

Organizational Excellence as a Habit: Applying the Baldrige Framework to Improve a College of Education

Jeremy D. Penn, Ph.D., M.P.H.

Engaging in Today's Presentation

- Use the features at the bottom of your Zoom screen:



- We will have several chances for intentional interaction throughout our session today including breakout rooms
- If you are watching the recording – email me! jeremy-penn@uiowa.edu

Would you rather...

- You must pick one or the other, no hedging your bets
 - No changing the criteria (e.g., I pick XXX but with XXX)
 - Explain your reasoning
-
- **Would you rather always be 10 minutes late or always be 20 minutes early?**

Outline

- How systematic is your institution's efforts to improve?
- One Strategy to use for Improvement: Use a formal Improvement Activity
 - A concrete, systematic improvement strategy: Focused Improvement Events
- Another strategy for Improvement: Select and Use an Improvement Model
 - Overview of the Baldrige Excellence Framework
 - Lessons Learned during the Transition to using the Baldrige Framework

It's okay to
laugh

U.S.

A Girl Scout Sold 300 Boxes of Cookies Near a Marijuana Shop

By DANIEL VICTOR FEB. 8, 2018



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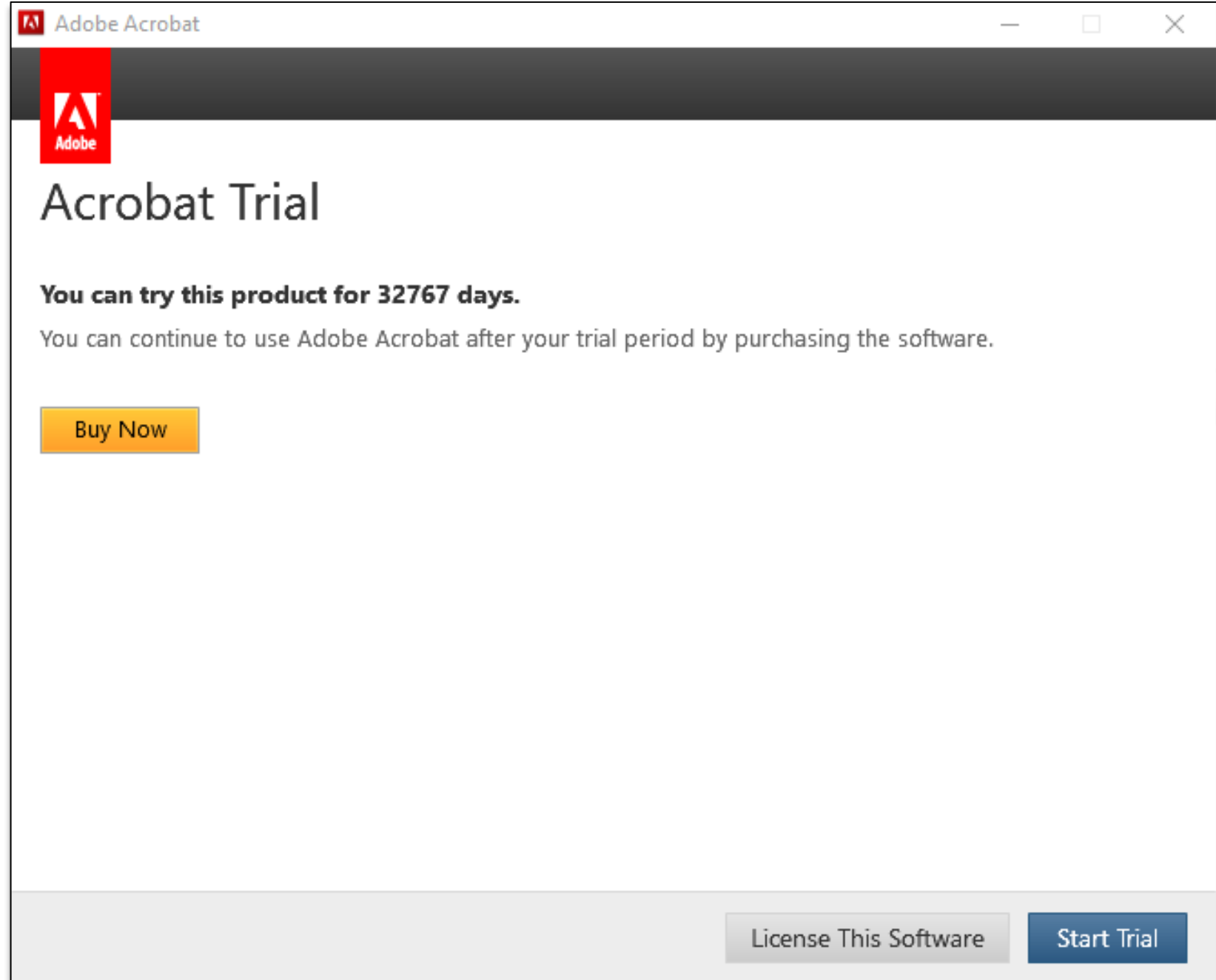
Girl Scout Cookie Sales Go Down With Help From Visa and De

JAN. 3, 2016

Scout cookies are available now. Including outside a marijuana dispensary in San Diego.

