



Great Place Initiative

Student Subcommittee Kaizen 2018

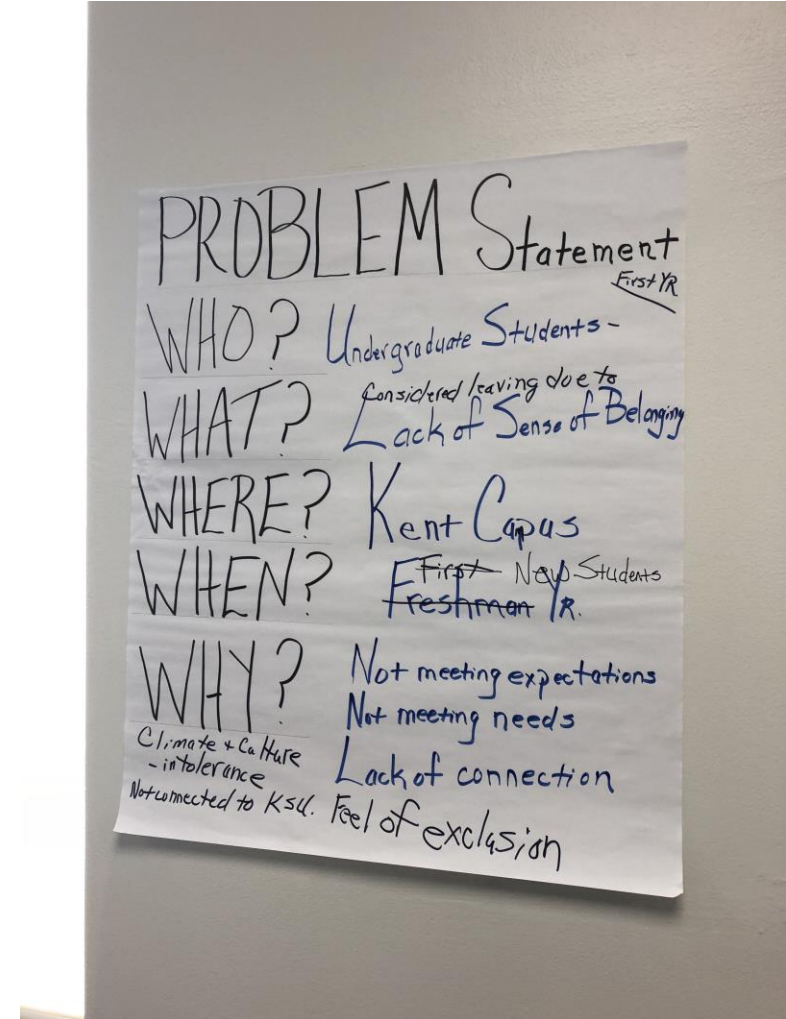
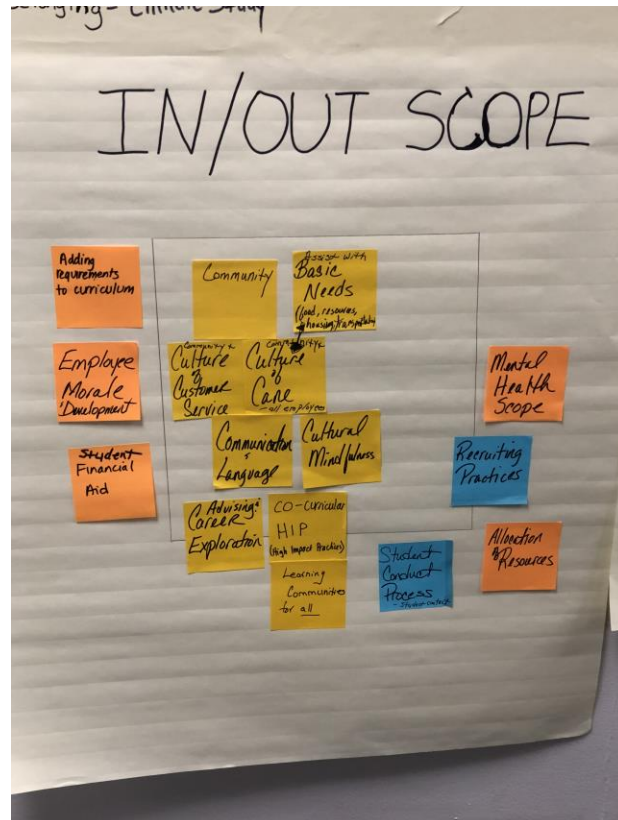
Last **October 24th through the 26th, 2018** the Student Subcommittee, chaired by **Deans Eboni Pringle** and **Lamar Hylton** gathered for 3 full days of professional development, growth and process improvement as they engaged in a Kaizen event designed to improve processes associated with one of the main goals of the Subcommittee: **Improving the Sense of Belonging for Underrepresented Students.**



