Plan & Align Improvement Efforts Across Departments

Working Smarter to Implement Change Initiatives

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OLYMPIC COLLEGE

Learning Outcomes

- Map out institutional structures and crosswalk related initiatives

- Diagram intersection points between related processes or structures

- Identify improvement opportunities in structures and processes that align with existing work

- Develop and implement a work plan to improve institutional processes, including engaging stakeholders and identifying risk
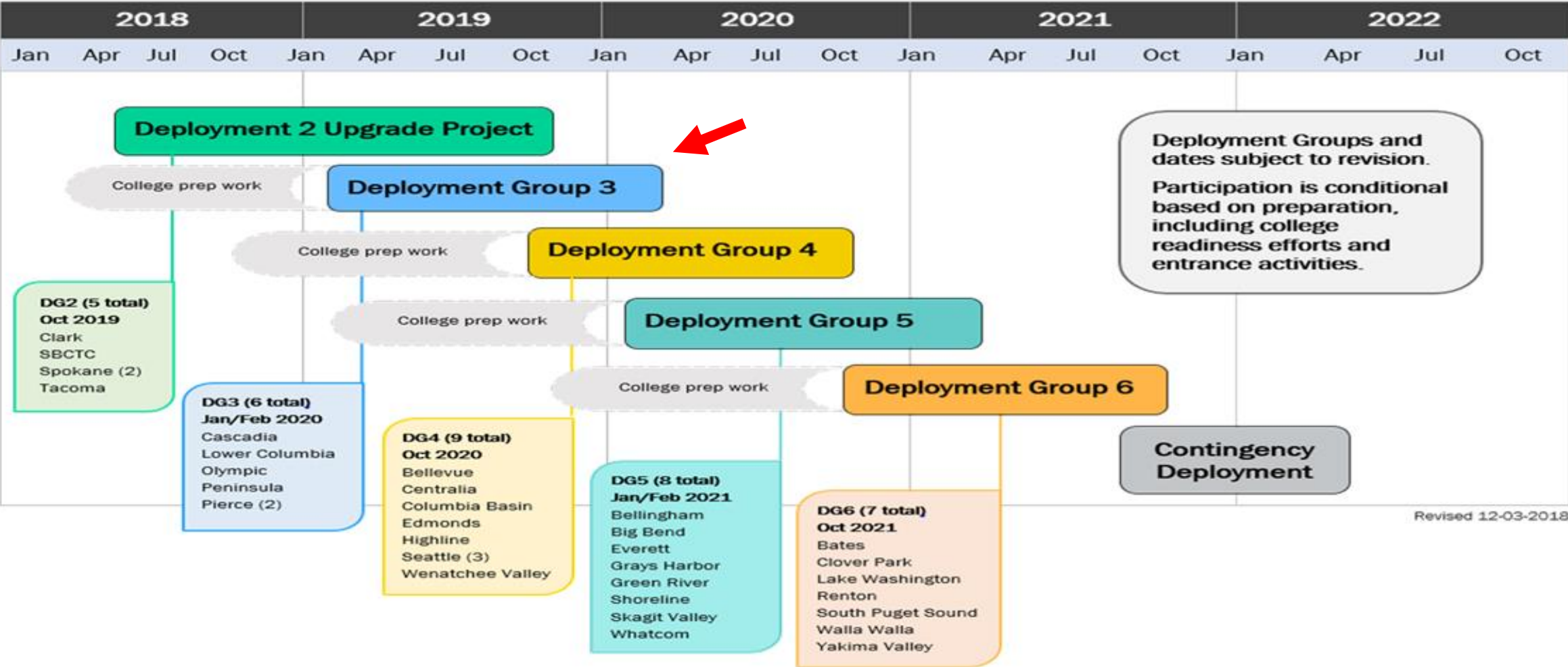
About OC