Morigi/Getty Images

Okay...but if I decide I like it at the end of the 89-year trial, what will it cost?



Breaking News: Emergency Vowel Distribution



Are cars better than they used to be?

1979



1990



1994



2004



2008



2010



IOWA

By reliability:

1994



2004



1990



2008



1979



2010



IOWA

By fun:
2010



1990



1979



2008



2004



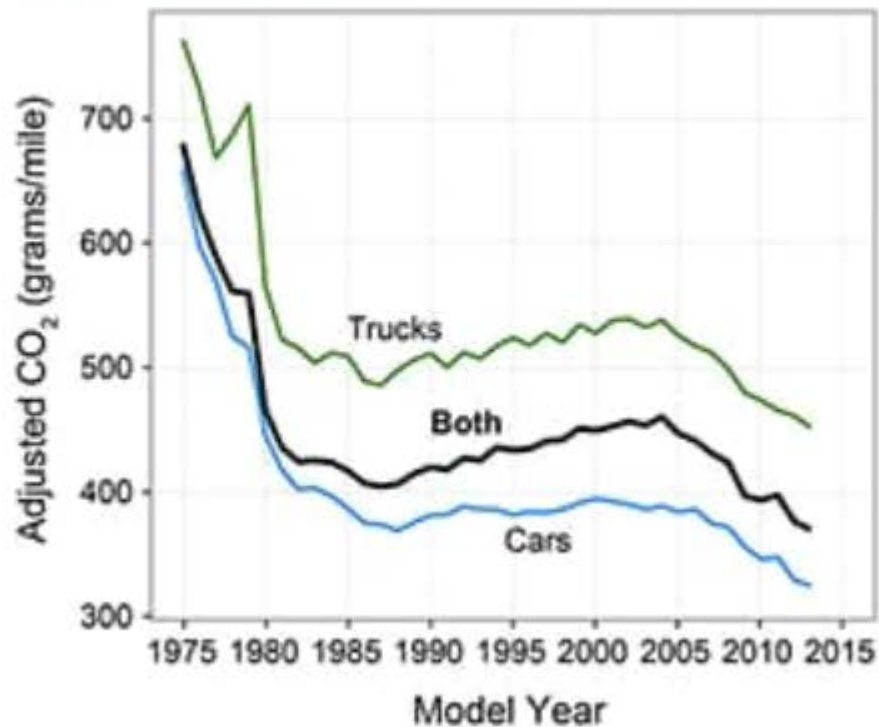
1994



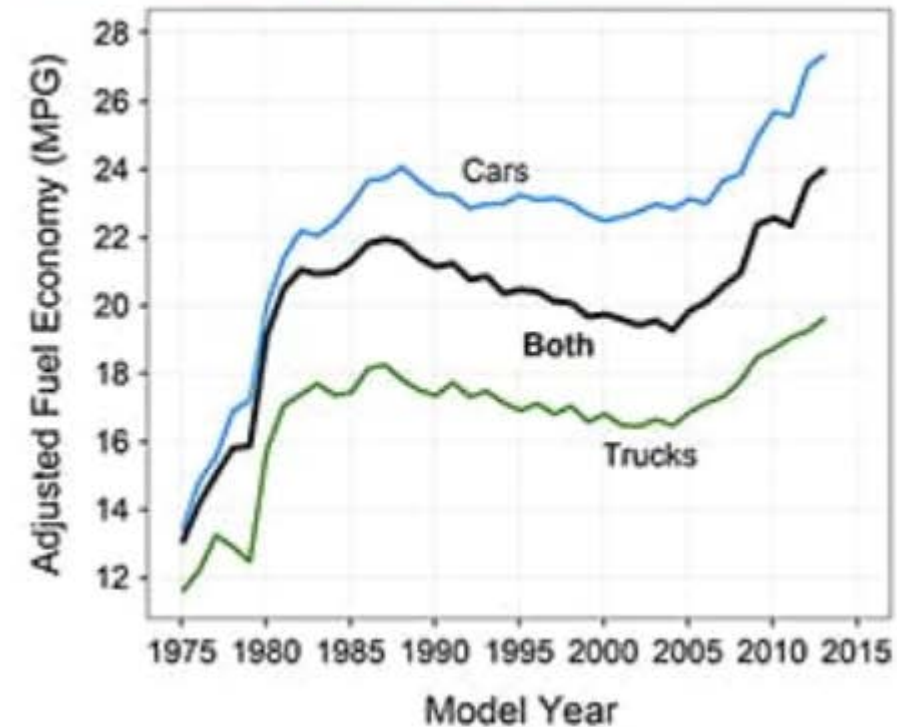
IOWA

Fuel economy and emissions have greatly improved since 1975

Adjusted CO₂ Emissions for MY 1975-2013¹



Adjusted Fuel Economy for MY 1975-2013¹



If we don't work to get better:

- Our institutions may not survive
- Our communities will suffer
- Our students deserve better

Do we really believe improvement is the most important goal of assessment?

What others often perceive

- Submitting the report (on time) is the most important thing
- Having assessment data (numbers) is more important than having concrete improvements
- Believe if we share the report widely with others, changes that are needed will automatically be implemented


If improvement was the most important thing:

- Focus is on building and supporting systematic improvement efforts – not on data collection or reporting (although these are elements that would be included)
- Much more time and effort spent understanding how the organization operates and on the experience of students & customers
- Recognize that improvement doesn't happen by itself – requires disciplined effort

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I lived here for far too long

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I am glad I have worked in assessment long enough to rediscover this

How do things get better?

If we believe improvement is the goal of assessment, then it is very important that we understand how improvement occurs!

Maybe, for an individual, it's about deliberate practice...

Simply doing something over and over again doesn't count!

Conditions for improving through deliberate practice include:

- Motivation to attend to the task
- Effort to improve
- Immediate informative feedback
- Knowledge of results
- Repeatedly perform the task (with the feedback and results knowledge)

Psychological Review
1993, Vol. 100, No. 3, 363–406

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0033-295X/93/\$3.00

The Role of Deliberate Practice in the Acquisition of Expert Performance

K. Anders Ericsson, Ralf Th. Krampe, and Clemens Tesch-Römer

