

ACTP
Conference
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Utilizing a Continuous Process Improvement Model to Enhance Your Existing Student Success Programs



Who we are...



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Presentation Abstract

Student Success programs rely on effective assessments in order to understand current student needs and project program improvements to meet ever-changing student demands. Assessments allow program directors to continuously reflect upon current practices to identify incremental and breakthrough process improvements.

This presentation will delve into current assessment tools using a continuous process improvement model. This model allows staff to identify potential modifications and assist directors in improving their success programs through incremental change. The model emphasizes analyzing, reflecting, and modifying existing assessments. Participants will gain knowledge and practical applications to assist in implementing ongoing program improvements.

Presentation Objectives

1. Gain insights into applying assessment evaluation as part of peer leader programs.
2. Review best practices for capturing, reflecting and analyzing student needs to increase student success.
3. Learn how to incorporate a continuous process improvement model to enhance existing student success programs.

UCAE Overview



Academic Year 2023

	Spring	Summer	Fall	TOTAL
TOTAL UCAE CONTACTS	22,528	600	19,742	43,932
NUMBER OF UNIQUE CLIENTS	4,679	352	6,676	10,808

SOS Peer Mentor Statistical Results

Spring 2023
N=115

SEMESTER GPA INFORMATION	Completed ² Program (n= 101)	Participated/Did Not Complete Program (n= 14)
Average last term ³ GPA	1.25	0.71
Average Spring 2023 term GPA	2.57	1.30
Change in average term GPA	+1.32	+0.28
Number of participants with term GPA improvement	92 (91%)	8 (57%)
CUMULATIVE GPA INFORMATION		
Average previous cumulative GPA	1.28	1.10
Average Spring 2023 cumulative GPA	2.08	1.25
Change in average cumulative GPA	+0.80	+0.23
Number of participants with cumulative GPA improvement	93 (92%)	8 (57%)
ACADEMIC STANDING at Conclusion of Spring 2023		
Good Academic Standing	65 (64%)	5 (36%)
Continued Probation	9 (9%)	1 (7%)
Probation	0 (0%)	0 (0%)
Suspended/Reinstated	7 (7%)	0 (0%)
Total Eligible to Return	81 (80%)	6 (43%)

Fall 2023
N=73

SEMESTER GPA INFORMATION	Completed ² Program (n= 67)	Participated/Did Not Complete Program (n= 6)
Average last term ³ GPA	1.37	1.33
Average Fall 2023 term GPA	2.63	1.32
Change in average term GPA	+1.45	-.01
Number of participants with term GPA improvement	60 (90%)	2 (33%)
CUMULATIVE GPA INFORMATION		
Average previous cumulative GPA	1.42	1.39
Average Fall 2023 cumulative GPA	2.14	1.63
Change in average cumulative GPA	+0.65	+0.24
Number of participants with cumulative GPA improvement	60 (90%)	2 (33%)
ACADEMIC STANDING at Conclusion of Fall 2023		
Good Academic Standing	44 (66%)	2 (33%)
Continued Probation	7 (10%)	0 (0%)
Probation	1 (1%)	0 (0%)
Suspended/Reinstated	0 (0%)	0 (0%)
Total Eligible to Return	52 (78%)	2 (33%)

UCOL Statistical Results

UCOL 1300: Academic Success Seminar Fall 2023 N=80

SEMESTER GPA INFORMATION	Completed ¹ Program (n= 66)	Participated/Did not Complete Program (n= 14)
Average last term ² GPA	1.155	0.746
Average Fall 2023 term GPA	2.587	0.931
Average change in term GPA	+1.43	+0.185
Number of participants with term GPA improvement	64 (97%)	7 (50%)
CUMULATIVE GPA INFORMATION		
Average last cumulative GPA ³	1.455	1.330
Average Spring 2023 cumulative GPA	2.067	1.339
Average change in cumulative GPA	+0.61	+0.01
Number of participants with cumulative GPA improvement	63 (95%)	6 (43%)
ACADEMIC STANDING at Conclusion of Fall 2023		
Good Academic Standing	41 (62%)	2 (14%)
Continued Probation	10 (15%)	0 (0%)
Probation	0 (2%)	0 (0%)
Suspended/Reinstated	5 (5%)	4 (29%)
Total Eligible to Return	56 (85%)	6 (43%)
Total Suspended – Not Eligible to Return	10 (15%)	8 (57%)

