

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

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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!



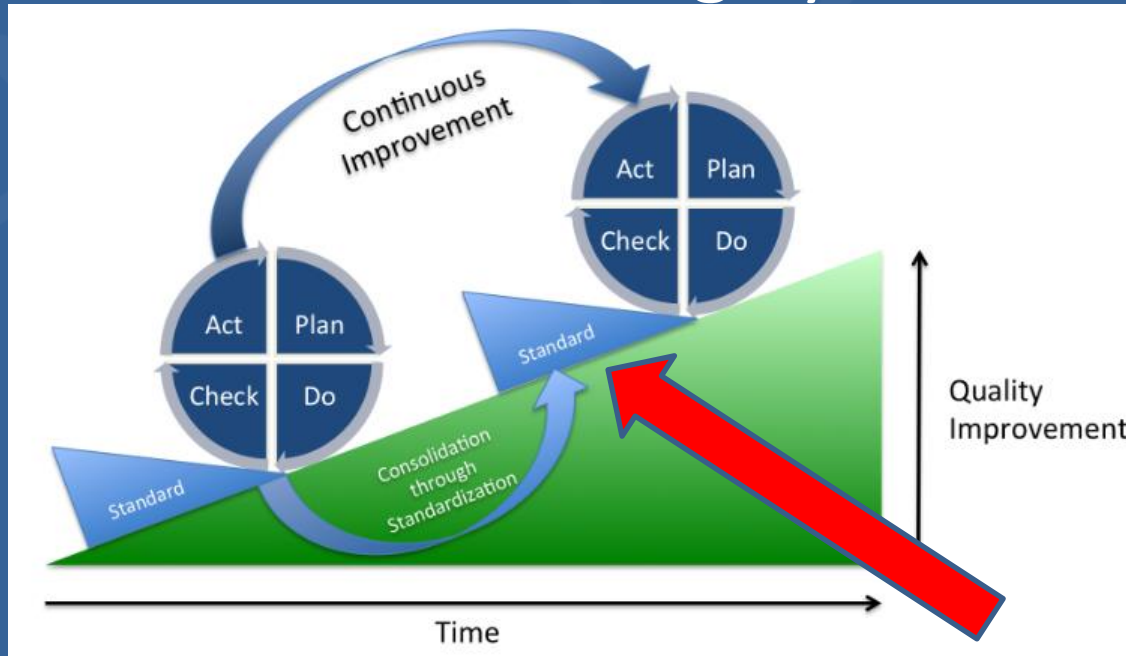
The Need for Continuous Improvement Processes

- 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

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



Documenting Department Processes

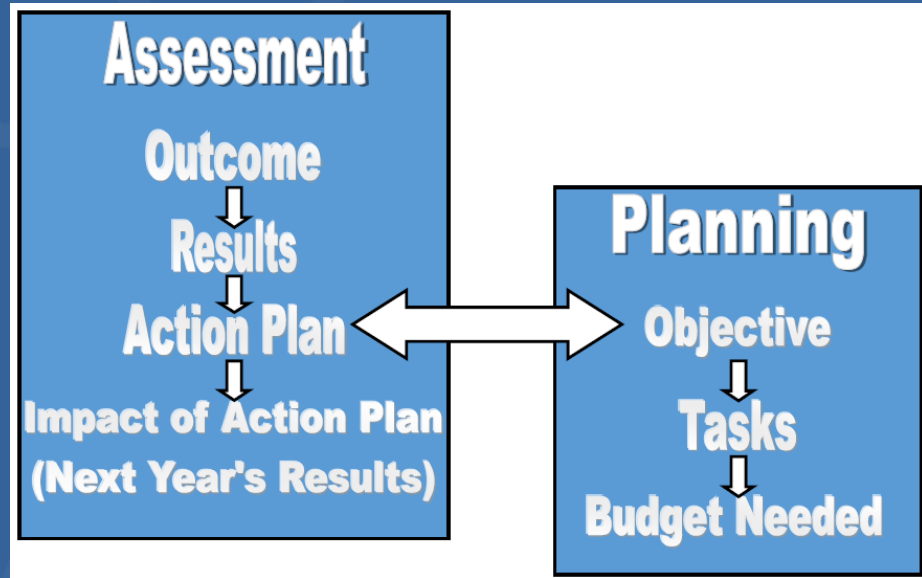
DISCLAIMER:

- 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



Documenting Department Processes

- Links between Assessment and Planning



Documenting Department Processes

- Establish assessment/planning calendar

Term	Assessment Module	Planning Module
Summer	<ul style="list-style-type: none">• enter results for prior fiscal year• analyze; develop action plans for improvement• develop new outcomes and measures as needed	
Fall	<ul style="list-style-type: none">• collect data	<ul style="list-style-type: none">• develop objectives and tasks for next FY• record completion of current year objectives
Spring	<ul style="list-style-type: none">• collect data	<ul style="list-style-type: none">• supervisors review and approve objectives• budget process• record completion of current year objectives

Documenting Department Processes

The screenshot displays four data tables in a software interface, each with a header row and a body row. Red arrows point from the right side of the first two tables to the header of the third table, and from the right side of the third table to the header of the fourth table. Each table has an 'Add' and 'Edit' button on the right side of its header row.


