements. Training sessions on the process and software are available to all staff during August Professional Development Days, or through request to the office. Likewise, administrators participate in annual updates on the process. For additional training needs or questions about the process, participants may contact the Office of Assessment, Evaluation and Institutional Outcomes.

If an area or department chooses to collect data on Activity-Based Costing through time and effort tracking, the software TeamDynamix can be used. Setup will need to start with a request to Information Services (IS) and training sessions can be scheduled as an ad hoc process. Administrators are encouraged to use these available tools to document time and effort to help quantify the cost of doing business.

Roles and Responsibilities

Administrative and Service Areas:
Each fall semester, all administrative and services areas will review the status of the College’s strategic plan. In addition, departments should review financial data from Financial Services. Areas may choose to include additional resources such as survey results, trend data or advisory board recommendations. At this time, areas will also have received a response from their supervising administrator summarizing an assessment of the previous year’s review, planning and development. Using this compiled information, participants will provide the following:

- Data reflection and narrative context;
- New or updated goals and action plans linked to the JCCC mission, vision and strategic plan;
- Budget recommendations; and
- Self-assessment recommendation.
Administrative and Service Areas’ Task Force for review:
As described more fully later in this handbook, the Administrative and Service Area Review is completed every three years. Each area under the Comprehensive Review process will create a task force from their direct area, also including outside perspective where appropriate and available. Areas complete component parts of Annual Planning and Development along with several additional parts for review and reflection. These processes should be pursued with the focus on process efficiencies and area success and achieving continuous quality improvement. Participants will use the Xitracs software to document and report all data and reflections.

The JCCC Administrative Review Committee (ARC) can play a critical role in the review, planning and development process. Participants should consider the ARC and the division ARC representatives as resources for participants. Likewise, open and frequent communication with senior administrators is encouraged throughout the process.

As a matter of ongoing transparency in our processes as a public college, participants should be aware that summative data elements and other elements of the review, planning and development narrative, along with the supervising administrator’s assessment and feedback, will be made available on the college website at the end of each fiscal year.

Supervising Administrators
Each summer, supervising administrators will review information entered and attached in Xitracs by the area from the previous fiscal year (FY) along with pending budget status for next fiscal year (FY). The supervising administrator will provide a summative assessment to each area within the division. This assessment, which should be used by areas during the review and development process the following fall, will include the supervising administrator’s assessment of area vitality along with any comments, clarifying questions, suggestions, and expectations. It may also include a referral to the Administrative Review Committee’s (ARC) division representatives for assistance during the fall semester with an area’s planning and development process. The supervising administrator’s summative assessment will also be used as the basis for discussion with senior administrators and the development of priorities for administrative branch initiatives and budget recommendations. Open and frequent discussions with each area are encouraged throughout the process.
Administrative Review Committee (ARC):
The Administrative Review Committee, whose primary focus is the Comprehensive Administrative and Service Area Review, is an integral part of the Administrative and Services Area Review, Planning and Development process. The ARC is a JCCC standing committee led by the Office of Assessment, Evaluation and Institutional Outcomes and composed of two staff members elected by each administrative division and three members appointed by the President’s cabinet. The ARC assists areas in achieving continuous quality improvement by maintaining focus on success, staff involvement, currency and relevancy. Each year the ARC will assess all Comprehensive Administrative and Service Area Review submissions and provide constructive, formative feedback to participating areas. After review, the ARC will solicit comments from the individual area to ensure that the process was beneficial. Areas may submit a written response to the feedback provided by the ARC as well as provide final edits of their submissions prior to the final deadline.

Division representatives to the ARC may also be a resource to areas in Annual Planning and Development.

President’s Cabinet:
The President’s Cabinet is responsible for making recommendations to the Board of Trustees regarding strategic planning and budgeting. Therefore, the Cabinet considers the recommendations. The Cabinet will review and clarify any questions prior to pursuing other action.
Administrative Departmental Review, Planning and Development Timeline

**August/September**  
Budget Administrators/Staff  
- Attend training on Administrative and Service Area Review or Annual Planning and Development or both. –  
- Review and discuss the formative review of the previous year’s process with area supervisor.  
- Review requirements for completion of the Xitracs sections and request additional data as needed.  
- Determine Task Force participants and strategies and deadlines to complete the Review, Planning and Development processes.

**September/October**  
Area Task Force/Budget Administrators  
- Budget Worksheets “Proposed Budget Based on Actuals” are distributed to assist in developing a proposed budget.  
- Continue review, discussions and work on completing required sections.  
- Consider Capital, Remodeling, and Information Technology Planning needs.  
- Maintain open and frequent discussion as needed with supervisor.

**October/November**  
Area Task Force/Budget Administrators  
- Continue work and provide opportunities for budget administrator review and refinement of Area Planning or Review drafts within Xitracs.  
- Maintain open and frequent discussion with supervisor.  
- By November 30, finalize submissions within Xitracs.

**December/January**  
Budget Administrators  
- Receive Budget Guidelines for upcoming FY.

Area Supervisor  
- Review and clarify preliminary planning and development proposals.
☐ Draft prioritized initiatives & budget proposals for next FY.
☐ Update participants on prioritized initiatives and budget proposals for next FY.

Administrative Review Committee
☐ Review Administrative and Service Area Review submissions and provide summative feedback to respective departments (January-February).
☐ Support department refinement of goals and action planning and implementation.
☐ Maintain open and frequent discussion, as needed.

(E)VPs
☐ Review, clarify and refine preliminary division planning and development proposals.
☐ Draft and refine prioritized Branch initiatives and budget proposals for next FY.

January-May
Budget Administrators
☐ Refine goals and action plans; begin implementation of action plans or plan for implementation of action plans in the next cycle.
☐ Consider Position Change request needs for upcoming FY, due to HR in January.
☐ Respond to feedback from Administrative Review Committee.