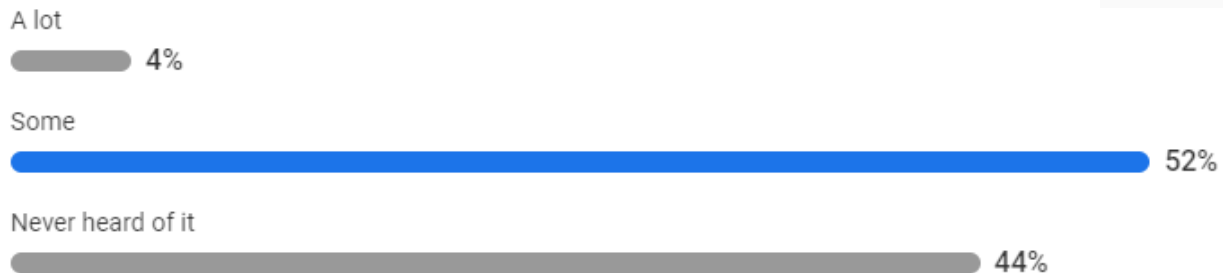
UCOL 1305: 49er Focus Spring 2023 N=139


SEMESTER GPA INFORMATION	Completed ² Program (n= 121)	Participated/Did not Complete Program (n= 18)
Average last term ³ GPA	1.259	1.199
Average Spring 2022 term GPA	2.300	1.930
Average change in term GPA	+1.04	+0.73
Number of participants with term GPA improvement	98 (81%)	13 (72%)
CUMULATIVE GPA INFORMATION		
Average last cumulative GPA	1.271	1.213
Average Spring 2022 cumulative GPA	1.884	1.654
Average change in cumulative GPA	+0.61	+0.44
Number of participants with cumulative GPA improvement	99 (82%)	13 (72%)
ACADEMIC STANDING at Conclusion of Spring 2022		
Good Academic Standing	63 (40%)	5 (28%)
Continued Probation	11 (15%)	4 (22%)
Probation	1 (2%)	0 (0%)
Suspended/Reinstated	9 (19%)	1 (6%)
Total Eligible to Return	84 (69%)	10 (56%)
Total Suspended – Not Eligible to Return	37 (31%)	8 (44%)

Audience Poll via Slido.com

Polling Question & Word Cloud Results from Conference Participants on March 20, 2024

 How much knowledge do you have about continuous process improvement models?



 When you think of continuous process improvement what one word comes to mind?



Continuous Process Improvement History & Background

Toyota Production System (TPS)

**Agile
Methodology**

Lean Six Sigma

Kaizen

kai = change
zen = good

Total Quality Management (TQM)

Continuous Process Improvement Timeline



18 & 19th Century:

- Industrial Revolution

20th Century:

- Toyota Production System (TPS)
- Just-In-Time Kaizen
- TQM
- Lean & Six Sigma

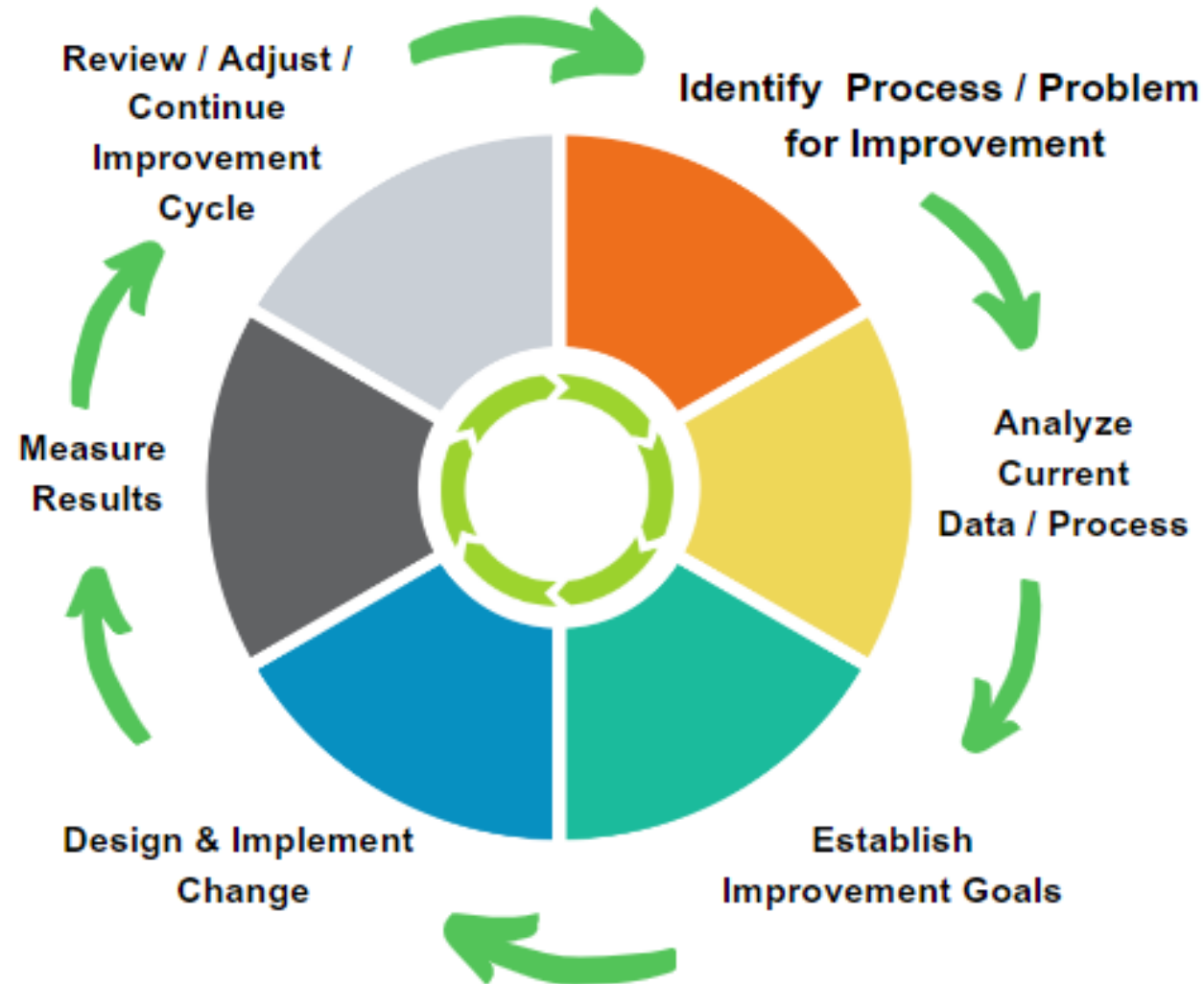
20th & 21st Century: Beyond Manufacturing

- Healthcare
- Service Industries
- Software Development
- Education

What do all of these improvement processes have in common?

They all provide “real-time insights, facilitate process monitoring, and enable predictive analysis, enhancing the ability to identify improvement opportunities and drive change”. - Claudio Gutierrez, PMP

A Continuous Process Improvement Model



Principles of Continuous Improvement Cycle

1. Improvement is built on small changes
2. Step-by-Step changes are cost effective
3. Employee and end-user ideas matter
4. Enhancements must be measurable and repeatable
5. Focus on improvements
6. Involvement = Ownership
7. Look within for answers
8. Continuous Improvement is Iterative

Benefits of a Continuous Improvement Cycle

- Streamline Processes / Content
- Improve Output Quality
- Reduce Waste
- Raise Overall Satisfaction
- Increase Collaboration
- Improve Organizational Alignment

Example: SOS Action Plan Process

SOS Action Plan (AP) Process

Purpose:

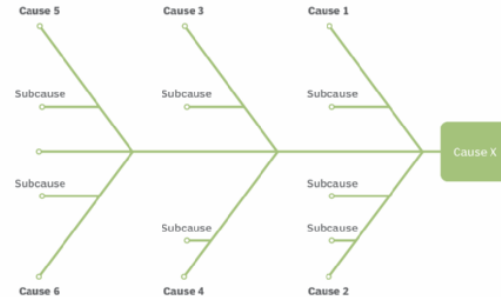
- *Set stage regarding program philosophy*
- *Review obstacles / challenges student encountered and what has worked well*
- *Identify goals for success*
- *Review expectations of the program*

Logistics:

- *Each student participating in the program is to complete the Action Plan during a peer mentor meeting by the 3rd or 4th weekly meeting of the semester.*
- *Have a professional staff member or graduate assistant attend one of the weekly meetings to review the goals*

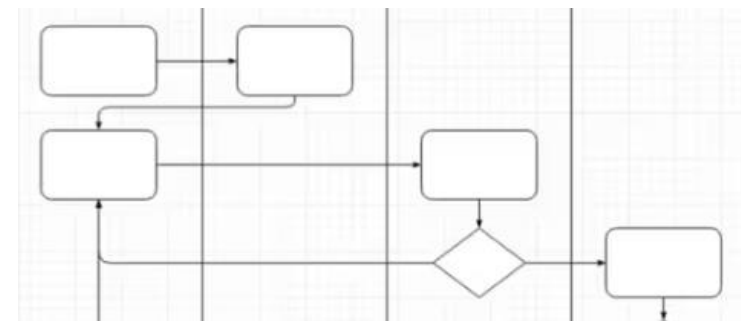
Process Improvement Tools / Templates

- 5 Whys
- S.O.A.R
- Force Field Analysis
- Process Map



S	O	A	R
Strengths	Opportunities	Aspirations	Results
•	•	•	•
•	•	•	•
•	•	•	•
•	•	•	•