- Three campuses in Poulsbo, Bremerton, & Shelton

- Serve 10,000 students per year

- 2nd largest veteran & military population in the state

- New president Feb. 2018

- Demographic shift among faculty

- New member of Achieving the Dream

- ERP shift to PeopleSoft in 2020
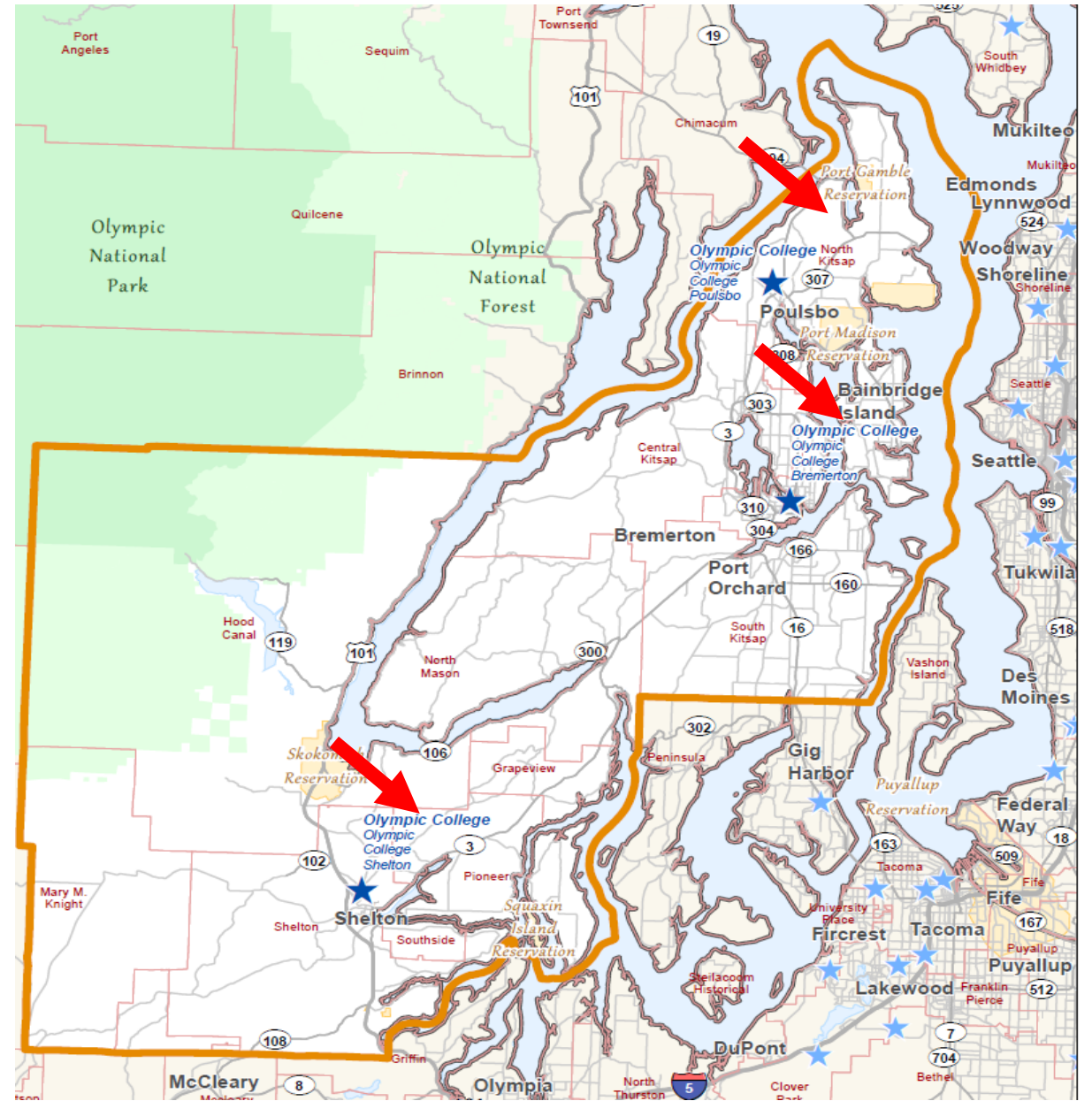
ERP Shift to PeopleSoft: Go Live February 2020
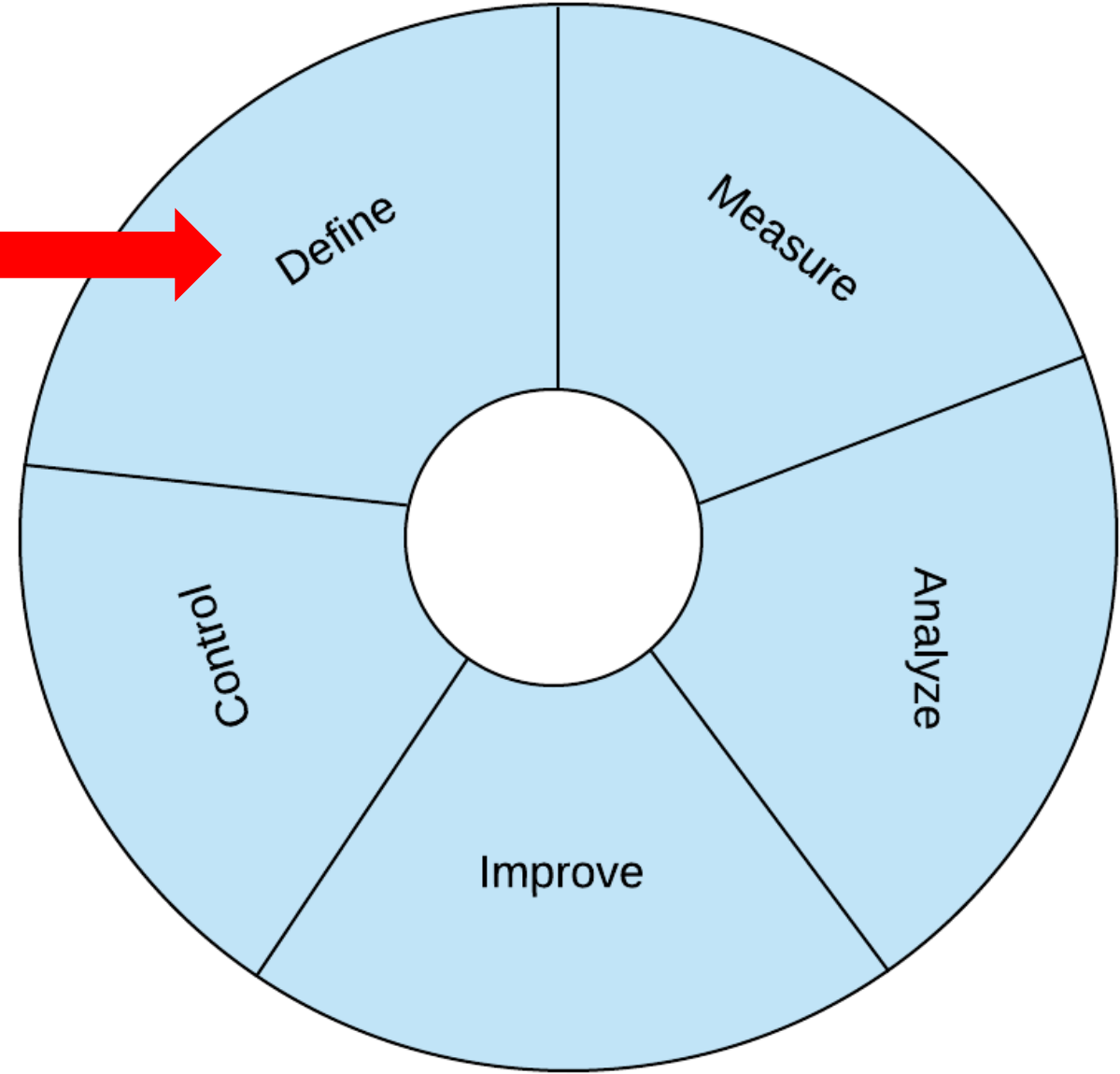

DEPLOYMENT GROUPS & TIMELINE

Improvement Models & Tools Used

- Models:
  - Lean Six Sigma
  - Capability Maturity Model Integration
  - Business Requirements Management
  - Quality Management System
- Tools:
  - Cost-benefit analyses
  - Context diagrams
  - Business process maps
  - Project management software

Agenda: Walk through DMAIC Cycle

Define Scope: Using Context Diagrams

- Focus on one process (ex: student pays tuition)
- Everything inside the context bubble is IN SCOPE
  - Essential part of the process
  - Related to the focus of the analysis
- Anything outside of the context diagram is an adjacent system, and therefore OUT OF SCOPE
  - Adjacent systems (people, offices, business units, external agents, etc.) are sources or recipients of process information

Practice: Create a Context Diagram

- Context diagrams are typically made using standard business process modeling notation (BPMN)