Date	Description
There are no records to display	

Date	Description
There are no records to display	

Date	Description
There are no records to display	

Date	Description
There are no records to display	

Documenting Department Processes



Assessment Reports

- Course Detail
- Institutional Effectiveness by Program
- Measure Detail
- Measurement Detail
- Outcome Detail
- Outcome Details by Program
- Outcome Scorecard
- Program Assessment Map
- Program Detail
- Rubric Detail



Documenting Department Processes

- Example of department assessment report

Documenting Department Processes

Outcome Details By Program

Institutional Effectiveness and Enrollment Management (11000)

Improve engagement in documentation of assessment processes

Outcome Description:
To have current information available when needed, units across the College need to enter and maintain their information in SPOL. We will need to set up a planning calendar, training for how to enter the needed information, and a monitoring process to allow us to follow up on missing information.

Outcome Effectiveness

0%

No Graph Data

--- Projected --- Actual Average Results

Outcome Details			
Projected Score: 0%	Actual Score: 0%	Weighted Score: 0%	Planning Year: 2013-2014

Program:	Outcome Type:	Operational Status:
Institutional Effectiveness and Enrollment Management (11000)	Operational Outcome	Planning

Program Goals

No Program Goals to Display

Measures

Proportion of units with complete info in SPOL 0%

Number of instructional programs and non-instructional planning units with info entered into SPOL, divided by total number of programs and units.

Rubrics		
Proportion of College units	0%
Rubric Type: Benchmark Rubric Result Type: Quantitative Analysis		
Proportion of instructional programs and non-instructional planning units with complete info entered into SPOL:		
- outcomes - measures - results - interpretation of results - action plan - follow-up on action plan (to be entered in following year)		
Measurements		
Projected Score:	100%	Actual Score: 82%
Date:	08/11/2014	Course:
Entered By:	Baumann, Joe	Class:

Print Date: Tuesday, September 01, 2015

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Documenting Department Processes

Outcome Details By Program

Improve survey efficiency

Outcome
Effectiveness

127.3%

Outcome Description:

Improve efficiency of survey processing by moving to fully online survey administration

No
Graph
Data



--- Projected --- Actual Average Results

Outcome Details			
Projected Score: 75%	Actual Score: 95.5%	Weighted Score: 127.3%	Planning Year: 2013-2014

Program:	Outcome Type:	Operational Status:
Institutional Effectiveness and Enrollment Management (11000)	Operational Outcome	Results Analysis



Documenting Department Processes

Measures			
Percent reduction in paper forms processed			
Reduction in paper survey forms processed (last year # - this year #)/last year #		127.3%	
Rubrics			
Percent reduction from prior year			
Percent reduction from prior (last year # - this year #)/last year #		127.3%	
Rubric Type: Benchmark		Rubric Result Type: Quantitative Analysis	
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	<p>The transition to online processing of course evaluations has been largely successful from a technical perspective.</p> <p>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.</p> <p>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.</p> <p>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%.</p>



Documenting Department Processes

Interpretation of Results	
Date:	Description:
05/09/2014	<p>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%.</p> <p>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.</p>
Changes Planned to Improve Outcomes	
Date:	Description:
05/09/2014	<p>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%).</p> <p>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%.</p>

Documenting Department Processes

Follow-up: Impact of Changes Made	
Date:	Description:
06/16/2015	<p>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 four 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).</p> <p>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).</p>

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

Data Export

- Planning Export**
 - Objective and Task by Planning Unit
- Custom Export**
 - Assessment Status Report

Documenting Institutional Processes

- Custom Report

	A	B	C	D	E	F	G	H	I	J
1	ProgramTitle	OutcomeTitle	Has Measure	Has Rubric	Has Measurement	Has Intended Result	Has Actual Result	Has Use Of Result	ProjectedScore	ActualScore
2	Academic Adv	Improve Student S	Y	Y					0	0
3	Academic Adv	Improve Monitori	Y	Y		Y	Y		0	0
4	Academic Adv	Increase Student U	Y	Y	Y	Y	Y		75	55
5	Academic Adv	Provide Advising S	Y	Y		Y	Y		0	0
6	Academic Adv	Decrease 'Wait Tir	Y	Y		Y	Y		0	0
7	Academic Adv	Expand Education	Y	Y		Y	Y		0	0
8	Academic Adv	Increase Student S	Y	Y	Y	Y	Y		75	67
9	Academic Tech	Upgrade Microsof	Y	Y					0	0
10	Academic Tech	Prepare Banner Di	Y	Y					0	0
11	Academic Tech	Convert Lync Ente	Y	Y					0	0
12	Academic Tech	Establish Procedu	Y	Y					0	0
13	Academic Tech	Unify Campus Con	Y	Y					0	0
14	Accounting (25	Improve Banner I	Y	Y					0	0



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