June/July
ARC
☐ Fully review Administrative and Service Area Review and Annual Planning and Development submissions from the previous FY and pending budget status for next FY.
☐ Complete a Summative Report, including vitality assessment and any comments, clarifying questions, suggestions and expectations. This may include consideration for referral to the ARC to assist with subsequent budget planning and development.
☐ Review respective Summative Reports and recommend any additional comments, clarifying questions, suggestions and/or expectations.

Office of Assessment, Evaluation and Institutional Outcomes
☐ Place Summative Review, Planning and Development reports on the college website.
Logging into Xitracs

A link for logging into Xitracs may be found on the college website, or by typing in Program Review on the search engine. There are also training videos available that cover basic Xitracs functions.

In a menu box on the screen, a link for Review will appear; the login for Xitracs is at the bottom of the overview page. A registered Xitracs user may use JCCC login information and password. Users may contact the office to set up an account to gain access to Xitracs.

Additional information on using Xitracs can be found in Appendix 5.

Guidelines for Completion of the Annual Planning and Development Process

The focus of the annual process is on administrative success and continuous quality improvement. The following gives an outline of the sections that participants will complete within Xitracs for the Annual Planning and Development process. Although participants will have access to the complete template for Administrative and Service Area Review in the software, areas completing annual planning and development must complete only a few of the component parts. Details about each section are provided below and within the referenced "Resource" sections of this handbook.

1.0 Area Data and Resource Repository
   1.2 Quantitative and Qualitative Data
3.0 Area Outcomes
   3.2 Significant Assessment Findings
4.0 External Constituencies and Significant Trends
6.0 Budget Development
   6.1 Reflection on Current Budget
   6.2 Fiscal Resource Requests/Adjustments
7.0 Planning and Development for Administrative Success
9.0 Planning and Development Participation
   9.1 Staff Participation
   9.2 Supervising Administrator Response
Guidelines for Completion of the Comprehensive Administrative and Service Area Review Process

The following provides an outline of the sections that participants will complete within Xitracs for the Administrative and Service Area Review process. The numbering system shown below mirrors that which is used within the Xitracs software. Details about each section are provided below and within the referenced "Resource" sections of this handbook.

1.0 Area Data and Resource Repository
   1.1 Area Summary
   1.2 Quantitative and Qualitative Data
2.0 Administrative Success
   2.1 Define Success
   2.2 Achieve/Promote Success
   2.3 Support of Student Success
3.0 Area Outcomes
   3.1 Reflection on Data and Initiatives
   3.2 Significant Evaluation Findings
     3.2.1 Time and Effort Tracking via TeamDynamix
     3.2.2 Activity Based Cost (ABC) Modeling via AceLite
   3.3 Ongoing Evaluation Plans
4.0 External Constituencies and Significant Trends
5.0 Area Success
   5.1 Accomplishments
   5.2 Staff Accomplishments
   5.3 Innovative Research, Technology or Community Service
6.0 Budget Development
   6.1 Reflection on Current Budget
   6.3 Fiscal Resource Requests/Adjustments
7.0 Planning and Development for Administrative Success
8.0 Mission and Strategic Plan Alignment
9.0 Planning and Development Participation
   9.1 Staff Participation
   9.2 Supervising Administrator Response
Comprehensive Administrative and Service Area Review Sections

1.0 Area Data and Resource Repository

1.1 Summary – In this section of Xitracs, the participant should provide a descriptive summary of the area.

1.2 Quantitative and Qualitative Data – All areas are provided with the most recent three-year budget data by the Financial Service Office. The budget data will typically be available in mid-October after final reconciliation of the previous fiscal year. A PDF version of this handbook is also provided.

There is no user entry required for this section unless the staff wish to include other data pertinent to review, planning and development. Participants should spend some time reflecting and discussing the data elements prior to proceeding with the completion of the remaining sections. Staff are encouraged to include other data as desired. (See Resource A for data set specifics and suggestions for further data collection/evaluation.)

2.0 Administrative Support Success

2.1 Define Success
In this section of Xitracs, the area should provide a definition of how success is defined by the area. (See Resource C, Example 2)

2.2 Achieve/Promote Success
In this section of Xitracs, the participants should describe how the area achieves and promotes success. This should also include evidence of area engagement by including the employee engagement survey; discussion on report and efforts to foster a culture that inspires.

2.3 Associate Success with Student Success
In this section of Xitracs, the participants should describe how the area supports student success.

3.0 Area Outcomes

3.1 Reflection on Data and Initiatives- In this section of Xitracs, the participants should provide a narrative reflection on the cost of the area; measures taken to improve
efficiency; and process improvement initiatives.

3.2 Significant Evaluation Findings - In this section of Xitracs, participants should provide a narrative overview of the area's significant outcomes evaluation findings, any associated impact on costs and processes, as well as any ongoing evaluation plans. The participants may attach data charts, evaluation reports or other relevant materials. (See Resource C-Example 3 for more information.)

3.2.1 Time and Effort Tracking via TeamDynamix - In this section reports and analysis from time and effort/cost of activities should be presented here.

3.2.2 Activity Based Costing (ABC) Modeling - In this section of Xitracs, areas will receive reports from Financial Services on historical costs with overhead applied for areas.

3.3 Ongoing Evaluation Plans - In this section of Xitracs, the participants should describe ongoing assessment plans and attach any new assessment progress reports for the current or past fiscal year.

4.0 External Constituency and Significant Trends - An important component of maintaining a superior area lies in awareness and understanding of other possible factors that may impact the area and/or outcomes. After consideration of these other factors, staff should document the relevant information within this section of the Xitracs software. (See Resource B for more information and other examples of external constituencies that may apply to administrative and service areas.)

5.0 Area Success – Before completing the Staff Success sub-sections, the area should reflect on a pedagogy of success that identifies activities (publications, presentations, awards, and service) that promote success and why these specific activities were chosen. This philosophy or statement of pedagogy should be used as a framework for structuring future activities based on measurable outcomes in other sections of the review.