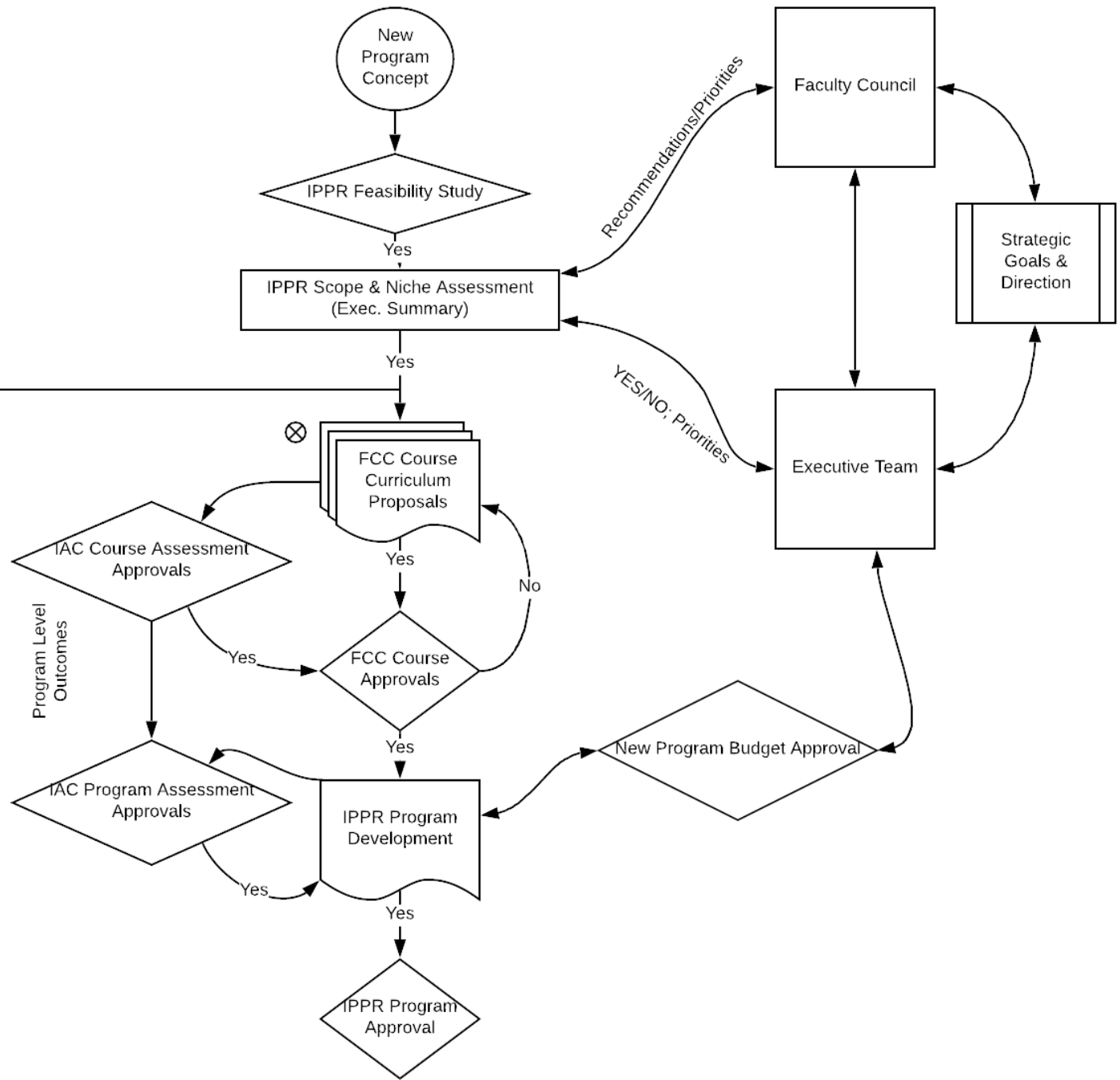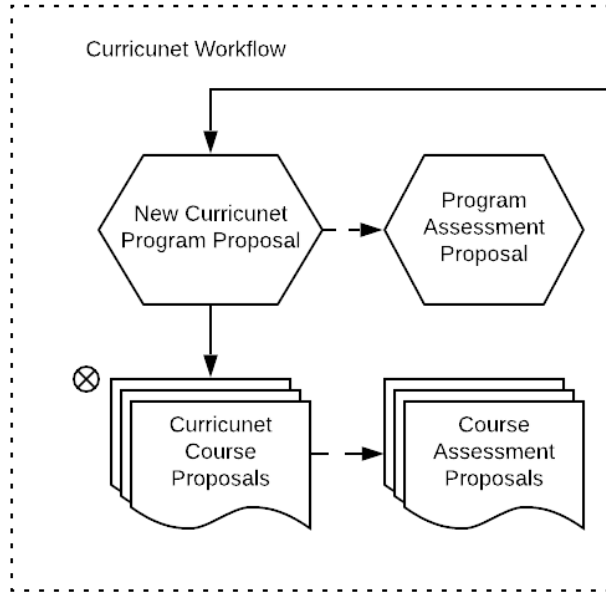process   decision   flow   store   adjacent system
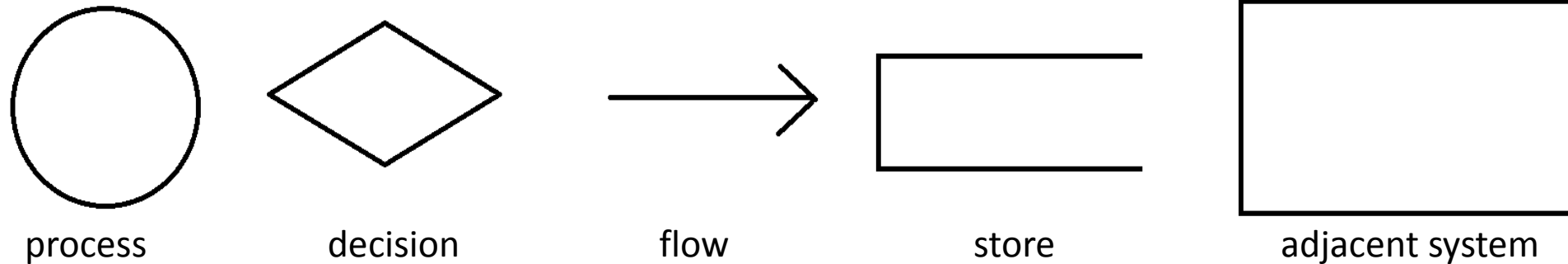
- Choose a business process (examples: student tuition payment, new academic program development)
  - What are the essential elements (who, what, when, where, why, how)?
  - What is in scope?
  - What is out of scope (adjacent system)?