The theoretical framework presented in this article explains expert performance as the end result of individuals' prolonged efforts to improve performance while negotiating motivational and external constraints. *In most domains of expertise, individuals begin in their childhood a regimen of effortful activities (deliberate practice) designed to optimize improvement.* Individual differences, even among elite performers, are closely related to assessed amounts of deliberate practice. Many characteristics once believed to reflect innate talent are actually the result of intense practice extended for a minimum of 10 years. Analysis of expert performance provides unique evidence on the potential and limits of extreme environmental adaptation and learning.

Our civilization has always recognized exceptional individuals, whose performance in sports, the arts, and science is vastly superior to that of the rest of the population. Speculations on the causes of these individuals' extraordinary abilities and performance are as old as the first records of their achievements. Early accounts commonly attribute these individuals' outstanding performance to divine intervention, such as the influence of the stars or organs in their bodies, or to special gifts (Murray, 1989). As science progressed, these explanations became less acceptable. Contemporary accounts assert that the characteristics responsible for exceptional performance are innate and are genetically transmitted.

The simplicity of these accounts is attractive, but more is

because observed behavior is the result of interactions between environmental factors and genes during the extended period of development. Therefore, to better understand expert and exceptional performance, we must require that the account specify the different environmental factors that could selectively promote and facilitate the achievement of such performance. In addition, recent research on expert performance and expertise (Chi, Glaser, & Farr, 1988; Ericsson & Smith, 1991a) has shown that important characteristics of experts' superior performance are acquired through experience and that the effect of practice on performance is larger than earlier believed possible. For this reason, an account of exceptional performance must specify the environmental circumstances, such as the duration and

For an organization, this process might be called “organizational learning”

A “learning culture” is essential, which includes:

“a commitment to learning, valid information, transparency, and accountability” (Lipshitz & Popper, 2000, cited in Boyce, 2003)

Innovative Higher Education, Vol. 28, No. 2, Winter 2003 (© 2003)

Organizational Learning is Essential to Achieving and Sustaining Change in Higher Education