The Kaizen was based on the concept of **Lean Higher Education (LHE)** which follows a set of guiding principles that provide a conceptual framework for improving any university process

Defining the Problem

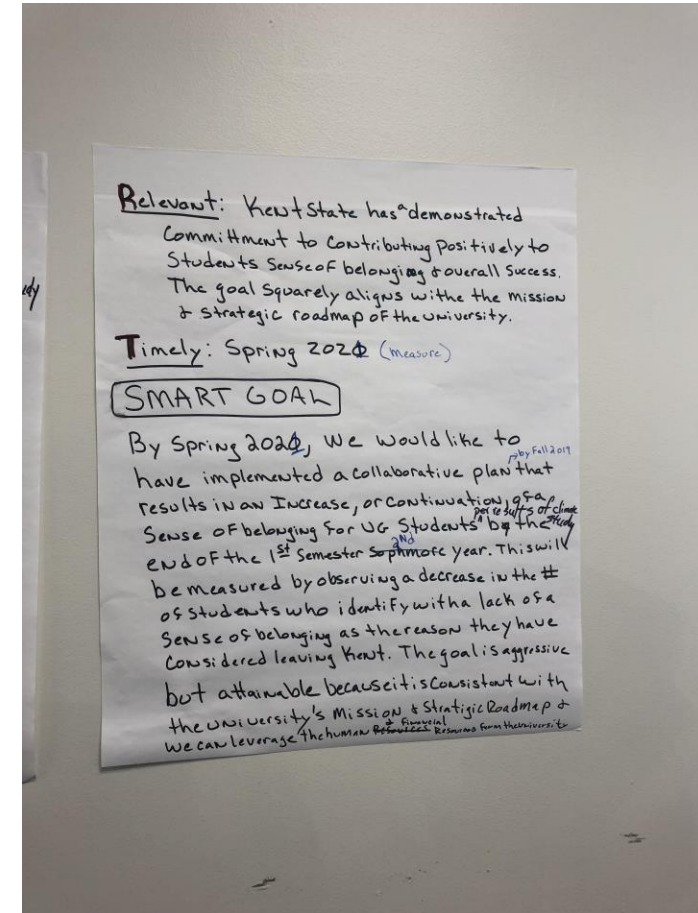
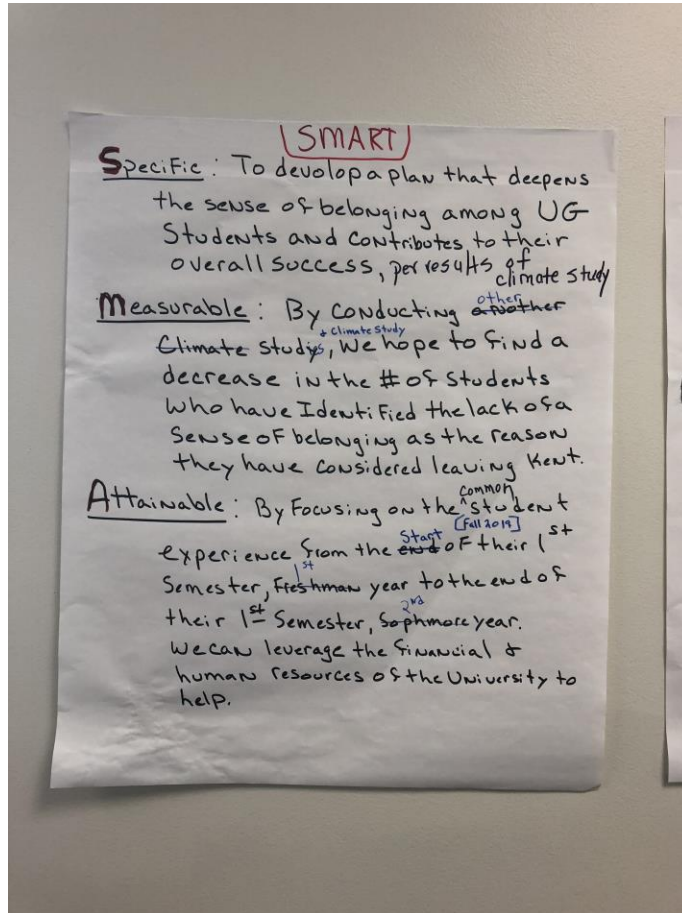
One of the first tasks consisted in clearly defining the problem to be able to assess what was within scope and outside of scope