5.1 Accomplishments – In this section of Xitracs, the participant should highlight noteworthy accomplishments.

5.2 Staff Accomplishments – In this section of Xitracs, the participants should highlight noteworthy accomplishments of individual staff members.

5.3 Innovative Research, Technology, and Community Service - In this section of Xitracs, the participants should describe how staff members are encouraged and engaged in promoting innovative research, technology, and community service.
5.4 Areas of Improvement – In this section of Xitracs, the participants should reflect and consider areas of improvement for the department or functional area. Describe needs and resources required (if any) to help make these improvements to the area.

6.0 Budget Development

6.1 Reflection on Current Budget – In this section of Xitracs, the participants should provide a narrative reflection that describes the area’s budget holistically. The following are prompts formulated to guide thinking/reflection on budget. While presented in question form, the intent of the prompts is to stimulate thought and it is not expected that areas specifically answer each and every question.

- Is the budget appropriate for the area?
- How does the area fit into the institution and its mission?
- Is it designed to support student success directly, if not, how indirectly?

6.2 Fiscal Resource Requests/Adjustments - Based on data review, planning and development for success, participants will complete the budget worksheets attached within Xitracs to identify proposed resource needs and adjustments. These worksheets will be available in October. (See Resource E for more details on possible items to include.)

7.0 Planning & Development for Administrative Success – Thoughtful reflection on the available assessment data is key to effective and meaningful action planning. In this section of Xitracs, staff should provide a narrative reflection on trends observed in the data from section 1.0 (See Resource C-Example 1.) and provide recommendations for improvement.

8.0 Mission and Strategic Plan Alignment – In this section, participants should indicate the ways in which the area’s function align with the JCCC mission (Appendix 2). Also, the ways that area initiatives are tied to the JCCC strategic plan, KPIs (Appendix 3) or Higher Learning Commission (HLC) accreditation initiatives under AQIP (Appendix 1) should be described. It is not necessary to consider an example for each HLC category, but participants are encouraged to provide one or two examples of initiatives in their area that are noteworthy. These examples may be helpful and included in future campus reporting to HLC.

9.0 Planning and Development Participation

9.1 Staff Participation- In this section of Xitracs, participants will provide a brief narrative
of how staff participated in the review, planning and development process.

9.2 Supervising Administrator Response - After review and reflection of the review, planning and development, the Supervising Administrator will document a response.

Resource A: Qualitative and Quantitative Data

(For use with Annual Planning and Development section 1.1 and Comprehensive Administrative and Service Area Review section 1.2)

The data sets to consider when completing section 1 the following elements for the most:

- Number of employees
- Expenditures and Revenues (if applicable)
- Responsibilities
- Tasks
- Number/Types of Customers
- Other data as appropriate to the area

In addition to the data already provided, staff should consider this field in Xitracs as a repository for any information that aids in development and planning. Participants should look for data which would support or possibly influence current departmental responsibilities, demonstrate impacting trends, indicate new opportunities or potential threats, and/or highlight area/department successes. Data collection should be an ongoing process and not necessarily centered solely on the annual or comprehensive review cycle. Such data may be stored within the Xitracs software at any time. All data should be cited clearly and completely and include the reference and acquisition date. Ideally, each resource will also include a succinct summary and possible implications for the area.

Examples of other information that staff may wish to include:

- Industry, Federal or State requirements
- Results from previous efforts to streamline business processes
- Effect on area from those previous efforts
- Employee engagement (survey results)
- Trends in Industry
Resource B: External Constituencies and Significant Trends

(For use with Annual Planning and Development and Comprehensive Administrative and Service Area Review section 4.0)

Following are some examples of possible external constituencies that may be used by staff when looking for trends that impact area efficacy and departmental success. The examples given are not exhaustive and will not apply to all areas.

HLC Accreditation: The College’s regional accrediting body, the Higher Learning Commission (HLC), uses categories to evaluate the culture of continuous quality improvement on campus (See Appendix 1 for more details on the HLC's AQIP Pathway categories).

External Constituencies and Significant Trends: Internal resources that have gone through the review and understand the process. Budget office and development website for resources. IPEDS as a benchmarking site. Research peer institutions for data and trends. Research industry leaders and trends not necessarily in the higher education fields. Example: Payroll will benchmark against payroll processing costs national-wide not just within the higher education institutions.
Payroll

Example 1: Area Data and Resource Area Summary 1.0

1.1 Area Summary

Payroll is a functional area consisting of three full-time staff members and one part-time temporary staff member. The office serves over 3000+ employees on campus. Employee classes supported include but are not limited to Full-Time Faculty, Adjunct Faculty, Full-Time Salaried, Full-Time Hourly, Part-Time Salaried, Part-Time Hourly and Work Study Student Employees.

Each year the staff is tasked with processing 24 payrolls semi-monthly. They also process manual pays in between the normal pay periods. Processing of payroll not only includes making sure everyone is paid, but also includes filing of tax payments to three agencies, making payments to retirement accounts on behalf of the employees and filing any and all garnishments, faculty association dues and united way donations.

The staff must provide quality customer service to all of our employees on campus. Staff will discuss benefit deductions, train on how to input time through web time entry and provide reports upon request to managers and supervisors.

The staff must also stay abreast of all payroll compliance issues. This includes compliance with IRS, SSA, KS, and KPERs system guidelines; internal and external audit controls; and expertise of College personnel policies and procedures.

1.2 Quantitative and Qualitative Data

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<th>All Activity Name</th>
<th>Banner Form Maintenance / Data Updates</th>
<th>Customer Service</th>
<th>Faculty Contract Maintenance</th>
<th>Monthly Tax/Benefit Reporting</th>
<th>Other Operation Support</th>
<th>Process Leave Reports</th>
<th>Provide Financial Services</th>
<th>Support for Running Payroll / Process Timecards</th>
<th>Year End Reporting</th>
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The above table is an example of quantitative data provided to show the actual fully-burdened cost of the Payroll Office through reports provided by the Activity-Based Costing model.