Mary E. Boyce¹

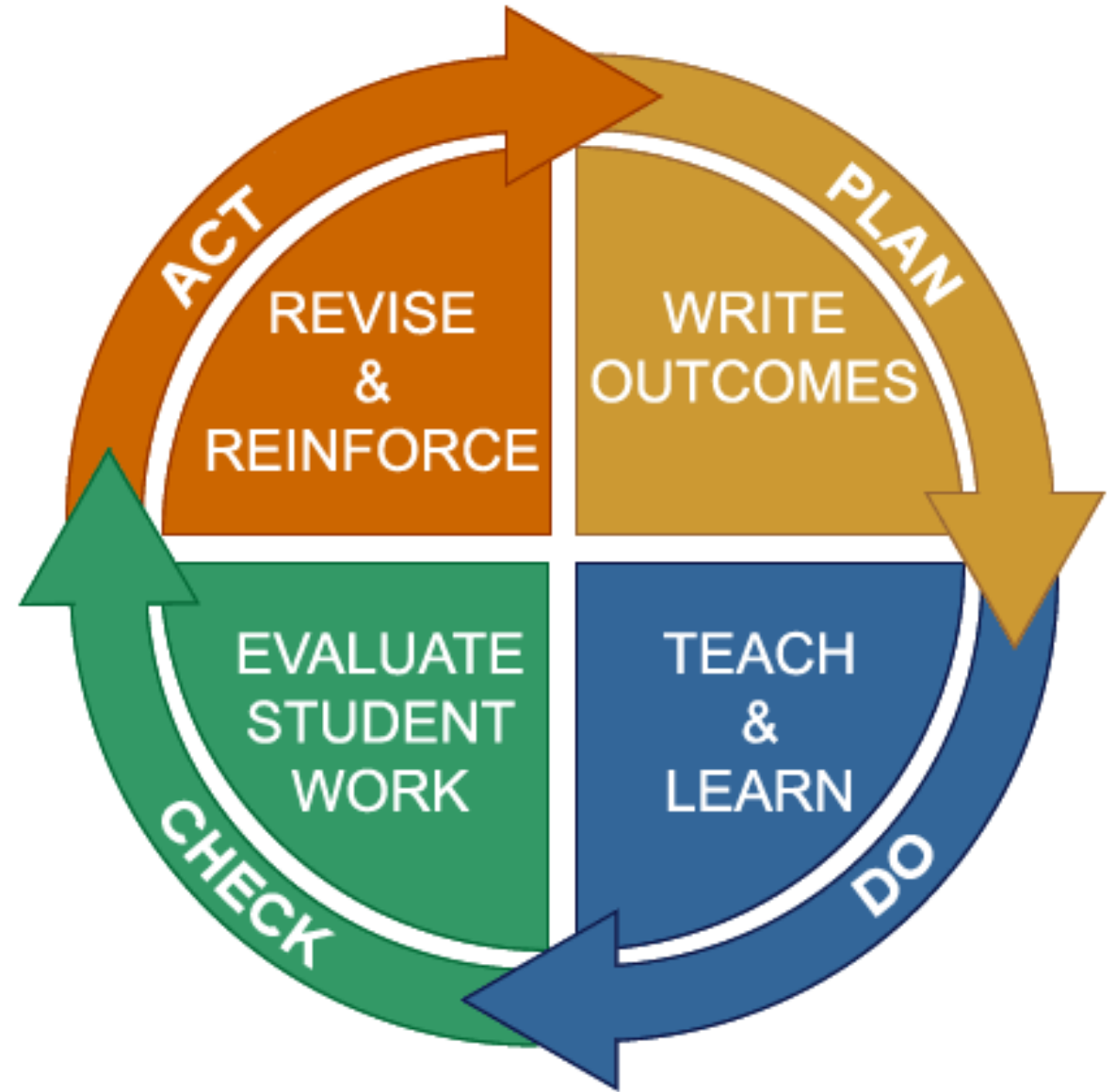
ABSTRACT: Organizational change is often temporary or unsuccessful. This literature review of organizational change in higher education explores research in higher education, sociology, and organizational studies focusing on the problem of sustaining successful change. Indicators of successful change are distilled from the recent research. Establishing conditions for continued organizational learning in a college or university is identified as an essential aspect of sustaining successful organizational change.

KEY WORDS: organizational change; organizational learning; higher education.

Sustaining successful change in higher education is no small feat (Curry, 1992; Levine, 1980; Marsick & Watkins, 1990; Rowley & Sherman, 2001). To examine the phenomenon of change, I spent an