Sample: Student Tuition Payment
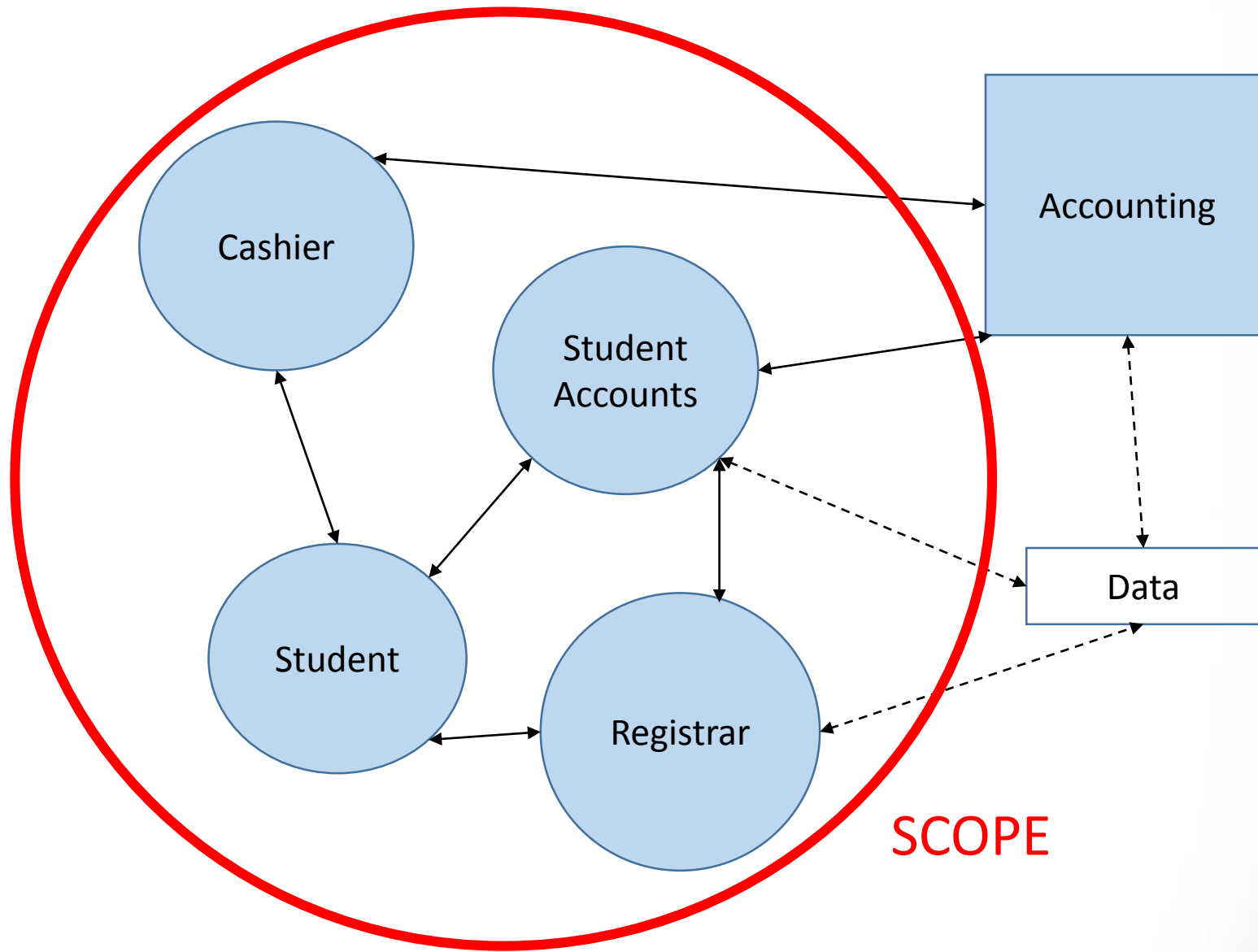
New Program Workflow
Diagram Draft, 3-5-18
Intercommittee Work Group

New Program Concept

IPPR Feasibility Study

Yes

IPPR Scope & Niche Assessment (Exec. Summary)