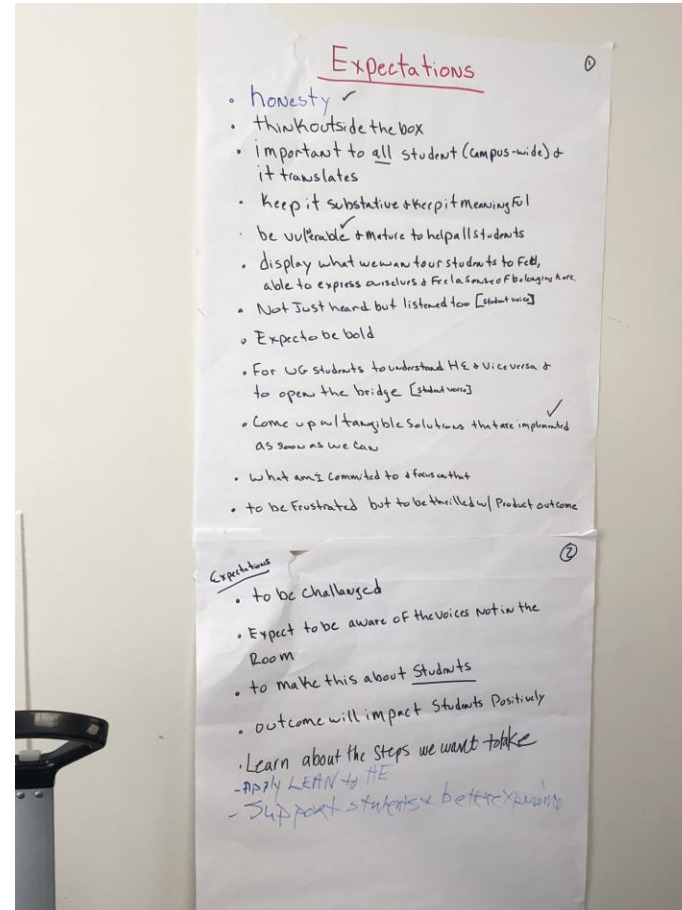
Principles of Lean Higher Education (LHE)

- Define the value of the process **from the perspective of the beneficiaries of the process**
- Identify the **flow of the process, from both the beneficiary and provider perspectives**, to determine whether and how each step and activity in the process adds value
- **Eliminate** the many types of **waste that adds no value to the process**
- **Make the process flow smoothly**, with activities or services "pulled" as needed by the beneficiary rather than "pushed" by the provider
- **Pursue perfection** through a combination of continuous improvement and radical transformation of the process.