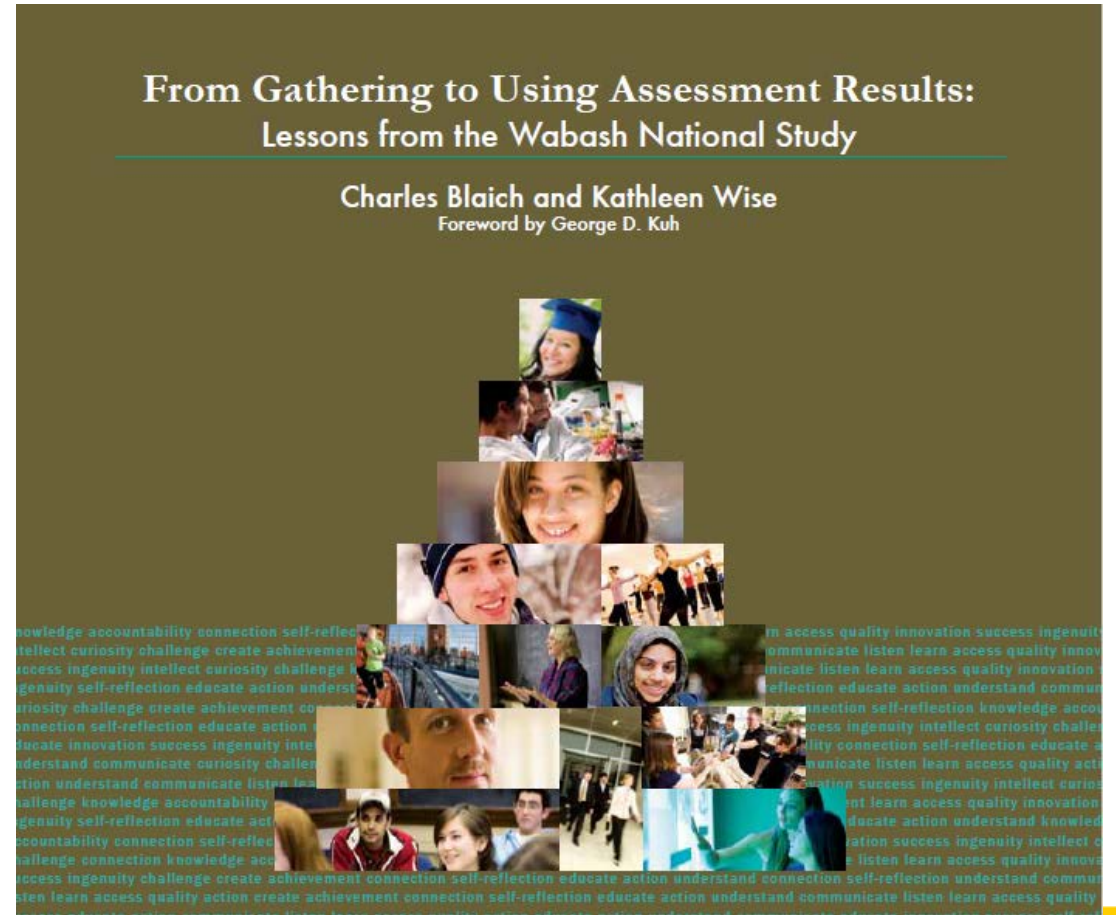
Typical cycle of assessment

- Most institutions have adopted a version of this model as their theory of change
- But it is incomplete, simplistic
 - No indication of the connection between the outcomes and organizational goals
 - Narrow focus on teaching and learning (students spend only small portion of their time in classes)
 - Organizational learning is missing from the model – the gap between Act and Plan is large!
- Most importantly, it is haphazardly implemented!



There is often little action taken in response to results using the assessment cycle