Our TeamPulse engagement rating in the spring 2015 was 4.97 compared to 4.99 for all of financial services and 4.78 for the institution as a whole. We enjoy a positive working environment under many stresses of the work that is being done. I applaud the department for keeping such a positive attitude. The location and work space payroll currently resides in is a much improved space over previous locations. I believe this has added to the positive environment. There is still work to be done as we push to increase this engagement rating above 5.0 out of 6.0. I will speak to a few soft skills we are working on later in the documentation.

Example 2: Area Data and Resource Area Summary 2.0

2.1 Define Success

Success within the payroll department is defined as: 1) the ability to complete each semi-monthly payroll without errors or need for corrections; 2) submission of all reports, deposits and taxes to federal, state, local and private agencies; and

3) provide excellent customer service to all employees of the institution.

2.2 Achieve/Promote Success

To promote success within the payroll department it is paramount that the staff keep up to date on changes in regulations and rules of payroll on a federal, state and local level. The staff is provided with annual memberships to both the Bloomberg BNA group (www.bna.com) and the national and local chapters of the American Payroll Association (APA www.americanpayroll.org). Benefits of these memberships include emails and newsletters with new and upcoming changes in laws and regulations, information on the state of payroll, and opportunities for training in areas around processing and reporting on payroll.

Two of the three full-time staff members have been through the APA’s certification classes. The staff also attend regular meetings of the local APA chapter. We would like to see all three complete the test for certification.
As another opportunity to promote success and to **strengthen Goal 1, Task 5**, the department has decided to start a book club read. Staff is reading *How to Have a Good Day* by Caroline Webb. Every other week we read a chapter and discuss how it applies to our everyday work life. The staff has been very open to discussing the transformation of behavior by changing the way you see and think about your work and those around you.

### 2.3 Associate Success with Student Success

The Payroll Office works to promote success across campus including student success. The college currently supports student workers both part-time and through financial aid work study. Staff must keep close tabs on the student workers as they require different tax applications than other employees. One example of this is that staff run reports on a semester schedule to determine which students are in fact working on campus. Once this is determined, the students’ FICA status is updated depending on if they are currently working or not. Over the past year staff have worked to automate this process so that the report is run and student status is updated prior to each payroll. This gives students a more precise update to their status so that they are getting the most income possible during the semester no matter when they started the job. Supporting student workers is a positive way the Payroll Office supports student success. Working on campus during college not only gives students income to support their academic pursuits, but also provides easy access to on campus classes before or after their shifts giving them real world experience as they continue their academic studies.

**Example 3: Area Outcomes 3.0**

#### 3.1 Reflection on Data and Initiatives

In the payroll area we knew we just reduced our staff by .5 FTE. It was taking over two days to process payroll during which we asked various offices to stay out of certain forms. Furthermore, we had quite a few manual processes and we were touching paper too much. Through our time and effort tracking the Payroll Office was able to quantify the time it took for each activity in the area:
In the fall of 2015 the Payroll and Human Resources departments engaged with an Ellucian consultant to evaluate the way we use our Banner system in those areas with an emphasis on the payroll area. Through this consultation the department was tasked to evaluate and complete 16 projects identified as priorities to help revitalize payroll processing. An 18 month completion date was determined to be the timeline for completion. The department is on track to complete all but three projects due to the current state of the college, which does not allow for those changes.

3.2 Significant Evaluation Findings

An example of one of the largest projects on the list is to move full-time hourly staff from an even spread of pay over a 24 pay period to a positive pay matching the timesheets to the paychecks. This project will correct a number of deficiencies due to the current way the college processes full-time hourly pay such as, alignment of timesheets to actual pay, effective start date for full-time hourly is currently not correct due to reflecting timesheet date, ability to automate overtime functionality, and elimination of manual verification between timesheets and actual pay in Banner. This process will speed up the time it takes to process payroll, will allow for automation and efficiencies and will reduce costs in the payroll department.
3.3 Ongoing Evaluation Plans

As the department completes the priorities we will begin the monitoring phase of the revitalization project. In FY18, the office will plan to hold all other processes steady so that we can evaluate the outcomes of the project by answering the following questions:

1. Are we meeting benchmarks in cost and efficiencies?
2. Have we reduced the amount of time it takes to process payroll?
3. Is the overtime automation working as intended?
4. Are we using the systems as intended?
5. Are we effectively servicing the target population?
6. Repeat the time and effort tracking to see if we gained efficiencies in any of the activity areas.

Example 4: External Constituencies and Significant Trends 4.0

As with most administrative areas we not only look within our institution to benchmark and compare our department, but we also look outside the college to benchmark within our industry. Payroll is an area that affords itself with the ability to benchmark other payroll departments outside the higher education model. Below provides data comparing Johnson County Community College payroll department to an industry average for the same type of work:

<table>
<thead>
<tr>
<th>Title</th>
<th>Actual Hours</th>
<th>%</th>
<th>JCCC Payroll FTE 1k-4.9k</th>
<th>JCCC</th>
<th>Industry 1k-4.9k</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support for running Payroll / Process Timecards</td>
<td>602.75</td>
<td>36%</td>
<td></td>
<td>10.28</td>
<td></td>
</tr>
<tr>
<td>Process Leave Reports</td>
<td>10.50</td>
<td>1%</td>
<td></td>
<td>0.29</td>
<td></td>
</tr>
<tr>
<td>Monthly Tax/Benefit Reporting</td>
<td>54.00</td>
<td>3%</td>
<td></td>
<td>0.86</td>
<td></td>
</tr>
<tr>
<td>Banner Form Maintenance / Data</td>
<td>31.50</td>
<td>2%</td>
<td></td>
<td>0.57</td>
<td></td>
</tr>
<tr>
<td>Other Operational Support</td>
<td>461.00</td>
<td>28%</td>
<td></td>
<td>7.99</td>
<td></td>
</tr>
<tr>
<td>Year End Reporting</td>
<td>67.00</td>
<td>4%</td>
<td></td>
<td>1.14</td>
<td></td>
</tr>
<tr>
<td>Faculty Contract Maintenance</td>
<td>152.00</td>
<td>9%</td>
<td></td>
<td>2.57</td>
<td></td>
</tr>
<tr>
<td>Customer Service</td>
<td>286.50</td>
<td>17%</td>
<td></td>
<td>4.85</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>3.5</strong></td>
<td><strong>5</strong></td>
<td><strong>28.54</strong></td>
<td><strong>36.10</strong></td>
<td><strong>624</strong></td>
</tr>
</tbody>
</table>

$1.50

1. On average, basic payroll processing has a per-employee or per-check fee, in

Small Business Payroll Cost [Update] - The Payroll Blog
blog.surepayroll.com/small-business-payroll-cost/


As you can see the JCCC payroll staff processes payroll with a smaller FTE than industry standards, less time than industry standards and services more employees per FTE than industry standards.
Example 5: Area Success 5.0

5.1 Accomplishments

The staff have completed or are close to completing 10 of the 16 priorities from the revitalization project. They have done this while continuing to produce 24 pays for over 3000+ exempt and non-exempt staff, completing all reporting and deposit requirements and providing excellent customer service to the college community.

5.2 Staff Accomplishments

The number one accomplishment staff should be acknowledged for is the completion of the American Payroll Association (APA) certification courses. Both Val Gross and Kim Davis took all courses required to sit for the certification test. They did this after work and on their own time. Although they have not sat for the test yet, completing the courses provides the staff with important knowledge needed to be successful in their positions.

5.3 Innovative Research, Technology or Community Service

The payroll department will continue to enhance the use of Banner. This includes future implementation of Banner XE for payroll forms. During the FY18 year, XE will be our main project. Research will also be conducted and processes adjusted for the faculty buyouts currently being processed manually during the month of May each year.

5.4 Areas of Improvement

Besides Banner XE, the Payroll Office needs to focus on collaboration with the CE department in automating the supplemental contract process. Currently, these contracts are processed in the supplemental contract database that pulls information from Banner. However, these contracts are printed out and hand-signed by the area budget administrator, the instructor and Human Resources before the paper contract is routed to the Payroll Office.

Example 6: Budget Development 6.0

6.1 Reflection on Current Budget

The Payroll Office is fully staffed and current budget needs are adequate to fund the expense needs of the area. Below is a three-year analysis of the actual activity of the area:
As you can see the Payroll Office has been able to reduce costs over the last three years. The budget plan is to keep costs flat with the exception of any salary and benefits increases college-wide.

6.2 Fiscal Resource Requests/Adjustments

First is the budget form for FY18:

https://info.jccc.edu/communities/toolbox/budget/default.aspx

<table>
<thead>
<tr>
<th>Account</th>
<th>Account Description</th>
<th>FY15</th>
<th>FY16</th>
<th>Proposed Budget</th>
<th>Justification</th>
</tr>
</thead>
<tbody>
<tr>
<td>52010</td>
<td>FT Reg. Salaried</td>
<td>228,705.79</td>
<td>234,995.45</td>
<td></td>
<td>moved to 6201</td>
</tr>
<tr>
<td>52030</td>
<td>FT Reg. Hourly</td>
<td>150,244.50</td>
<td>142,763.72</td>
<td>150,002.00</td>
<td>from HR</td>
</tr>
<tr>
<td>52150</td>
<td>PT Reg. Hourly</td>
<td>3,071.22</td>
<td>0.00</td>
<td></td>
<td>position cut</td>
</tr>
<tr>
<td>52160</td>
<td>PT Temp. Hourly</td>
<td>7,089.72</td>
<td>3,657.92</td>
<td>9,180.00</td>
<td>current needs for Heidi Blake</td>
</tr>
<tr>
<td>52170</td>
<td>Temporary Office Aides</td>
<td>2,052.76</td>
<td>0.00</td>
<td></td>
<td>cut</td>
</tr>
<tr>
<td>52180</td>
<td>Overtime</td>
<td>1,365.70</td>
<td>2,638.14</td>
<td>3,000.00</td>
<td>needs for year-end tax reports and academic year-end faculty buy-outs</td>
</tr>
<tr>
<td>52980</td>
<td>Fringe Benefits Chargeback</td>
<td>76,718.88</td>
<td></td>
<td></td>
<td>from finance</td>
</tr>
<tr>
<td>53110</td>
<td>Overnight Travel</td>
<td>5,200.00</td>
<td></td>
<td></td>
<td>budgeted needs for Ellucian conference</td>
</tr>
<tr>
<td>53130</td>
<td>Same Day Travel</td>
<td>1,404.24</td>
<td>325.00</td>
<td>500.00</td>
<td>budgeted needs for APA workshops</td>
</tr>
<tr>
<td>53150</td>
<td>Non-Capital Supplies and Materials</td>
<td>3,974.81</td>
<td>2,771.69</td>
<td>3,500.00</td>
<td>supplies for the office including BNA handbook</td>
</tr>
<tr>
<td>53170</td>
<td>Technical Training</td>
<td>3,209.04</td>
<td>6,862.63</td>
<td></td>
<td>moved to 53110</td>
</tr>
<tr>
<td>53230</td>
<td>Memberships</td>
<td></td>
<td></td>
<td>400.00</td>
<td>APA membership and Bloomberg BNA</td>
</tr>
<tr>
<td>54030</td>
<td>Non-Capital Furniture &amp; Equipment</td>
<td>395.00</td>
<td>395.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td>399,065.02</td>
<td>396,462.31</td>
<td>248,500.88</td>
<td></td>
</tr>
</tbody>
</table>
As you can see there are no requests for additional funding during FY18. The current state of the area will be monitored and evaluated with consideration to implementation of the revitalization priorities.