Forces for Change (Pros) ➔	Proposed Change(s)	Forces Against Change (Cons) ←
•	•	•
•	•	•
•	•	•
•	•	•



Sources: Adams, T., Means, J.A. (2005). *Facilitating the Project Lifecycle: The skills & tools to accelerate progress for project managers, facilitators, and six sigma project teams*. Jossey-Bass.



Adams, T., Means, J.A., Spivey, M.S. (2015). *The project meeting facilitator: Facilitation skills to make the most of project meetings*. John Wiley and Sons, Inc.

The Problems (5 Whys)

Problem: Action Plan (AP) Meetings are time consuming and difficult to schedule in a 2 – 3 week timeframe.

Why?	<i>Process involves hours of work running from meeting to meeting (4-5 professional staff; 3 - 4 graduate assistants)</i>
Why?	<i>Standard process to schedule meetings not in place</i>
Why?	<i>Requires a lot of time to schedule initial meeting</i>
Why?	<i>Requires Peer Mentors time to schedule / reschedule meetings</i>
Why?	<i>Action Plan Meetings may not take place until mid-semester</i>

Force Field Analysis: Action Plan Process

Forces for Change (Pros) 	Proposed Change(s)	 Forces Against Change (Cons)
<p>Reduce the amount of hours spent scheduling / re-scheduling AP Review meetings over a short 2 – 3 week period</p>	<ul style="list-style-type: none"> Utilize Google calendar function for peer mentors to select time to meet based on pro staff / GA availability Cut out review meetings and complete meetings in 1st or 2nd per mentor meeting (not 3rd, 4th, or 5th) 	<p>Calendar process / tool does not exist.</p>
<p>Much time in AP meeting spent on reviewing FERPA, logistics, expectations, in addition to goals.</p>	<ul style="list-style-type: none"> Hold workshops the 1st week of classes for students to review expectations. 	<p>No process in place to review expectations of the SOS Program prior to student's first meeting with the peer mentor</p>
<p>AP goals are captured as overall general goals (both academic & personal). Not course specific and AP does not address GPA calculation.</p>	<ul style="list-style-type: none"> Create new section in Action Plans to track current schedule and record grades prior to mid-semester update. 	
<p>Lack of understanding regarding GPA Calculation process by peer mentors (how to access and use the online tools available to all students)</p>	<ul style="list-style-type: none"> Provide more in-depth training regarding GPA calculation; provide scenarios and examples. Embed GPA instructions directly into Action Plan documentation. 	

S.W.O.T. vs. S.O.A.R. Analysis

S.W.O.T: Strengths, Weaknesses, Opportunities, and Threats

Why use? Create a balanced picture of the pros and cons that need to be taken into consideration during the planning process.

Key Questions to ask...

- **S:** What are we doing well?
- **W:** What are we not doing well?
- **O:** What are our students (mentors / mentees) asking us to do?
- **T:** What would be the worst thing we could do by making a change?

S.W.O.T. vs. S.O.A.R. Analysis

S.O.A.R.: Strengths, Opportunities, Aspirations, and Results

Why use? Create an environment for “out-of-the-box” thinking. To guide process change by thinking about the possible without being held back by the negatives

Key Questions to ask...