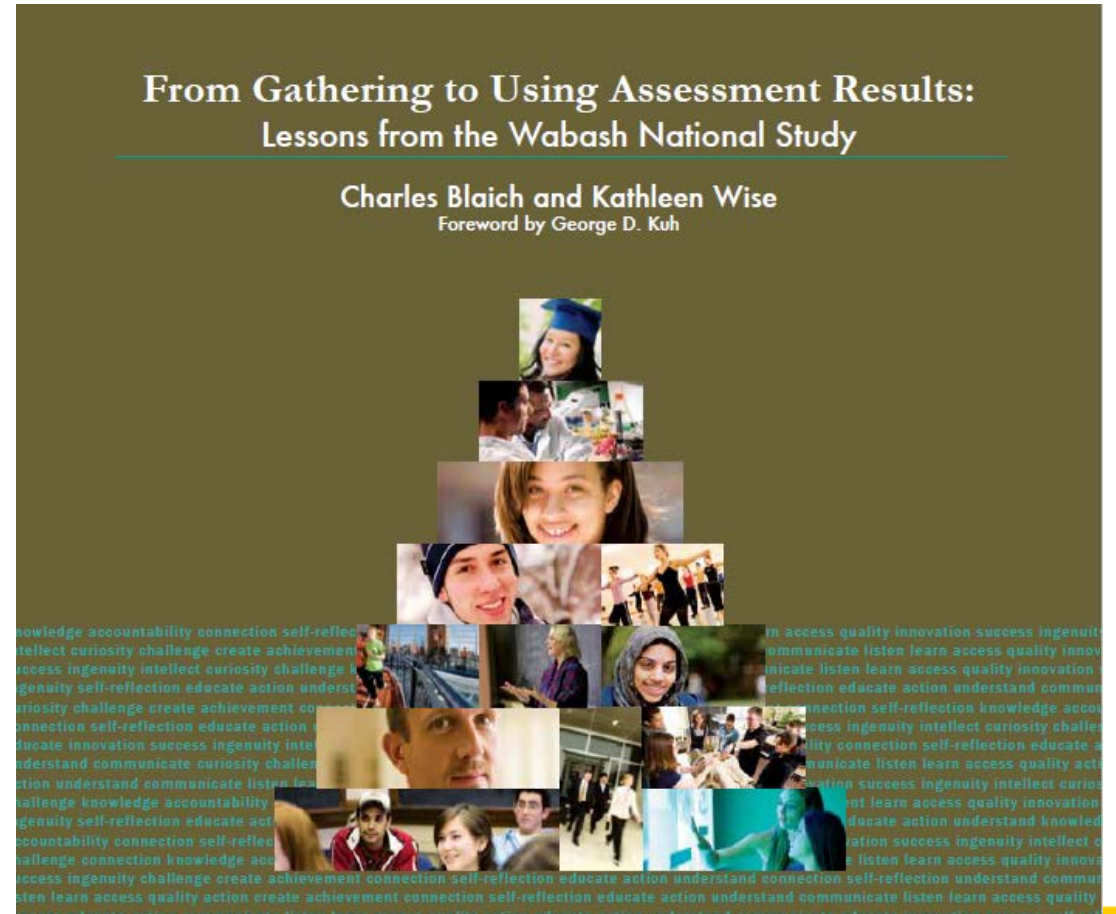
“...evidence from the [Wabash] study was having little impact...40% of the institutions have yet to communicate findings...and only about a quarter have engaged in any active response to the data”



They conclude...

“Most institutions have routinized data collection, but they have little experience in reviewing and making sense of data.” (p. 12)

“the current state of affairs in our departments, curricular structures, and programs is usually a compromise carefully negotiated among numerous parties over the course of years. Unless the findings are truly devastating, assessment data has little impact on this tightly constrained arrangement.” (p. 12)



What can be done?

1. Wait for devastating results before acting
2. Compel action through requirements that assessment results be “used”
3. Have forceful leaders who can push through changes
4. Join a heavy metal band to work off your frustration



What can be done?

1. Wait for devastating results before acting
2. Compel action through requirements that assessment results be “used”
3. Have forceful leaders who can push through changes
4. Join a heavy metal band to work off your frustration
5. **Work to systematize improvement so it becomes a way of life for your organization**

How systematic is your institution's improvement efforts?

Haphazard

- Focus is on putting out fires (make an improvement after there is a dramatic failure)
- Improvements are rarely shared across the organization
- Disagreement over what success looks like
- Data are used, but they are unclear, not widely shared, or hard to find
- Hard to know if things are getting better

Systematic

- Focus is on systematically preventing fires (identifying places where fires are likely start and then building structures and processes to prevent them)
- Improvements are shared through organizational learning
- Shared vision for what success looks like
- Focus is on specific, measurable, and widely-reported results
- It is obvious from our results if we are “winning” or “losing”

Breakout: How systematic is your institution's improvement efforts?

1. Brief introductions
2. Share where your institution is on the extent to which improvement is haphazard – systematic
3. When you come back, you will have to pick one or the other, and justify your response
4. What stands in the way of improvement becoming more systematic at your institution?

Haphazard

- Focus is on putting out fires (make an improvement after there is a dramatic failure)
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- Disagreement over what success looks like
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One strategy for improvement:
Use a formal improvement
activity

Focused Improvement Events

Focused Improvement Event

- One systematic strategy for engaging a group in an intentional improvement event
- The model used in the College of Education is based on “Rapid Improvement Events” implemented by Mary Greeley Medical Center, Ames Iowa (2019 National Baldrige Award Recipient)
- Best suited for use with a process (such as admission, enrollment, etc.) rather than a specific learning outcome (such as “civic engagement,”) but perhaps elements of this could be adapted?

Format

- Two-day intensive retreat (4 – 6 hours each day)
- Series of activities designed to identify opportunities for improvement and create action plans for implementing those improvements

Preparation

- Define the scope
 - Create objectives
 - Determine the team members
 - Work with appropriate leadership
 - Collect background / supporting information
-
- Example issue: How do students experience the process from the point where they think they might want to be a teacher to the point where they are enrolled in the program?