A SMART Goal was set

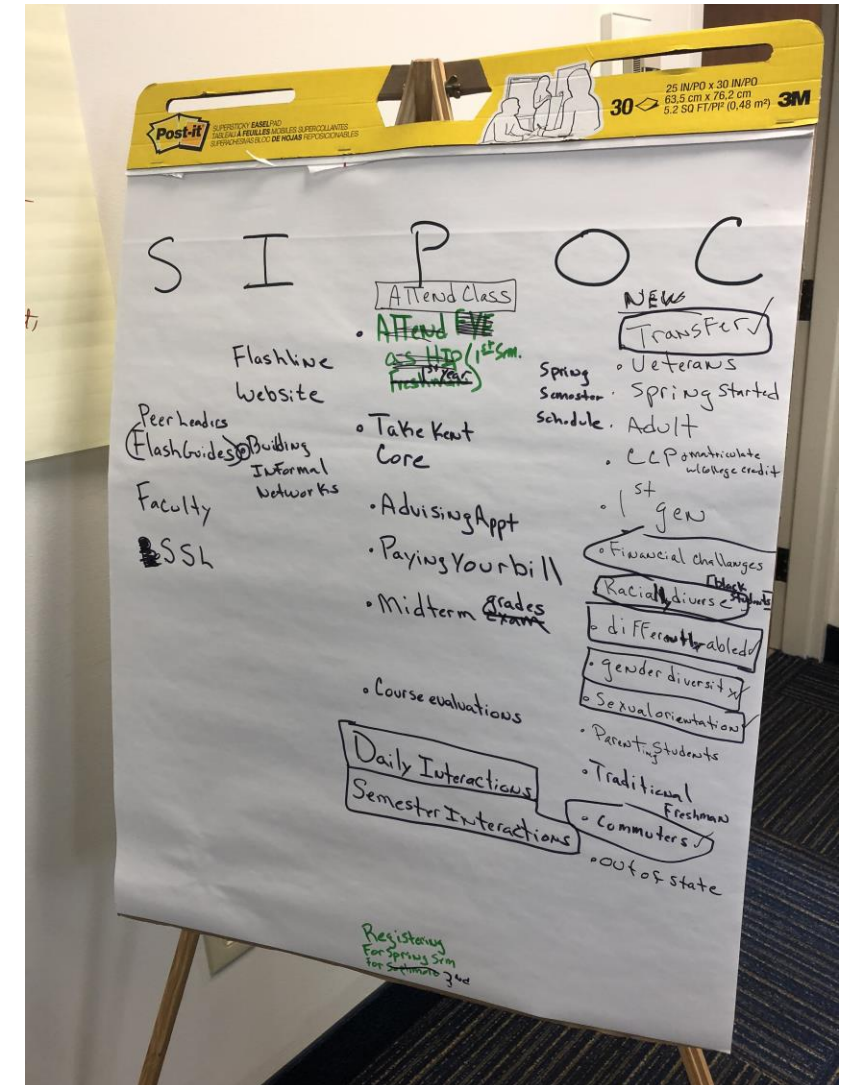


Framing Discussions around expectations



SIPOC

- A **SIPOC diagram** is a tool used by a team to identify all relevant elements of a process improvement project before work begins. It helps define a complex project that may not be well scoped, and is typically employed at the Measure phase of the Six Sigma DMAIC (Define, Measure, Analyze, Improve, Control) methodology. It is similar and related to process mapping and 'in/out of scope' tools, but provides additional detail.
- The tool name prompts the team to consider the **suppliers** (the 's' in SIPOC) of your process, the **inputs** (the 'i') to the process, the **process** (the 'p') your team is improving, the **outputs** (the 'o') of the process, and the **customers** (the 'c') that receive the process outputs. In some cases, requirements of the customers can be appended to the end of the SIPOC for further detail.



VOC – Voice of the Customer

VOC

- BIAS by identities
- Lack of good advice,
- Kent core relevance
- Lack of Activities for underrepresented groups
- Kent state and Kent city BORING
- Residence Hall toxic
- Home sick
- Commuter & transfer students left out.
- Student accessibility needs not met, difficulty navigating
- ** Certain populations marginalized

SI

Flashline Website
Peer leaders
Flashline Building
Faculty Informal Networks
SSH

Current State

VOICE OF CUSTOMER

- Lack of Connection
- Not making friends
- Resources are hard to find / unaware of resources
- Lack of Intentional interactions with & awareness of diverse identities
- I don't know how to increase my sense of belonging.
- I need to establish a solid peer support group
- Lack of value, respect & support by faculty
- Lack of basic resources: food, shelter,
- Not getting what I paid for: Lack of ROI.

VOC THEMES (Qualitative)

• Lack of basic resources: food, shelter,

• Not getting what I paid for: Lack of ROI.

VOC THEMES (Qualitative)

- (1) Personal situations Out of scope
- (2) Geography (Ksu location) Out of scope
- (3) Academic Reasons (how to study, program completion)
- (4) Feeling a part of Kent State
- (5) Cost: Financial Reasons Student financial aid Out of scope
- (6) Resources: Climate & Cultural Flashline SAS, Diversity, Resources, 1000 libraries