Example 7: Planning and Development for Administrative Success 7.0

The Payroll Office will continue the work it has done through the consultation with the Banner representative. We will look at the items that were tabled to see how we can incorporate those changes into the future use of Banner. We will also be planning for the move to Banner XE.

I would like to see the staff complete the certification testing to go along with all of the time and work they put into the courses. This comes at a cost that I believe the college should consider covering. I would also like to see the staff get more involved in activities around campus. Engagement in activities outside one’s own department can strengthen commitment to the College.

Example 8: Mission and Strategic Plan Alignment 8.0

The mission of the College states: “JCCC inspires learning to transform lives and strengthen communities.” The role of the payroll office is to support the mission of the College by successfully processing payroll so that those that are directly affecting student success activities and those that are indirectly affecting student success activities have the compensation needed to continue fulfilling the mission. The payroll office has continued to support Strategic Goal 4, Task 1 by streamlining business processes, directly participating in the creation of the administrative area reviews, and reducing costs so that those funds can be reallocated toward direct student success activities.

Example 9: Planning and Development Participation 9.0

9.1 Staff Participation

The payroll staff directly participated in the Administrative Review Process by using Team Dynamix to track time and effort for activities the staff determined were their primary duties in the area. Three months for time tracking was completed and then evaluated for outliers and calculation of activity-based costing. This participation helped the department understand their activities and costs at a more granular level. The staff also participated in providing feedback for the creation of the Administrative Area Review Handbook. By doing so, the department was able to complete all aspects of the handbook. Finally, the department had input on the areas of review and how we presented it.

9.2 Supervising Administrator Response

[This area is used for the supervising administrator’s assessment of the area vitality along with any comments, clarifying questions, comments and expectations. This will be used for discussion with senior administrators and the development of priorities and budget recommendations.]
Resource D: Examples

Continuing Education

Example 1: Administrative Support Success 2.0

2.1 Define Success

Success looks like making future programming decisions based upon our Continuing Education goals/metrics. Do enrollment numbers show we are offering what the community wants? Are course offerings new and fresh? Are quality course offerings leading to repeat customers? Lastly, are we covering our costs?

Example 2: Area Outcomes 3.0

3.2 Significant Evaluation findings:

Continuing Education Program Coordinators gather data via banner reports (SYRCBLD, SYRFEES) and organize into one standardized Excel spreadsheet. Significant findings include identification of courses operating at high or low gross margin, high or low enrollment. Example output:

<table>
<thead>
<tr>
<th>Title</th>
<th>Enrollment</th>
<th>Revenue</th>
<th>Operating Costs</th>
<th>Retained Revenue</th>
<th>Gross Margin</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Media Marketing</td>
<td>45</td>
<td>$11,571.30</td>
<td>$4,370.00</td>
<td>$7,201.30</td>
<td>62%</td>
</tr>
<tr>
<td>Excel 2013 Fundamentals</td>
<td>48</td>
<td>$8,350.35</td>
<td>$2,755.00</td>
<td>$5,595.35</td>
<td>67%</td>
</tr>
<tr>
<td>MCSA: Administering Windows Server 2012 70-411</td>
<td>3</td>
<td>$2,697.75</td>
<td>$2,737.00</td>
<td>-$39.25</td>
<td>-1%</td>
</tr>
<tr>
<td>MCSA: Installing and Configuring Windows Server 2012 70-410</td>
<td>3</td>
<td>$2,697.75</td>
<td>$2,737.00</td>
<td>-$39.25</td>
<td>-1%</td>
</tr>
<tr>
<td>MCSA: Configuring Advanced Windows Server 2012 Services 70-412</td>
<td>3</td>
<td>$2,697.75</td>
<td>$2,737.00</td>
<td>-$39.25</td>
<td>-1%</td>
</tr>
<tr>
<td>Visio 2010 Advanced</td>
<td>1</td>
<td>$349.65</td>
<td>$336.00</td>
<td>$13.65</td>
<td>4%</td>
</tr>
<tr>
<td>Visio 2010 Fundamentals</td>
<td>4</td>
<td>$756.00</td>
<td>$702.00</td>
<td>$54.00</td>
<td>7%</td>
</tr>
</tbody>
</table>

Example 3: Planning and Development for Administrative Success 7.0

Narrative Reflection

JCCC Continuing Education areas conduct a yearly product review process. All course titles for a one year term (i.e. 201500, 201600) are identified as products to review, with specific emphasis on enrollment, revenue, operating costs, retained revenue, and gross margin.
Long-Term Goals

A standardized program review process branch-wide leads to continuous improvement.

Short-term Goals

Program Directors compile a list of recommended actions for continuing education leadership team review. Follow up actions are agreed upon including dates for implementation. Typical outputs include course titles to remove based upon lack of revenue and/or enrollments, course titles to add or grow based upon high enrollment and high margin. See example chart below:

![Course Enrollment and Margin Matrix](chart.png)

The review process will affirm decisions made throughout the previous year or allow for adjustments moving forward to next year, which may include courses that have already been dropped or will be dropped from the next catalog due to low or non-existent enrollments, courses that may be dropped or the number of sections reduced, courses introduced and building positive enrollment and margin, and new courses that are in development with course proposal worksheets forthcoming.
Resource E: S.M.A.R.T. Goal Setting
(For use with Annual Planning and Development and Comprehensive Administrative Review section 7.0)

S.M.A.R.T. goal setting is based on the acronym for the 5 steps of specific, measurable, achievable, relevant, and time-based goals. Use of this strategy can help in translating "fuzzy" goals into actionable plans for achieving real results.