Rapid Improvement Event Charter

<Event Title>

<Event Dates>

Project Information	Project Purpose and Goals																													
Leadership Executive Sponsor: Facilitator: Process Owner:	Business Case	Desired Background Information Safety - Quality - Delivery - Cost - General -																												
Team Members •	Objectives •																													
Process Scope Start: Stop: <u>In Scope:</u> From interest in teaching to the start of the first semester. <u>Out of Scope:</u>	Special Considerations	<table border="1"> <thead> <tr> <th colspan="4">Key Performance Indicators (finalized during project)</th> </tr> <tr> <th>Metric</th> <th>Baseline</th> <th>Goal</th> <th>Units</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table>	Key Performance Indicators (finalized during project)				Metric	Baseline	Goal	Units																				
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Metric	Baseline	Goal	Units																											
Follow-up Actions																														

Day 1: Goal is to understand

Agenda:

1. Agree upon purpose statement and scope with group

Focused Improvement Event

Purpose Statement

November 26, 2019

Goal: Develop a short and clear statement that identifies what we want to accomplish as a group.

Instructions: Write comments on the draft process scope, objectives, and vision below. Be prepared to share your comments with the group.

Process Scope

Start: Interest in pursuing teaching licensure in elementary education.

Stop: Program admission

In Scope: Website, advising, process elements, follow-up activities, communication of admission requirements, application process. Includes students who are already enrolled at the University of Iowa, those enrolled at other institutions, and those who are not yet admitted (prospective students). Includes only the Elementary Education program.

Out of Scope: Admission requirements, enrollment numbers, graduate programs, secondary education programs.

Objectives

- Identify the pathways for students to pursue an interest in education and define how those pathways are communicated to all students who have an interest in education.
- Examine the application process (from expression of interest to application) for gaps, issues, and unnecessary complications. Identify how students request and receive support during this process.
- Create an assessment process to inform ongoing improvement of these processes in the future.

Vision

All students with an interest in the Elementary Education program at the University of Iowa will:

- Be able to describe the admission requirements and application process.
- Receive the assistance they need to complete their application.
- Move smoothly from program interest to completed, high-quality application.
- 95% will be satisfied or very satisfied with the initial application process (current results were 90.5%).

Day 1: Goal is to understand

Agenda:

1. Agree upon purpose statement and scope with group
2. Review current data on the status of the issue (such as survey responses, recent assessment data, etc.)
3. Observe the process from the student's perspective
4. Map out the process, step-by-step

Sample “current status” map

Group	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7
Direct Admits	Apply to University of Iowa, mark Elementary Education Interest, submit GPA and ACT score	College receives weekly list of eligible education interest students	University sends some kind of notification?	Student takes Praxis Core and meets score, completes pre-admission field experience, and Tk20 link (communicated in first semester, but not fully admitted until those two pieces completed) – cannot take restricted courses until these elements submitted. Required by January 31; no recommendation letters, no essay	Get a letter from College certifying everything completed, can then get fall courses enrolled.		
Current high school students (non-direct admit)	Apply to University of Iowa, mark Elementary Education interest	Proceed through orientation, get setup for general education coursework	Submit elementary TEP application (minimum 30 hours completed at time of application) in fall of sophomore year to begin program in spring of sophomore year (Praxis, essay, recommendation letters, 10-hours, resume, transcripts (on MAUI for most)) Tk20 application	Faculty review of application	Email with application decision	Background check for those accepted	If not admitted, directed to faculty coordinator for follow-up (additional follow-up requirements, individualized based on the student, e.g. grades essay, recommendation letter, complete a specific course)
Current UI undergrads (non-declared education)	Decide to apply to elementary education	Submit elementary TEP application	Faculty review of application	Email with application decision	Background check for those accepted	If not admitted, directed to faculty coordinator for	

Day 2: Identify and Prioritize Improvement Opportunities, then develop Action Plans

1. Use the current state maps to detail out each step and identify potential improvements

Focused Improvement Event

Current State Map

December 16, 2019

Instructions: Complete the table below for each group. For the details, identify the specific steps or actions that must be completed. E.g., “Apply to the University of Iowa” might include sending official transcripts, paying a fee, completing an online application, and so on. As your group is describing the details, you may also note possible opportunities for improvement.