Yes

Recommendations/Priorities

Faculty Council

Strategic Goals & Direction

YES/NO; Priorities

Executive Team

Curricunet Workflow

New Curricunet Program Proposal

Program Assessment Proposal

Curricunet Course Proposals

Course Assessment Proposals

FCC Course Curriculum Proposals

Yes

No

IAC Course Assessment Approvals

Program Level Outcomes

Yes

FCC Course Approvals

Yes

IAC Program Assessment Approvals

Yes

IPPR Program Development

New Program Budget Approval
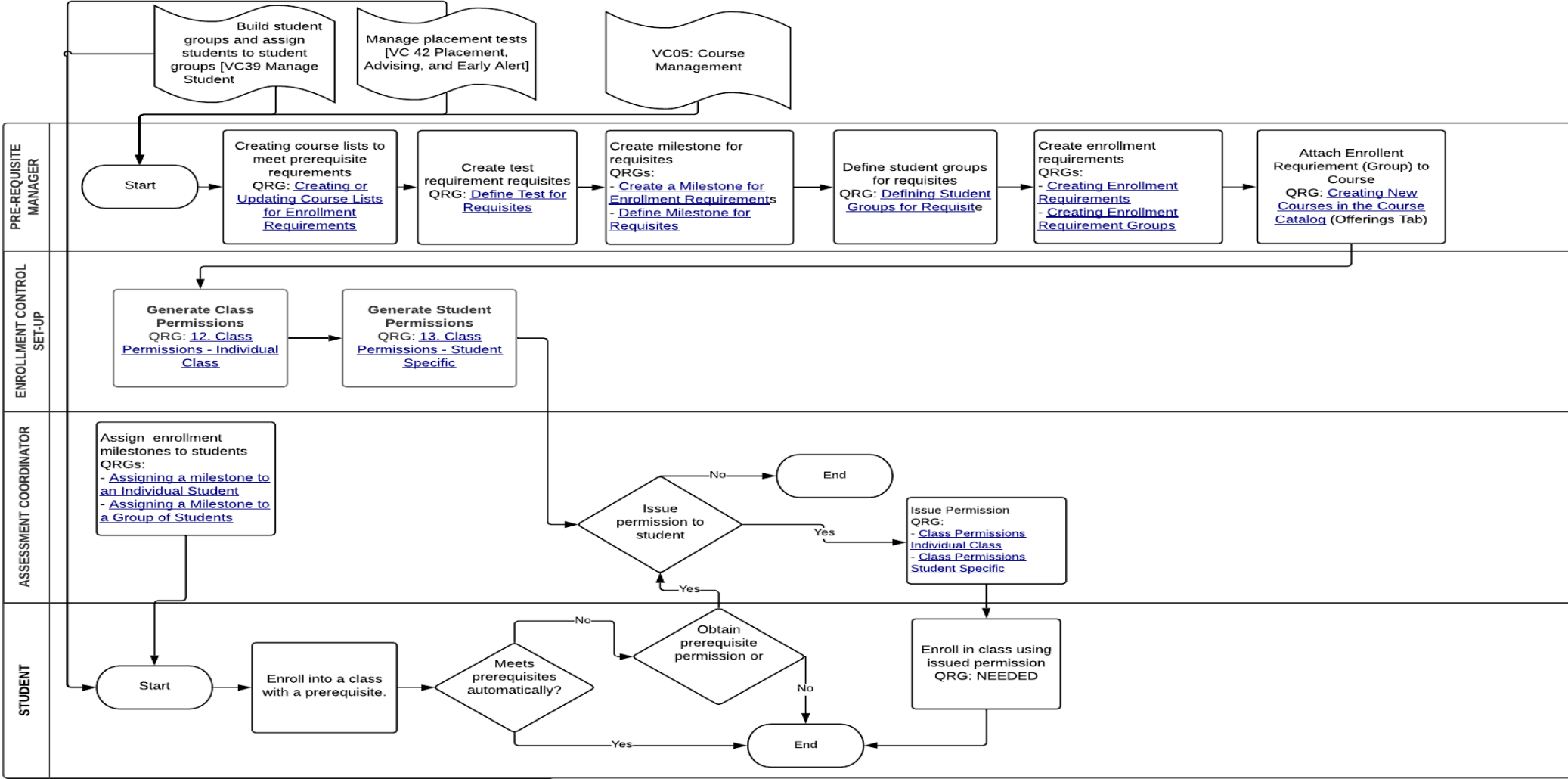
Yes

IPPR Program Approval

Why Use Context Diagrams?

- Educates all stakeholders
- Brings up political issues that often need to be addressed
- Defines what is part of the system and what is NOT
- Clearly defining your scope allows you to focus on one thing at a time
- Gives you permission to set things aside if they are out of scope

Business Process Documentation

VC23: PREREQUISITES OC CTCLINK

Build student groups and assign students to student groups [VC39 Manage Student]

Manage placement tests [VC 42 Placement, Advising, and Early Alert]

VC05: Course Management

PRE-REQUISITE MANAGER

Start

Creating course lists to meet prerequisite requirements
QRG: Creating or Updating Course Lists for Enrollment Requirements

Create test requirement requisites
QRG: Define Test for Requisites

Create milestone for requisites
QRGs:
- Create a Milestone for Enrollment Requirements
- Define Milestone for Requisites

Define student groups for requisites
QRG: Defining Student Groups for Requisite

Create enrollment requirements
QRGs:
- Creating Enrollment Requirements
- Creating Enrollment Requirement Groups

Attach Enrollent Requriement (Group) to Course
QRG: Creating New Courses in the Course Catalog (Offerings Tab)

ENROLLMENT CONTROL SET-UP

Generate Class Permissions
QRG: 12. Class Permissions - Individual Class

Generate Student Permissions
QRG: 13. Class Permissions - Student Specific

ASSESSMENT COORDINATOR

Assign enrollment milestones to students
QRGs:
- Assigning a milestone to an Individual Student
- Assigning a Milestone to a Group of Students

Issue permission to student — No → **End**

— Yes →

Issue Permission
QRG:
- Class Permissions Individual Class
- Class Permissions Student Specific

STUDENT

Start

Enroll into a class with a prerequisite.

Meets prerequisites automatically?

— No →

Obtain prerequisite permission or — Yes →

— No →

Enroll in class using issued permission
QRG: NEEDED

— Yes → **End**

End

Legend

Begin/End | Process Step | Decision | Linked Process

How to Map a Business Process

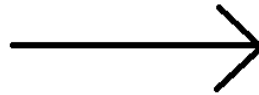- Use the same standard business process modeling notation (BPMN)

○   ◇   ⟶   ▭   ▭
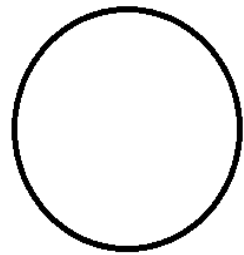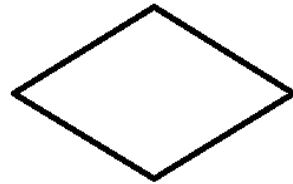
process   decision   flow   store   adjacent system

- Each role gets its own lane
- Standard operating procedures (SOPs) can be hyperlinked
- Use capsules to notate beginning and end of process

Tools: MS Vizio, Lucidchart (online)

Why Document Business Processes?