The following are questions to help guide in setting both long-term and short-term goals:

SPECIFIC – What will the goal accomplish? How and why will it be accomplished?

MEASURABLE – How will you measure whether or not the goal has been reached? List at least two indicators.

ACHIEVABLE – Is it possible? Do you have examples where it has been done successfully? Do you have the necessary knowledge, skills, abilities, and resources to accomplish the goal? Will meeting the goal challenge you without defeating you?

RESULTS-FOCUSED – What is the reason, purpose, or benefit of accomplishing the goal? What is the result (not activities leading up to the result) of the goal? What is the benefit to students?

TIME-BOUND – What is the established completion date and does that completion date create a practical sense of urgency?

Action planning may include but is not limited to the following areas. Attention should be given to who/what/when and why for each action.

- Training/professional development for staff
- Curriculum updates, modifications or the development of new processes
- Staff communication
- Changes in physical facilities
- Planned collaborations with other college services, educational partners, business and industry to achieve identified outcomes
- Organizational restructuring
- Additional resource identification and/or reallocation, including identification of other funding streams
Resource F: Fiscal Resource Requests/Adjustments

(For use within Annual Planning and Development and Comprehensive Administrative and Services Area Review section 6.2)

Participants should include some or all of the following, as applicable, in their annual budget proposals:

- Budget Projections and justifications (personnel and operation)
- Position Change Requests
- Technology Project Requests
- Information Technology Planning (ITP) Requests
- Facilities/Remodeling Requests
- Capital Equipment
- Membership Fee Request
- Other as applicable

Resource requests should follow budget guidelines as approved by the Board of Trustees for each fiscal year. The resource requests should be used to provide summary and detailed information to the budget administrator and other leadership to inform financial decisions made throughout the year.
Appendix 1: The Higher Learning Commission’s (HLC) and Academic Quality Improvement Program (AQIP) Pathway

The Academic Quality Improvement Program (AQIP) is one of several pathways leading to reaffirmation of accreditation with the Higher Learning Commission. AQIP is premised on principles of continuous quality improvement, and its various processes and requirements are designed to assist institutions in achieving quality improvement, along with reaffirming the institution’s accredited status with the Commission once every AQIP cycle.

**Academic Quality Improvement Process (AQIP)**

The six AQIP Categories provide a framework that institutions can use to examine their key processes to make sure that they are investing energy and resources in ways that will help them achieve their goals. Each category deals with a related group of key processes and allows an institution to analyze, understand, and explore opportunities for improvement. The categories also enable AQIP institutions to learn from one another.

**Category One: Helping Students Learn** focuses on the design, deployment, and effectiveness of the teaching-learning processes (and on the processes required to support them) that underlie the institution’s credit and non-credit programs and courses.

**Category Two: Meeting Student and Other Key Stakeholder Needs** addresses the key processes (separate from instructional programs and internal support services) through which the institution serves its external stakeholders in support of its mission.

**Category Three: Valuing Employees** explores the institution’s commitment to the hiring, development, and evaluation of faculty, staff, and administrators.

**Category Four: Planning and Leading** focuses on how the institution achieves its mission and lives its vision through direction setting, goal development, strategic actions, threat mitigation, and capitalizing on opportunities.

**Category Five: Knowledge Management and Resource Stewardship** addresses management of the fiscal, physical, technological, and information infrastructures designed to provide an environment in which learning can thrive.

**Category Six: Quality Overview** focuses on the Continuous Quality Improvement culture and infrastructure of the institution. This category gives the institution a chance to reflect on all its quality improvement initiatives, how they are integrated, and how they contribute to improvement of the institution.
Appendix 2: Johnson County Community College Mission, Vision and Values Statements

Mission
JCCC inspires learning to transform lives and strengthen communities.

Vision
JCCC will be a national leader through educational excellence and innovation.

Values
Integrity: We hold ourselves accountable for decisions and actions.
Collaboration: We respect diversity of thought in building a culture of collaboration.
Responsiveness: We respond to the needs of our students and communities through relevant offerings.
Leadership: We pursue leadership roles in our communities and higher education.
Appendix 3: Key Performance Indicators Glossary

Key Performance Indicators: Assist an organization in defining and measuring progress toward organizational goals. KPIs can measure progress towards those goals through a strategic dashboard.

Targets: Where applicable, percentiles from the 2012 National Community College Benchmark projects were used to define realistic goals for JCCC. The target for all indicators is the 75th percentile. Performance between the median and the 90th percentile is evaluated as "good", performance between the 25th percentile and the median is "satisfactory", and performance below the 25th percentile is "poor".

Graduation Rate: Grand total of students in a degree-seeking cohort who earn degrees/certificates, within 150% of normal time to complete their program, divided by grand total of students in the same cohort minus exclusions.
Two-year institution graduation cohorts are based on the entering class and how many students graduate within 3 years. For example, the graduation rates for the 2007 cohort are based on the number of students from the 2007 entering class who graduated within 3 years or by AY 2010.

Persistence: Fall to Fall Persistence is the grand total of all credit students enrolled in a fall term that re-enrolled the following fall term, divided by grand total of all credit students enrolled in the 'initial fall term'. (Exclusions: students from the initial fall term who graduated before the following fall term)
For example, the persistence rates for 2008 are based on the number of students enrolled from the fall 2008 semester who re-enrolled for fall 2009.

Satisfaction: Noel –Levitz - Top 5 Noel-Levitz Indicators were selected on the basis of importance to students. The indicators are based on a scale of 1 to 7, where 1 is not satisfied at all & 7 is very satisfied.

Transfer Rate: Grand total of students in a degree-seeking cohort who are known to have transferred out within 150% of normal time to completion of their program divided by grand total of students in the same cohort minus exclusions. (Exclusions: students from the initial cohort who graduated)
Transfer Performance: Transfer performance reflects JCCC students who have transferred to University of Kansas. Performance summarizes the average term GPA of JCCC students considered as "continuing" compared to KU "continuing" undergraduates. The comparison of KU was selected based on the majority of students transferring from JCCC enroll at KU.