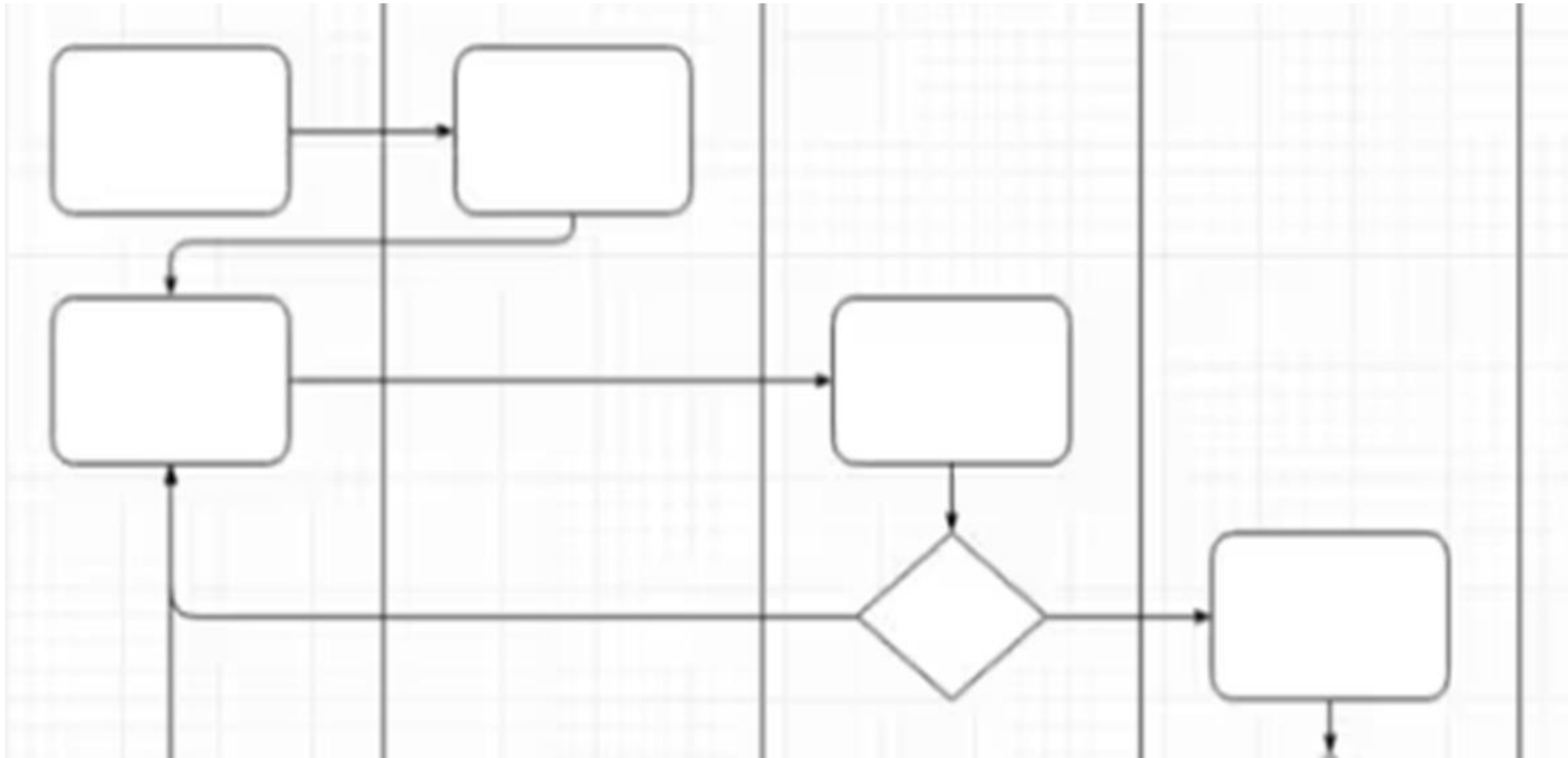
- **S:** What are we doing well?
- **O:** What synergies can be create with other groups?
- **A:** How can we make a difference for all our students?
- **R:** How will we know we have achieved our goal?