- Visualize bottlenecks or cumbersome workflows

- Support horizontal alignment between departments

  - "What you measure matters"
  - Identify areas of common interest for collaboration
  - Monitor progress
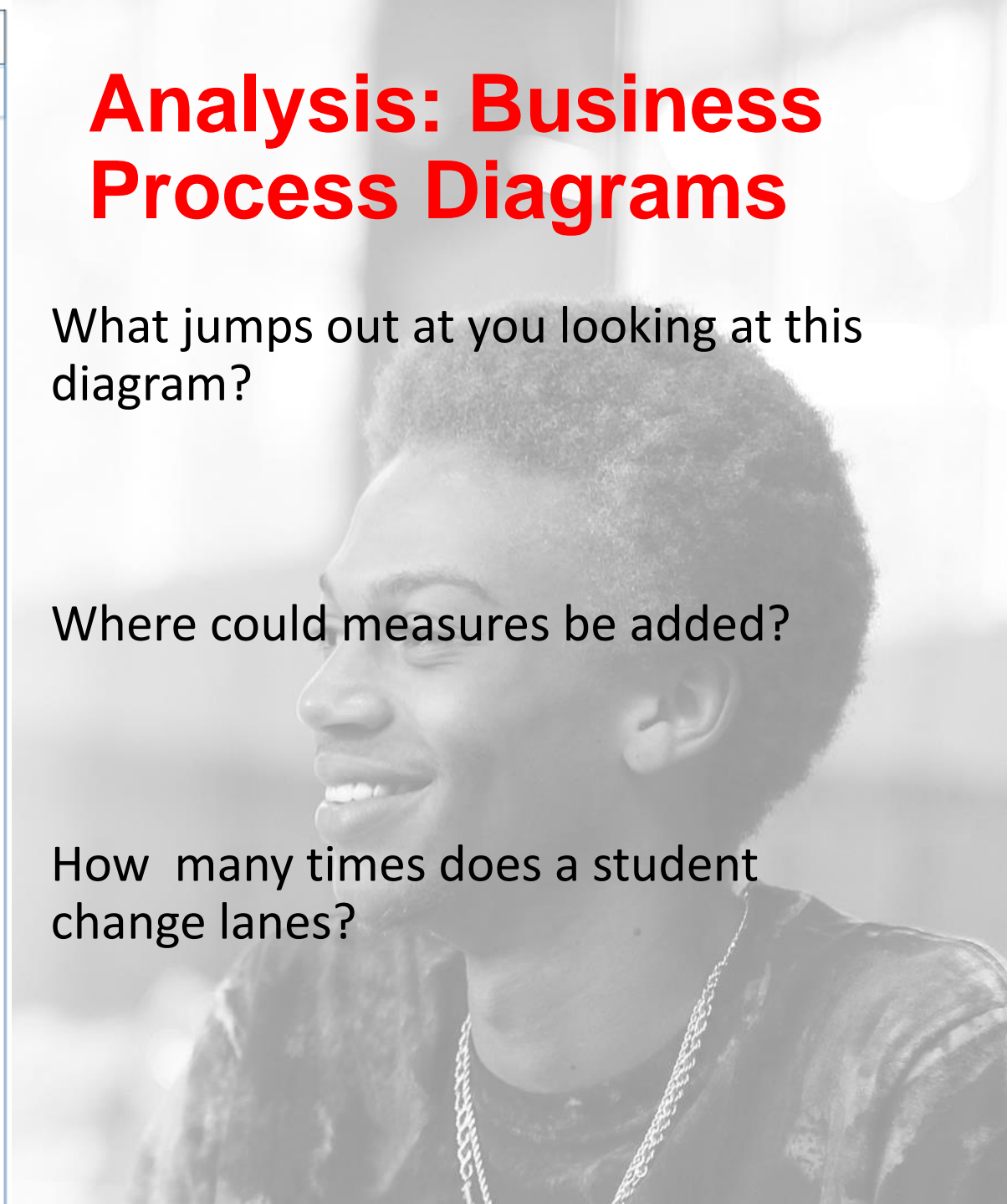 - Role clarification

- Accountability and prioritization of work
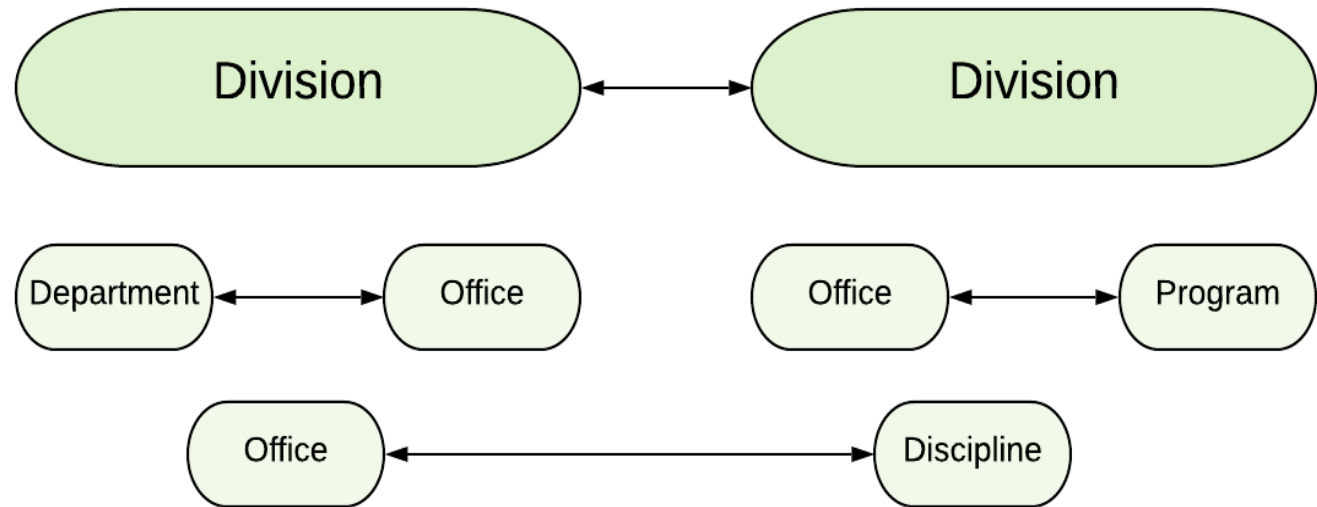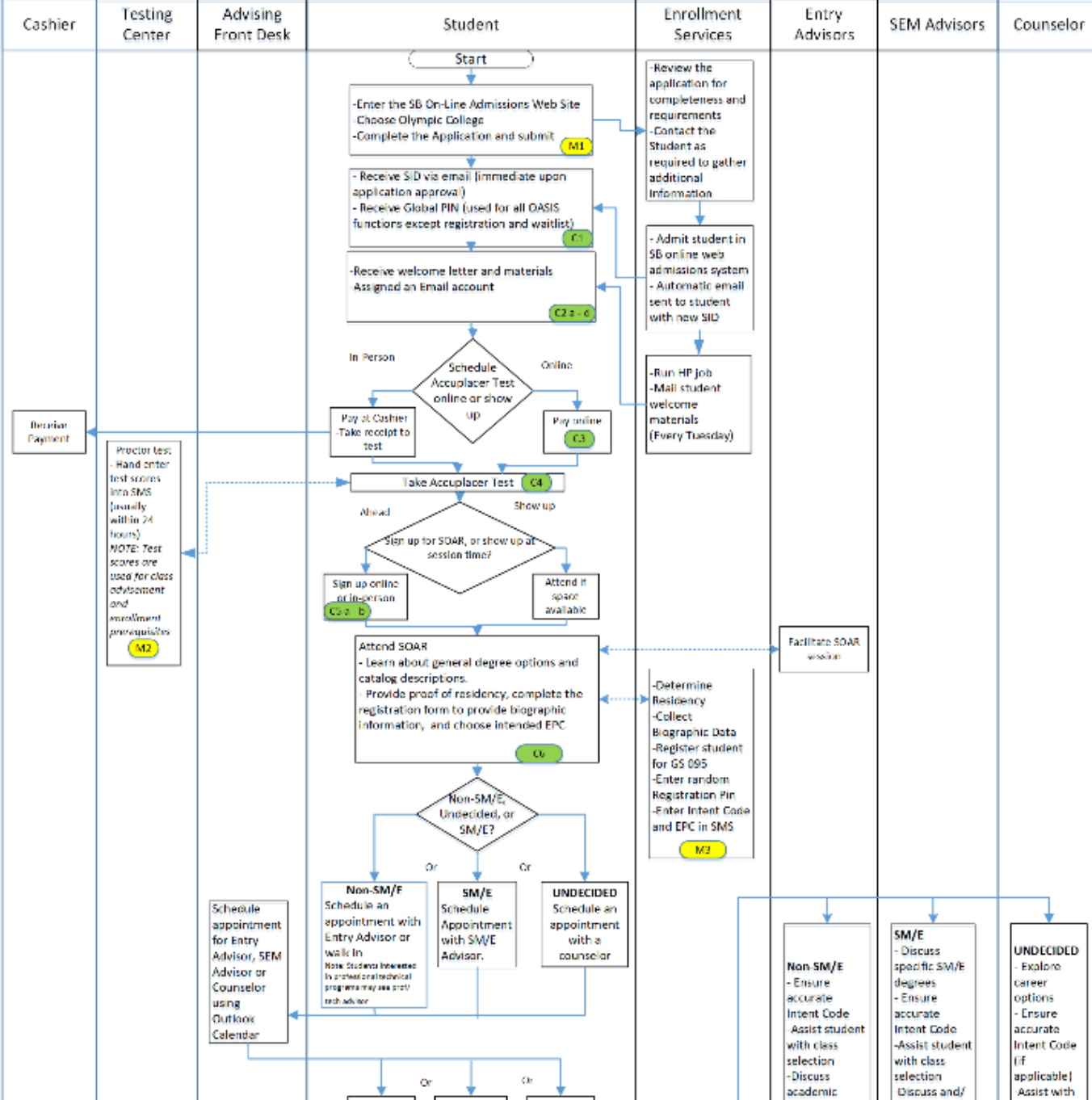
Analysis: Business Process Diagrams

