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

**Specific:** To develop a plan that deepens the sense of belonging among UG Students and contributes to their overall success, per results of climate study.

**Measurable:** By conducting another Climate Study, we hope to find a decrease in the # of students who have identified the lack of a sense of belonging as the reason they have considered leaving Kent State.

**Attainable:** By focusing on the student journey from the end of their 1st semester, freshman year to the end of their 1st semester, sophomore year. We can leverage the financial & human resources of the University to help.

**Relevant:** Kent State has demonstrated Commitment to Contributing Partly to Students' Sense of Belonging and Overall Success. The goal directly aligns with the mission & strategic roadmap of the university.

**Timely:** Spring 2020 (measured)

**SMART GOAL**

By Spring 2020, we would like to have implemented a collaborative plan that results in an Increase, or Contribution, to the Sense of belonging for UG Students by the end of the 1st Semester Sophomore year. This will be measured by observing a decrease in the # of students who identified the lack of a sense of belonging as the reason they have considered leaving Kent. The goal is specific, but otherwise focuses on the improvement of the campus by increasing a student’s ability to succeed.
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

- 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

1. Personal situations
2. Geography (too location)
3. Academic Reasons
4. Feeling a part of Kent State
6. Resources: Climate & Cultural
Students drove the key aspects of the process
A community engaged in problem-solving
The tools of the trade...
Collective Thinking
Student-centered solutions
Wrapping up and presenting to Cabinet
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## 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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