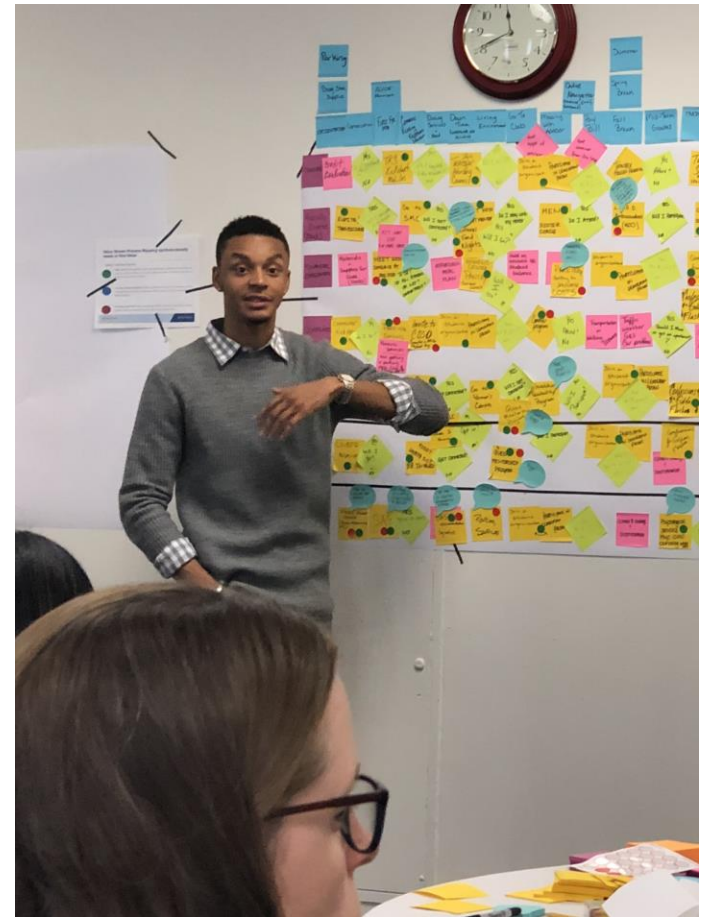
Students drove the key aspects of the process



A community engaged in problem-solving







The tools of the trade...

PROCESS MAP KEY

Functional Area: Identifies a 'swim lane' or area where action of a process takes place

Process Step: Any task / activity where work is performed - usually written as one noun/one verb or one verb/one noun

Decision: Point in the process where info is checked and a decision is made on what to do next (must have two or more different paths)

Delay: Any time information is waiting before the next task or decision occurs in the process

Idea Bursts: Represent improvement ideas for future state map considerations

Connections: Indicates movement from one Process Step/decision point to another Process Step - drawn in by pencil at the end

PROCESS MAPPING QUESTIONS:

- Who starts the process?
- How does the process start?
- And then what...?
- What happens next...?
- Are we in the weeds?
- If I am the customer, I do...?

Current state is how we are now - future state is how we want to be

Current state is how we are now - future state is how we want to be

Identify Value/Non-Value Added Activities

KEY

Value Added (VA): Includes essential activities that actually shape or transform a service or product in a way the customer is willing to pay for, i.e., invoice

TIP: If it's not clear whether a step is value added to your customer imagine what would happen in you stop doing it? Would the external customer complain if you stop doing this?

Non-Value Added, But Required (NVAR): Includes activities that are required by the business to execute VA work, but add no real value from a customer standpoint, i.e., financial reporting.

TIP: If you stop doing this activity, would your internal customer complain?

Non-Value Added (NVA): Includes activities that add time, cost but no value from the customer's perspective and are not required for financial, legal or other business reasons.

TIP: If you stop doing this activity now, would any customer (internal or external) know the difference?

NOTE:

- You can have multiple dots on each process step
- The pink sticky notes signify delays