Example: S.O.A.R. Analysis

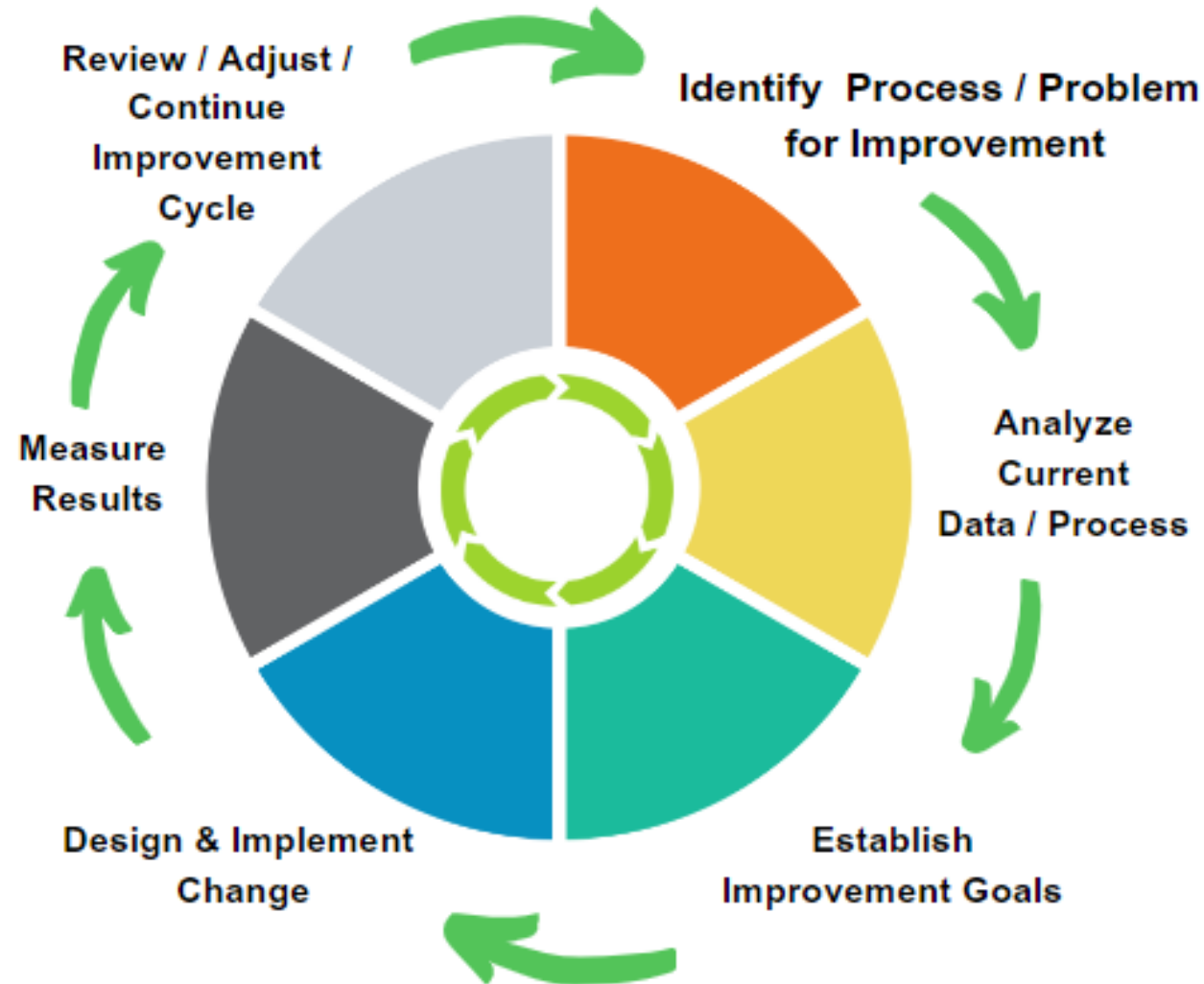
S.O.A.R.: Strengths, Opportunities, Aspirations, and Results

S	What are we doing well? <ul style="list-style-type: none">• Lots of great instructional resources in both UCOL and SOS (Resource Libraries)
O	What synergies can be created with other groups? <ul style="list-style-type: none">• Leverage all the hard work from both groups to create a more consistent alignment of use of resources (time management tools (Eisenhower Matrix, Pomodoro, ABC, etc.)
A	How can we make a difference for all our students? <ul style="list-style-type: none">• Making processes more equitable across all 49er Rebound options.
R	How will we know we have achieved our goal? <ul style="list-style-type: none">• Students in SOS and UCOL are receiving the same resource materials - simply via a different method (UCOL 1300, UCOL 1305, and SOS)