Appendix 4: Instructions for Xitracs
Guidelines for Software Supporting Administrative and Service Area Review For Designated Managers

A link for logging into Xitracs may be found on the college website:

http://www.jccc.edu/about/leadership-governance/faculty/outcomes-assessment/program-review/index.html

A link for Administrative Review appears in the menu on the Outcomes Assessment page. The login for Xitracs is at the bottom of the Area Review page. If you are a registered Xitracs user, you may use your JCCC login information and password.

For assistance, contact: Institutional Effectiveness, Planning and Research First Screen
Click on Programs

You can choose your School (division) and Department – you will see the following screen

On this page you will see each of the sections of Administrative Review reflected. You can click the “EXPAND ALL” button on the far right to open up each of the sections, or choose the + symbol in each heading to open. When open, you will see the following options within the fields:
With the fields you have the following Functions: Settings
Function: You can mark a section as complete.

Edit – Use the Edit Function to include narrative into the section. You can also mark sections “complete” once you have finished editing a section.

File – Many sections allow you to upload files to the sections as supporting documentation.

Tag – We are not currently utilizing this component and it is more directly related to reporting of the data.

Comment – Allows you to comment on a section – this may include a note to the staff that are working on a section.

Note: All forms that are attached within sections of Xitracs will require that they be opened, completed, saved and then reattached in the respective section.

Report – you can generate a hard copy of your Review Report from this tab.

Archive/Feedback/Labels/Tags – these tabs will not be necessary in this first round of Review. This is also true of the tabs for Prior Cycle and Next Cycle. You should be on Current Cycle.

Managers can add Outcomes unique to their areas using the Link Function.
Appendix 5: Instructions for TeamDynamix

Guidelines for Software Supporting Review

Leveraging TeamDynamix to establish baseline time estimates for core business tasks

As part of the Administrative and Service Area Review, an area will identify the core business processes that the area supports. Over time, it will also include a summary of changes that have occurred during the review period, and how those changes impacted overall performance (new benefits, reduced cost, etc.). In order to do this successfully, it will be helpful to know how much time is currently spent on each of the core processes supported by an area, so that you can better measure how changes impact those numbers.

The College owns TeamDynamix, which is a software application that allows for the entry of projects and operational work tickets, and supports time entry towards those initiatives. As an administrative area identifies their core business processes, those items can be entered into TeamDynamix as tickets. Each ticket will support multiple resources reporting time towards that process. Over a duration of time, this will allow the area to better understand how the available time for their area is spent across each of these processes. This will establish a baseline that can then continue to be used to determine how a change to a business process (automation, new software, new marketing campaign, etc.) impacted the hours associated with that business process to help quantify benefits.

In some cases, a change will show a reduction of hours being spent in that area (i.e. automated a manual process). In other scenarios, an increase may be identified due to learning curves with new software or an increase in people utilizing functionality (new software application, marketing campaign).

Please complete the below steps to begin using TeamDynamix to establish baseline cost associated with each process:

1. All College staff/faculty have access to TeamDynamix, but will need to request access to the Administrative and Service Area Review TicketType.
2. To gain access to TeamDynamix, visit the below link:
3. Enter the Person Needing Access (one request per person), in the description, state: Please grant access to the Administrative Review Ticket Type, select TeamDynamix from the list of applications, and then select Request Service. This will need to be repeated for each person that will need access.
4. Once you receive notification that the access has been granted, access the Service Catalog at:
   https://planning.jccc.edu/TDClient/Requests/ServiceCatalog
   Select Administrative and Service Area Review, then select Request Service.
5. In the Title field, enter Administrative Review – Specific Area (i.e. Review – Payroll)
6. In the Description field, enter the core business processes that you would like to generate tickets for. For example:
   a. Process Payroll
   b. Process Leave Reports
c. Year End Reporting  
d. Customer Service  
e. Other Operational Support  

7. Once that training is completed, everyone within an area will have the tools they need to begin reporting time in TeamDynamix. Reporting training can be delivered upon request.  

8. If your area is already using TeamDynamix ticketing, you may leverage the existing configuration, and create new tickets to represent each of the core business processes identified during your review.
### Administrative and Service Area Review, Planning and Development

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional Research</td>
<td>6118</td>
<td>Institutional Effectiveness 6111</td>
<td>Assessment, Evaluation &amp; Institutional Outcomes</td>
</tr>
<tr>
<td>Grants &amp; Leadership Development</td>
<td>4644</td>
<td>General Counsel 6108</td>
<td>Staff Development 4611</td>
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<td>NHEBI 4707</td>
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<td></td>
<td>Human Resources &amp; Benefits 6302</td>
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<td>Student Services &amp; Engagement</td>
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<td></td>
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<tr>
<td>Access Services &amp; Tutoring 5111</td>
<td></td>
<td>Testing &amp; Assessment Services 5302</td>
<td>CLEAR Program 5112</td>
</tr>
<tr>
<td>Career and Transfer Services</td>
<td>5301</td>
<td>Student Life 52xx</td>
<td>Records &amp; Veterans Affairs 5105</td>
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<td>Success Advocates 5103</td>
<td>Financial Aid 5401</td>
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<tr>
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<td></td>
<td>Veteran Affairs</td>
<td>International &amp; Immigrant Stu Services 5106</td>
</tr>
<tr>
<td>Student Services &amp; Success 5102</td>
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<td>Athletics 5207 56xx</td>
<td>Counseling Center 5303</td>
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<td>Insurance/Risk Management</td>
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<td></td>
</tr>
<tr>
<td>Box Office 1410</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Payroll 6204</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Bursar Services 6206</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Accounts Payable</td>
<td>6210</td>
<td>Receiving/Warehouse 6334</td>
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<tr>
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