Moving Continuous Improvement from *Behind the Scenes* to *Front and Center*

CAIR Conference
November 16-18, 2016
Los Angeles, CA

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Overview

- Need for continuous improvement processes
- Challenges in establishing continuous improvement processes
- Using software to document a department's continuous improvement
- Using software to document continuous improvement throughout an institution
- Discussion

The Need for Continuous Improvement Processes

- Why do we need continuous improvement processes?

- The easy answer:

- **Accreditors!**

The Need for Continuous Improvement Processes

The real answer:

- To better serve the students
  - Improved learning
- To better serve our communities
  - Improved efficiencies
- To better serve ourselves
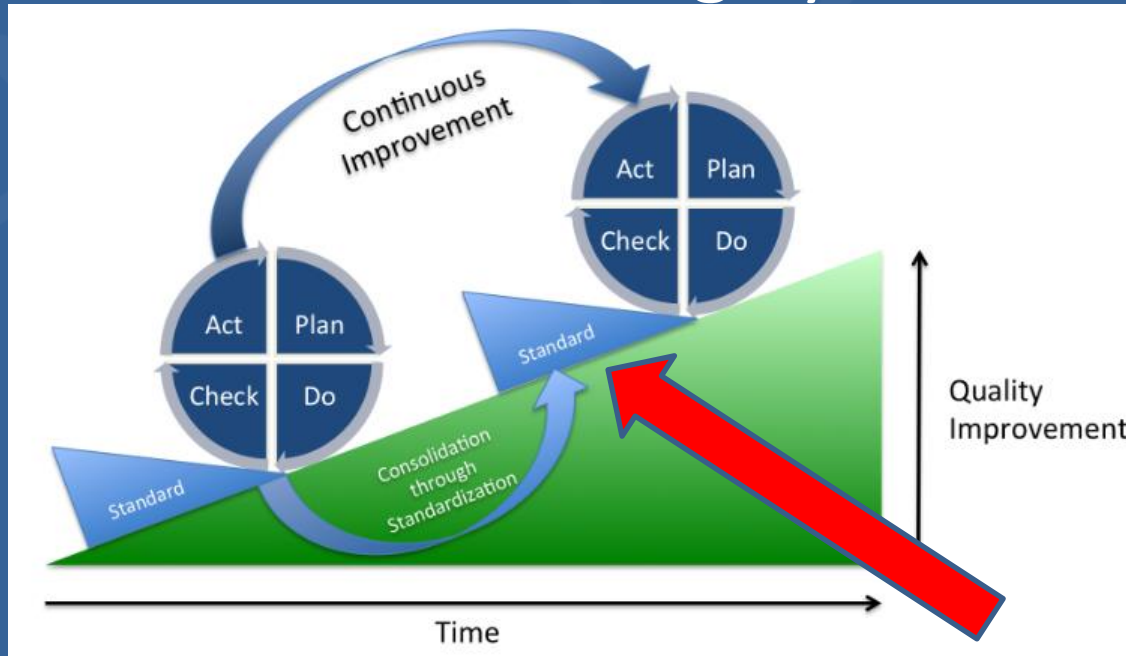 - Improved processes make the job easier!

The Need for Continuous Improvement Processes

- The Deming Cycle as we most often see it

The Need for Continuous Improvement Processes

- The REAL Deming Cycle

The Need for Continuous Improvement Processes

- Without consolidation through standardization?

Challenges

- Blaming the accreditors
- "Work smarter, not harder" sounds like management cliché
- Documenting processes institution-wide
- Moving beyond the few who "get it"
  - Identifying those who do not "get it" and holding additional intervention
- Others?

Challenges

- Easy to poke fun…

- But it really means "find a way to improve the process"
- Deming: "If you can't describe what you're doing as a process, you don't know what you're doing."

Challenges

Documenting Department Processes

- **<u>Plan</u>**: identify outcomes, measures, and targets
- **<u>Do</u>**: implement action plans and gather measurements
- **<u>Check</u>**: compare results to target, interpret
- **<u>Act</u>**: if action plan was successful, make it part of ongoing process; if not, develop new action plan

Documenting Department Processes

DISCLAIMER:

- We are Strategic Planning Online (SPOL), a sponsor of this conference

- Many similar products on the market

- No case is typical and individual results may vary

- No animals were harmed in the making of this presentation

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Documenting Department Processes

- Links between Assessment and Planning
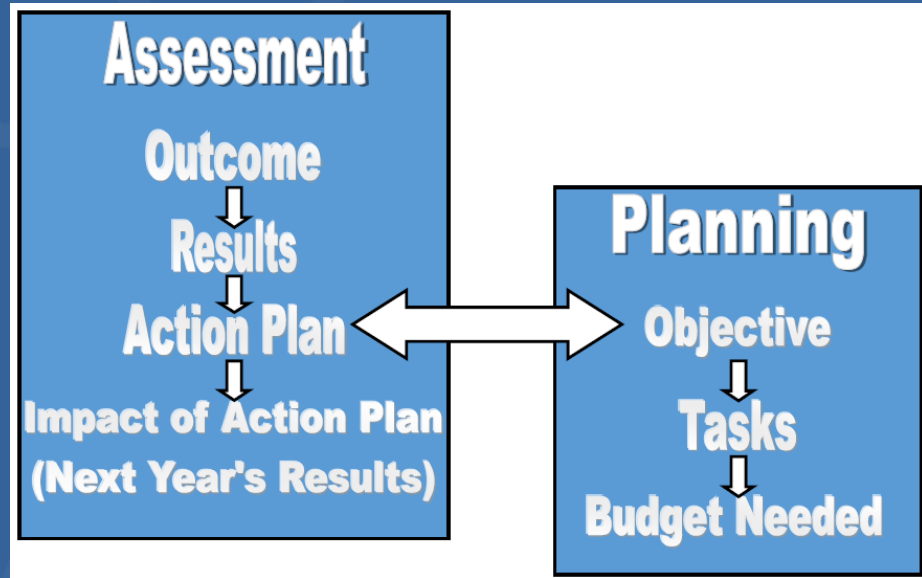
Documenting Department Processes