Process Maps as a Tool



A Continuous Process Improvement Model



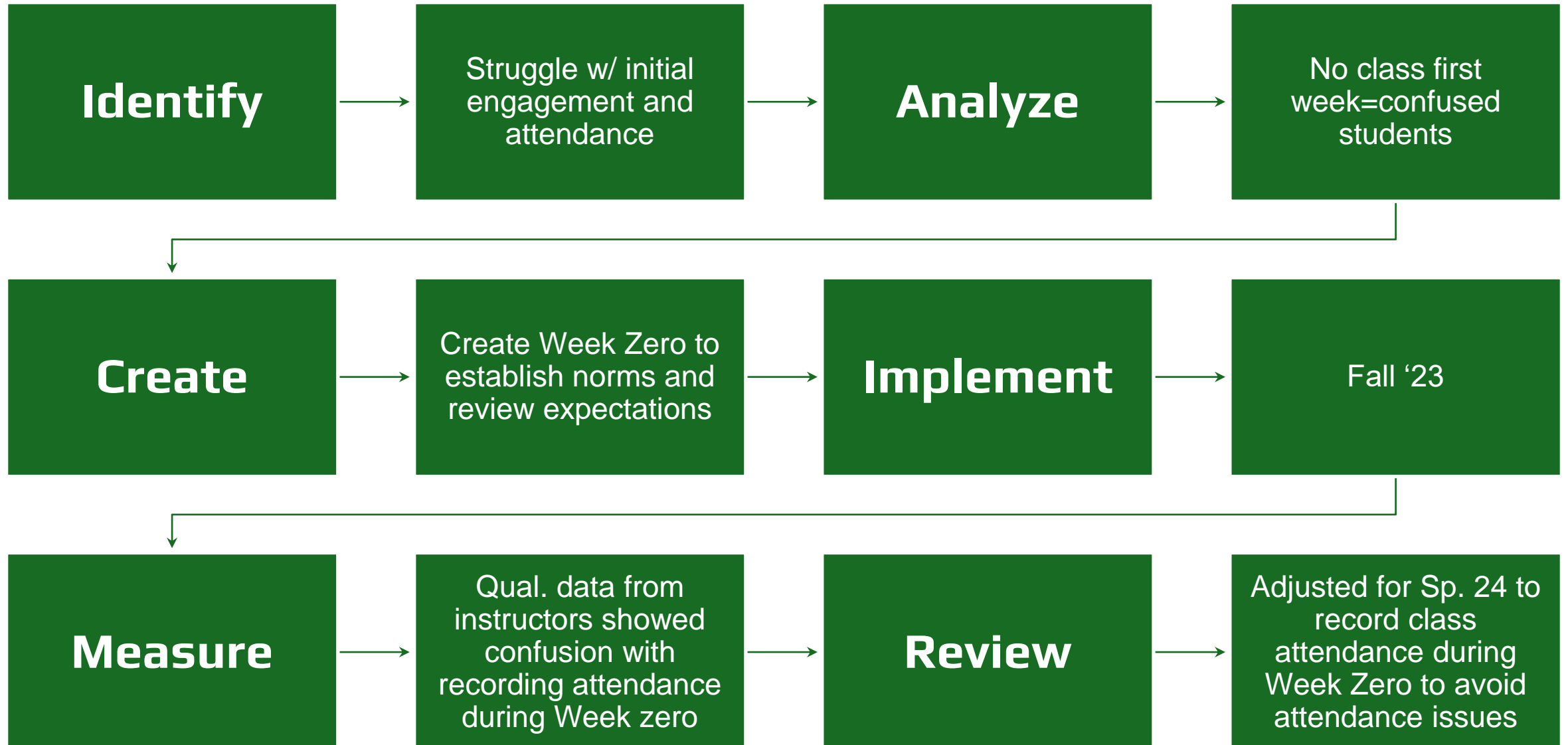
Continuous Process Improvement Cycle

Identify Process / Problem	<ul style="list-style-type: none">• Action Plans not being completed in timely manner• GPA calculator not discussed until mid-semester
Analyze Current Data Process(es)	<ul style="list-style-type: none">• Program Evaluations (mentor / mentee)• Anecdotal Evidence
Establish Improvement Goals	<ul style="list-style-type: none">• Decrease employee manhours• Increase “time to market” with action plans• Set expectations with mentees prior to first meeting
Design & Implement Change	<ul style="list-style-type: none">• Update AP forms• Utilize new calendar format• Eliminate pro staff / GA meeting attendance requirement
Measure Results	<ul style="list-style-type: none">• Program Evaluations (mentor / mentee)• Program tracking data (workshop pilot results)• Track overall program performance metrics
Review / Adjust / Continue	<ul style="list-style-type: none">• Constant gathering of data for review / adjust – generally between semesters (Fall and Spring)

Review / Adjust / Continuous Timeline

Timeline	Small Step-By-Step Changes
Fall 22	<ul style="list-style-type: none">● Implement AP Calendar to track meetings
Spring 23	<ul style="list-style-type: none">● Move AP meeting from Weeks 4, 5, 6 to Week 2, 3● Continue to use AP Calendar to track meetings
Fall 23	<ul style="list-style-type: none">● Pilot Expectation Workshop (voluntary & in-person only)● Move AP meeting from Weeks 2 and 3 to Weeks 1 and 2● Add Course List and GPA Calculator to AP Meeting Form (in addition to Mid-Semester Update)● Continue to use AP Calendar to track meetings
Spring 24	<ul style="list-style-type: none">● Expectation Workshop - mandatory (include virtual and in-person options)● Implement Electronic Acknowledgment Form● Provide GPA calculator examples (screenshots in addition to link)● Include GPA calculator “just-in-time” training (prior to AP and Mid-Semester Updates)
Beyond	<ul style="list-style-type: none">● Create Expectation Workshop through Canvas - build in check for understanding component● Continue Electronic Acknowledgement Form