METRICS

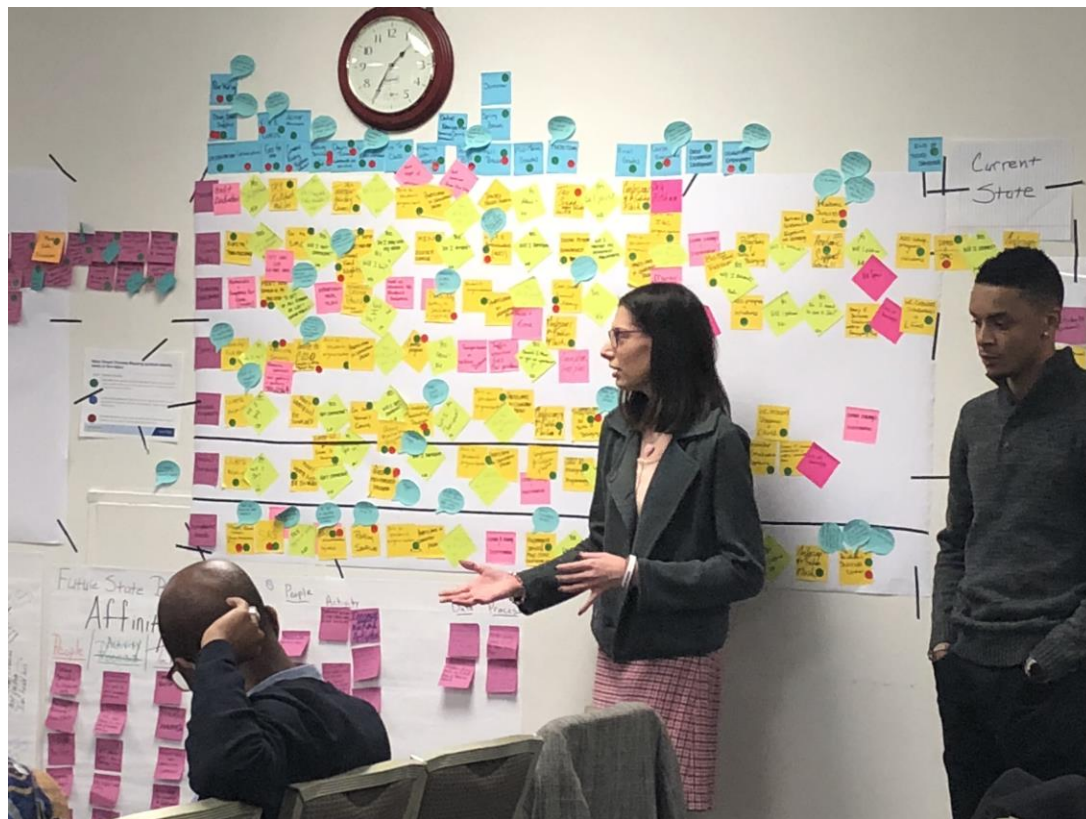
Measure	Current Experience Process	Future Experience Process	# change	% change
# of Steps Activity	76			
# of Touch points (blue)	25			
# of Value Added Steps Activity	85			
# of Decisions	46			
# of Non-Value Added Steps Gap	39			
# of Opportunities	36			
# of Delays	28			