What jumps out at you looking at this diagram?

Where could measures be added?

How many times does a student change lanes?

Designing Improvement: Work Plans

- Identify team

- Set objective and deadline

- Identify strategies to achieve objective

- Map actions needed to implement strategies

- Backward map from deadline to present day to establish schedule of work

- Assign actions to team members and/or stakeholders (RACI)

- Perform risk assessment (risk assessment matrix)

- Establish monitoring checkpoints and reporting checkpoints

- Do the work
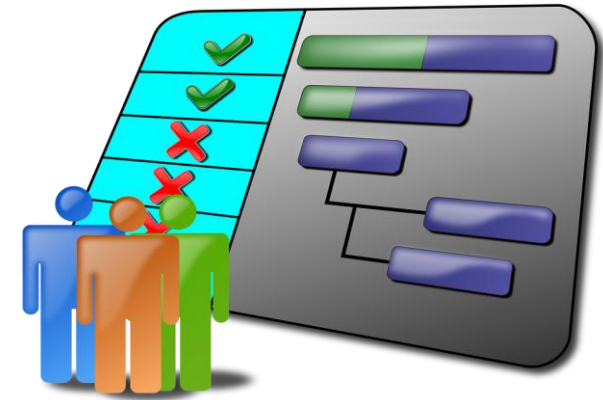
Tools: MS Project, Trello, ntask, Kanban Tool, Proofhub, Workfront

Measuring Improvement: Text Messaging
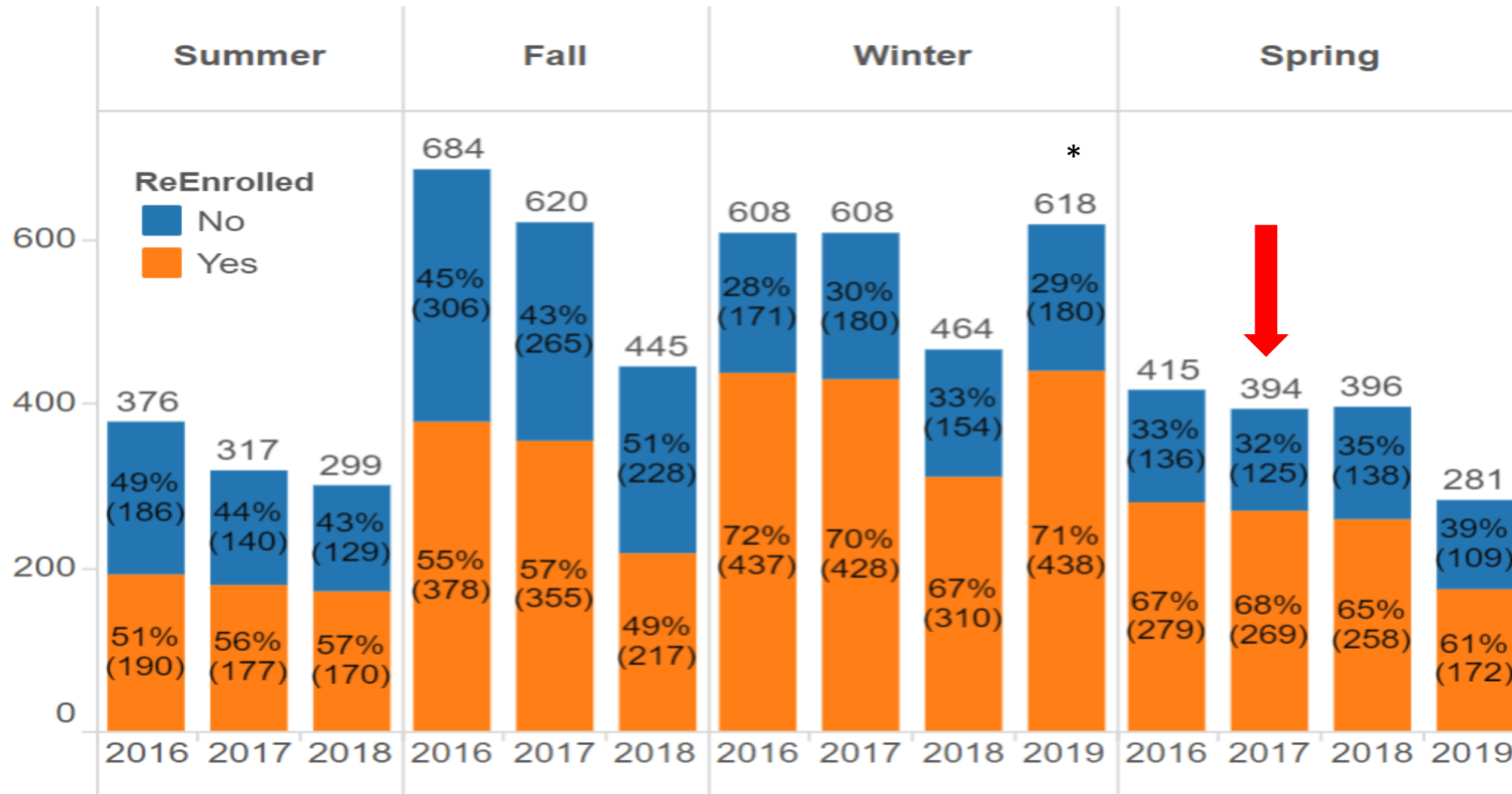
Control: Making Changes Stick