Example: UCOL Attendance



Example: UCOL Attendance

Small Changes

Matched
University Class
Dates

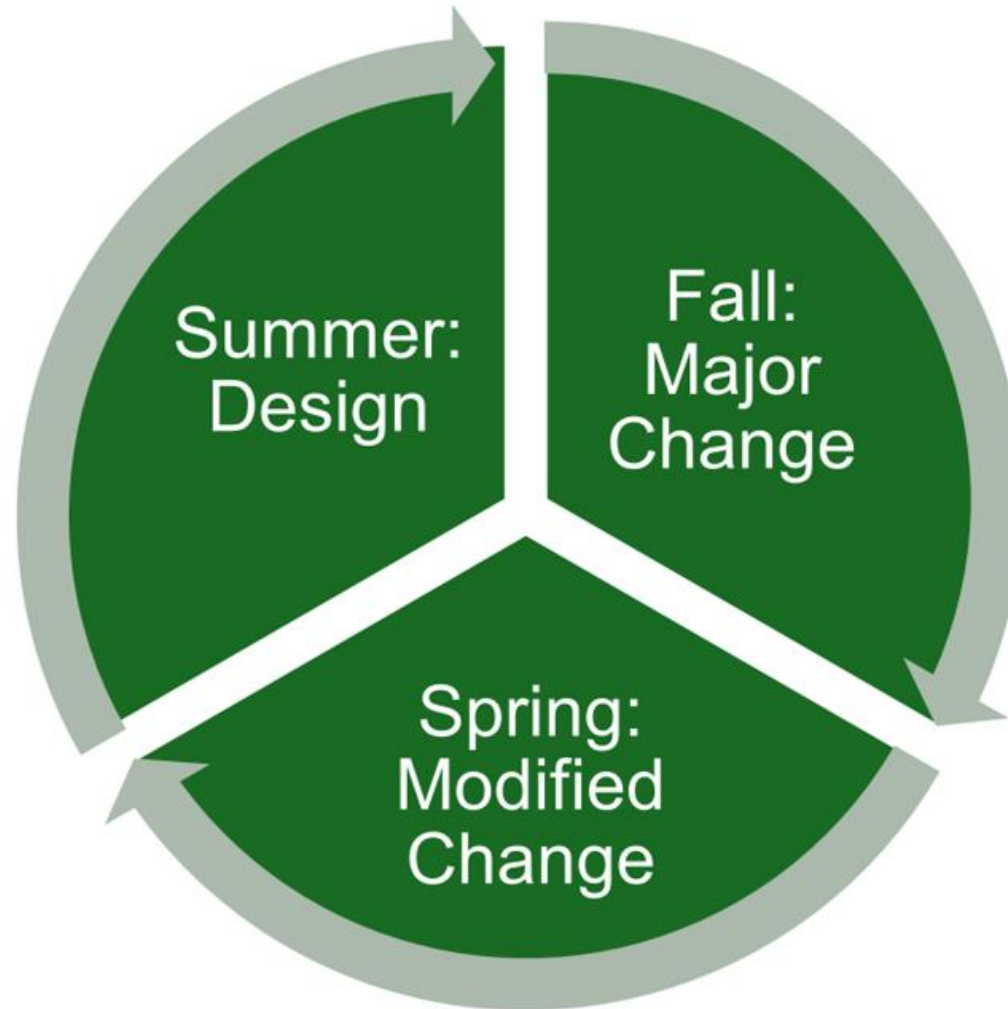
Created
Consistency
with attendance
policy

Big Results

Better
Attendance

Better
Engagement

Our Overall Strategy / Timeline



Challenges & Recommendations

Not Enough Preparation

Pivot

Not Keeping Track of Progress

Find a template that works for you

Doing Too Much at Once

One Step at a Time

Disrupted Flow from Staff Changes

Consistency is Key

Important Reminders



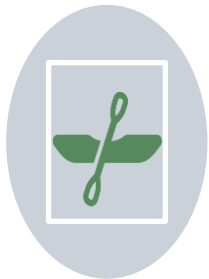
Leadership Support



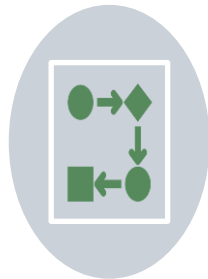
Fire Prevention vs.
Fire Fighting



Work Smarter, Not
Harder



Keep Consistent
with Purpose
(SOAR)



Shift to a Long-
Term Mindset (J
cycle)



Small Changes, Big
Rewards

Takeaways

Does anyone have a real-life example to share so we can brainstorm ideas?

Questions



References

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