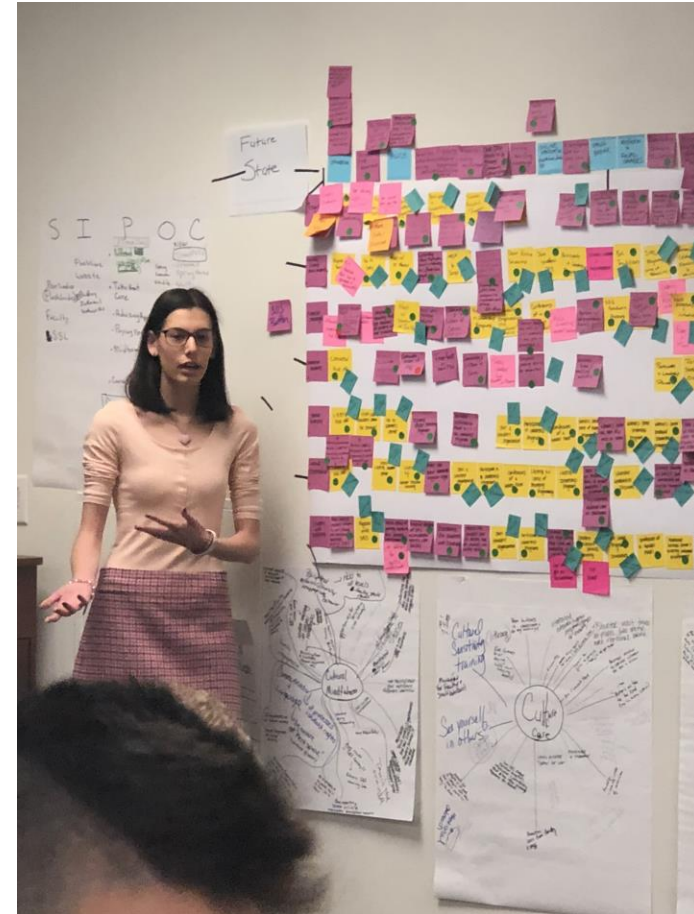
Collective Thinking





Student-centered solutions



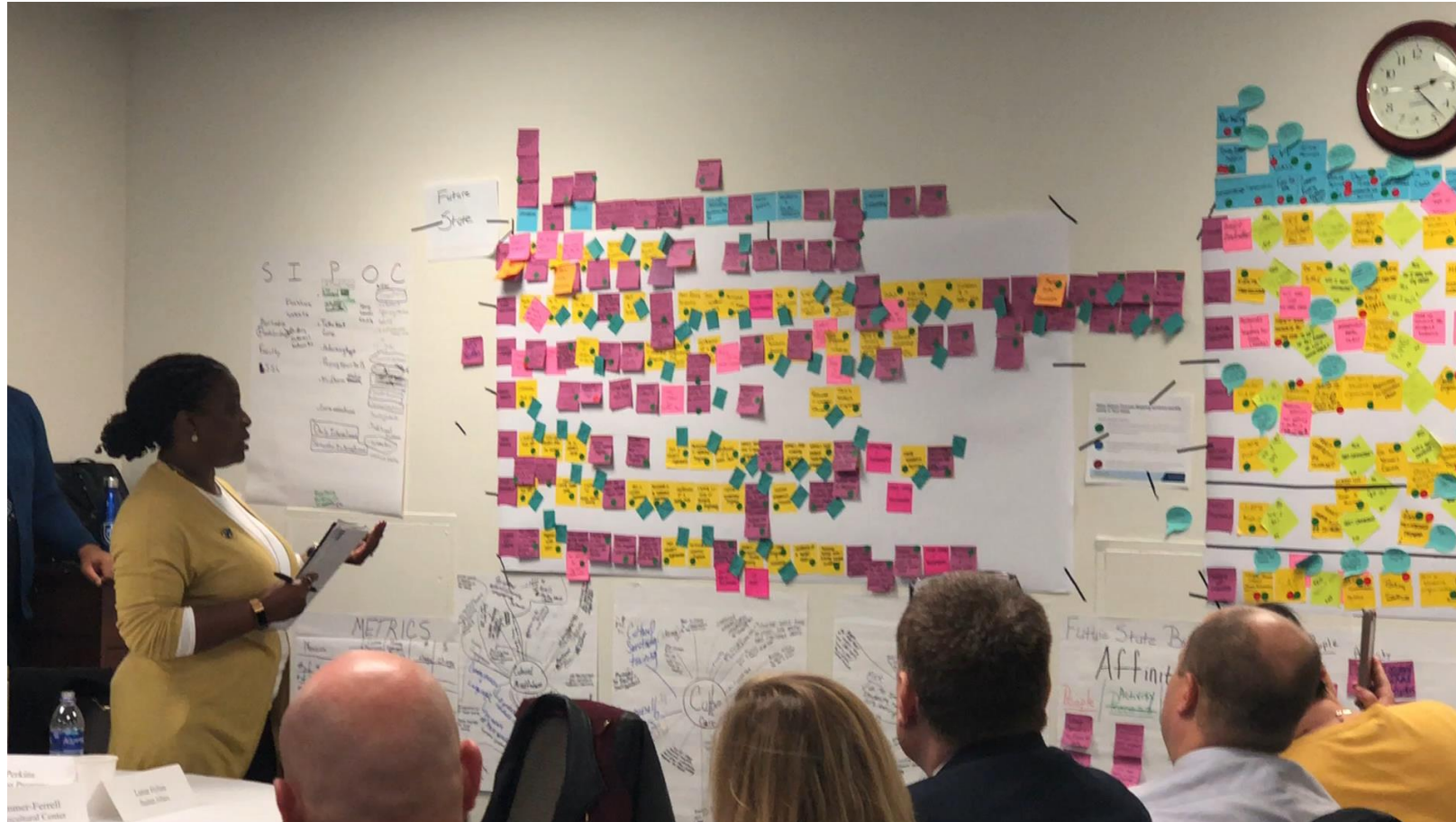




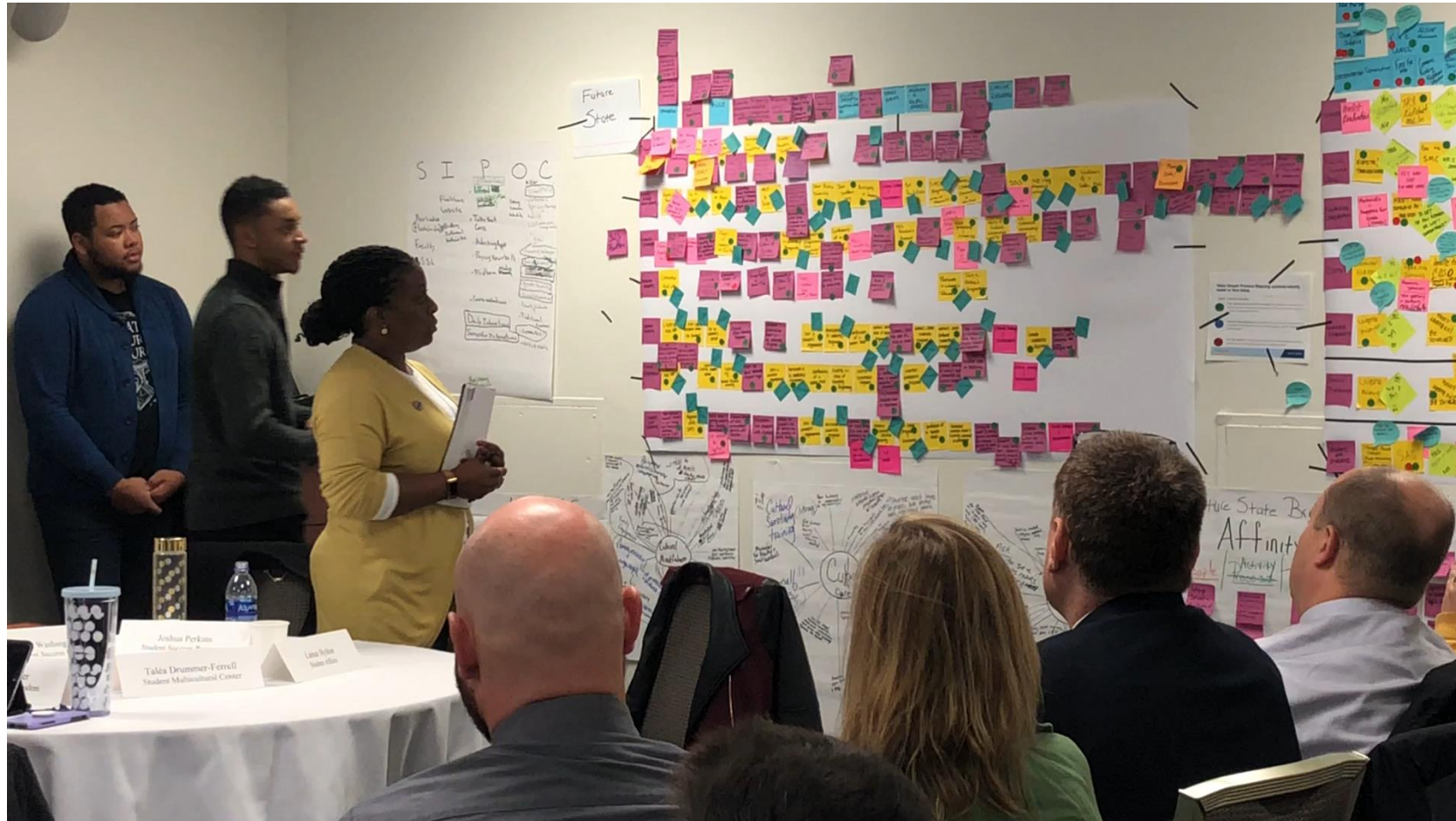
Wrapping up and presenting to Cabinet



Wrapping up and presenting to Cabinet



Wrapping up and presenting to Cabinet



Wrapping up and presenting to Cabinet



Great Place Initiative: Student Success

Action Items

- 1) Equip our community w/action steps to enhance a Culture of Care
- 2) Create a common expectation for formal positional student leaders & student employees to have a role & responsibility in community development
- 3) Revise FYE to be a New Student Course (A "KSU Community Course") that includes a community development model (similar to what is used in PLTC) as well as resources (consider p/f vs. graded)
- 4) Creation of a "Kent Care Program" (Center). Through a reallocation of & realignment of current resources connected to meeting the needs (basic) of students. Possibly also enhancing those resources
- 5) Communicate meaning for Kent Core by developing "Core to Career Connections" i.e.: introduce students to FLASHternships, co-ops, videos of upper-class students & alumni connected to a specific course, grad school, volunteering, CEL, undergrad research, COMM English Learning



For questions, please contact

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