- Establish assessment/planning calendar

Term	Assessment Module	Planning Module
Summer	• enter results for prior fiscal year • analyze; develop action plans for improvement • develop new outcomes and measures as needed	
Fall	• collect data	• develop objectives and tasks for next FY • record completion of current year objectives
Spring	• collect data	• supervisors review and approve objectives • budget process • record completion of current year objectives

Documenting Department Processes

Documenting Department Processes

Documenting Department Processes

- Example of department assessment report

Documenting Department Processes

Documenting Department Processes

Documenting Department Processes

Measures		
Percent reduction in paper forms processed	●●●●●●●●●●●●●●●●●●●●	**127.3%**
Reduction in paper survey forms processed (last year # - this year #)/last year #		

Rubrics		
Percent reduction from prior year	●●●●●●●●●●●●●●●●●●●	**127.3%**
Rubric Type: Benchmark		**Rubric Result Type:** Quantitative Analysis
Percent reduction from prior (last year # - this year #)/last year #		

Measurements		
Projected Score: 75%	**Actual Score:** 95.5%	**Weighted Score:** 127.3%
Date: 05/09/2014	**Course:**	
Entered By: Baumann, Joe	**Class**	

Documenting Department Processes

Summarized Results of Assessment

Date:	Description:
05/09/2014	The transition to online processing of course evaluations has been largely successful from a technical perspective. The reduction in paper forms scanned has resulted in savings of approx. $20,000 in materials, and in a savings of almost six weeks of staff time per year that formerly had to be spent cleaning and scanning paper forms. We worked with ScanTron and with IT to ensure that the servers would be able to handle the increased load, and are staging the surveys in batches to keep server loads manageable. There are still some issues with student emails that appear to fail to deliver at random; trying to troubleshoot this with limited success. Transition to an online process has not made this a simple, "fire and forget" kind of process; it still requires a lot of oversight from one team member. The benefit is that it has freed up the rest of the team from survey cleaning and scanning. There is still some resistance to the idea because of lower response rates. We are working with the divisions to encourage faculty to offer small extra credit incentives for students who complete the evaluations. Small incentives of 0.5%-1.0% of total course points appear to result in response rates improving from about 25-30% to above 50%.

Documenting Department Processes

Interpretation of Results	
Date:	**Description:**
05/09/2014	We will continue to work with the divisions in an effort to try to improve response rates through incentives and communication. Response rates for sections offering an incentive average 54%; response rates for courses without an incentive average under 30%. We have contracted with ScanTron to build a "widget" that will appear on students' home pages for Desire2Learn, our new LMS. The widget was supposed to be installed this week, but has not yet been completed. The widget will make it easier for students to complete the evaluations for courses that have a D2L shell; the College's goal is for all courses to have a D2L shell by Fall 2015.

Changes Planned to Improve Outcomes	
Date:	**Description:**
05/09/2014	We worked with Deans and others to improve response rates through systematic use of incentives for completion. There has continued to be some resistance to the idea of using incentives; some perceived that it "waters down" the grade in the course. From a pragmatic perspective, the necessary incentives were very small (0.5-1.0% of total points seems effective in raising response rates by 20%). In addition, we have ensured that D2L "widget" was installed to make course evaluations accessible from students' D2L homepage; this should also have a positive impact on response rate. Goal to raise College-wide response rates to at least 50%.

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Follow-up: Impact of Changes Made	
Date:	**Description:**
06/16/2015	Course evaluations continued to be administered online in FY2014-15. However, there were several surveys that were requested to be administered with paper forms, notably tour evaluations and evaluations for the faculty convocation. As a result, there was a 34 percent increase in paper forms scanned (2,214 forms scanned in FY2013-14 increased to 2,966 paper forms scanned in FY2014-15). More work is needed to build acceptance of online survey administration, both among internal "clients" (to reduce paper forms) as well as among survey respondents (to increase response rates).

Documenting Institutional Processes

- Reports at department level are necessary, but not sufficient

- Goal of 100% participation in continuous improvement process

- Still hard to identify early adopters vs resisters

Documenting Institutional Processes

- Asked SPOL Support to develop custom report

Documenting Institutional Processes

- ## Custom Report

Documenting Institutional Processes

Column	% of Outcomes
Has Measure	96%
Has Rubric	92%
Has Measurement	26%
Has Intended Result	30%
Has Actual Result	25%
Has Use Of Result	0.1%

Documenting Institutional Processes

- This information helps to move the processes from *behind the scenes* to *front and center*

- Know which departments need to work on documentation, and what documentation is needed

- Can work with those unit managers, and their managers as necessary

Documenting Institutional Processes

- "It's easier to act your way into a new way of thinking, than think your way into a new way of acting" – Jerry Sternin

- Use data to change behavior...and eventually mindset will follow

Questions/Discussion

Thank you!