- Must have the support of managers
- Cross-functional education must be embedded in the work
- Demonstrate the benefit to the front line staff
- Empower stakeholders in process design work
- Must monitor your measures on an ongoing basis
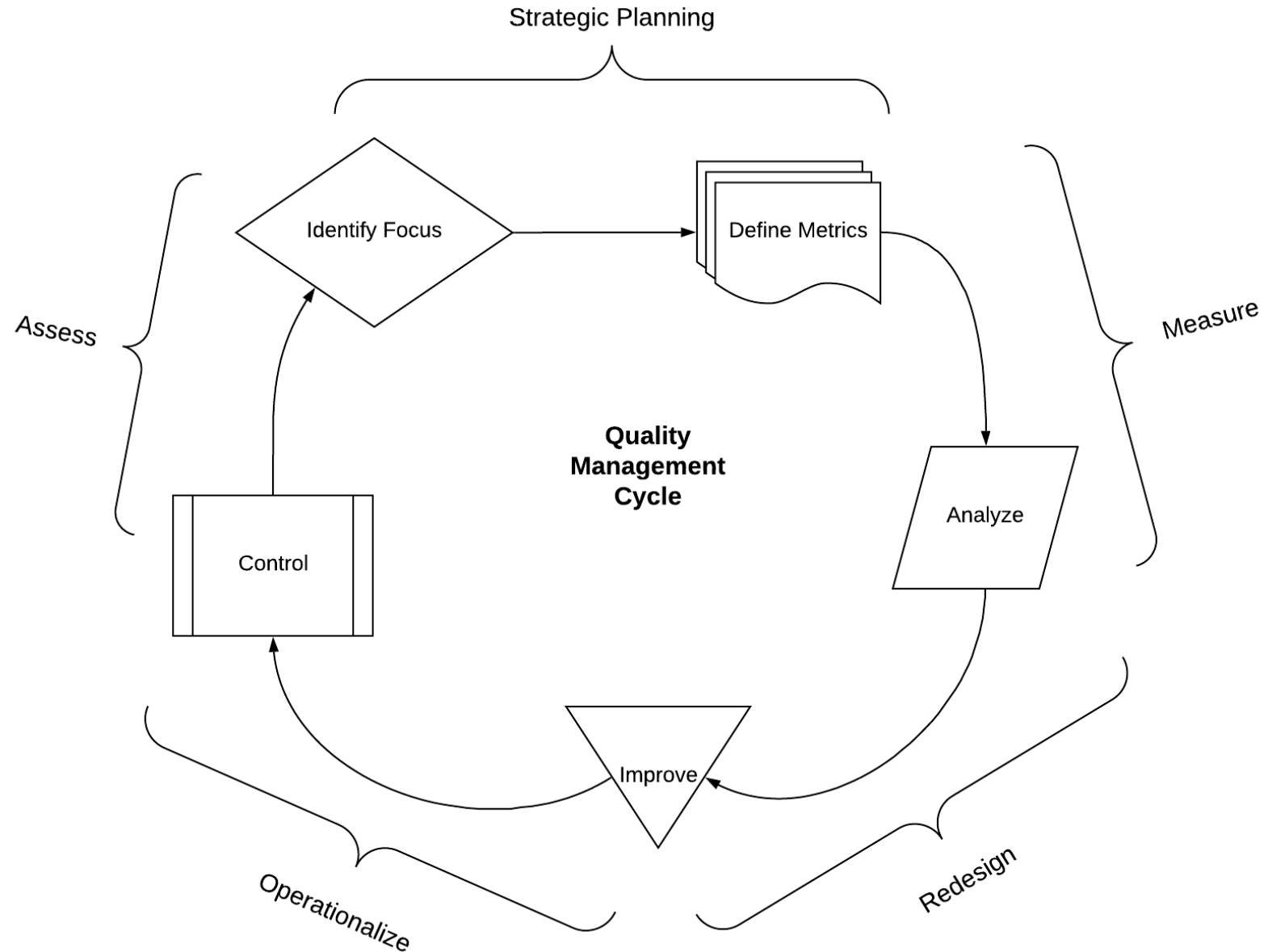
Benefits of Using Business Tools

- Build integrated systems
  - Document roles & responsibilities
  - Document, standardize, and improve work processes
- Create a culture of self-assessment
  - Measurement
  - Monitoring
- Focus on Key Improvement Targets
  - Prioritize work
  - Develop cross-functional teams to accomplish that work
- Realize financial benefits

Thank You

Questions?

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