Group	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7
Direct Admits	Apply to University of Iowa, mark Elementary Education Interest, submit GPA and ACT score	College receives weekly list of eligible education interest students	University sends some kind of notification ?	Student takes Praxis Core and meets score, completes pre-admission field experience, and Tk20 link (communicated in first semester, but not fully admitted until those two pieces completed) – cannot take restricted courses until these elements submitted. Required by January 31; no recommendation letters, no essay	Get a letter from College certifying everything completed, can then get fall courses enrolled.		
Detailed steps:							
Potential opportunities for improvement:							

Day 2: Identify and Prioritize Improvement Opportunities, then develop Action Plans

1. Use the current state maps to detail out each step and identify potential improvements
2. Identify priority improvements

Probability of Success	High	Potential, especially if combined with other relevant projects; otherwise run the risk of "No Big Deal" syndrome	Top Candidates
	Low	Avoid	Caution! Run the risk of losing enthusiasm due to lack of timely, tangible results
		Low	High
		Impact	



Mary Greeley
MEDICAL CENTER

IOWA

Day 2: Identify and Prioritize Improvement Opportunities, then develop Action Plans

1. Use the current state maps to detail out each step and identify potential improvements
2. Identify priority improvements
3. Develop action plans – or identify the follow-up steps (if the improvement is owned by someone not in the group)



Innovative, Systematic Plan for Improvement Report (INSPIRE)

Project Participants:

Topic	Planned Action	Follow-up #1 (Date:)	Follow-up #2 (Date:)
Item or area of focus and brief reason for its selection:	We will:	The progress we've made so far:	The progress we've made so far:
	Success looks like:		
	We need to involve the following people:	This is what we need to do next:	This is what we need to do next:
	We should see progress by this date:		
	Follow-up will occur on these dates:		

Action Plans

- Improve connection with community colleges
- Training for academic advisors across institution
- Improve website
- Reframe program admission process to include the steps within the “so you think you want to be a teacher” course

Follow-up

- Plan a meeting with the group 4-6 weeks after the event
- Are action plans being implemented?
- What else might be considered for action in this area?
- Share results and progress across the organization

Summary

- Focused improvement events as a strategy for jump-starting improvement
- In contrast to a lifetime appointment to a “task force” that spends semester after semester endlessly collecting and reviewing data

Breakout Activity

- Open the folder here: <https://inspirecoe.com/AALHE2020>
- Download the materials to your own computer (if you edit them online, everyone will receive your changes)
- If you were to implement a rapid improvement event, what process would you choose first?
- What are the in-scope and out-of-scope elements?
- Who should be involved in this event?
- What data would you need to collect to understand the experience from students' (or other stakeholders') perspectives?
- How would acting on this process improve your institution?

Would you rather...

- Be an average person in the present or a king of a large country 2500 years ago?

Would you rather...

- Have an easy job working for someone else or work for yourself but work incredibly hard?

Another strategy for improvement:
Select and systematically use an
organizational improvement model

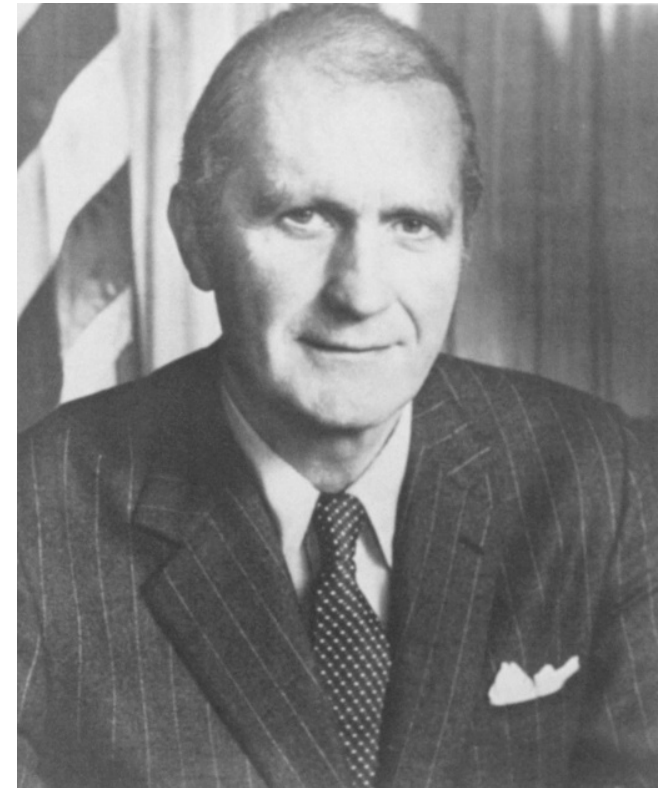
Why use an organizational improvement model?

- We teach our students to do this in their work
- We do this in our research (theory building and using theory to inform research)
- It guides and organizes improvement efforts
- Provides a frame of reference and supports development of a common language

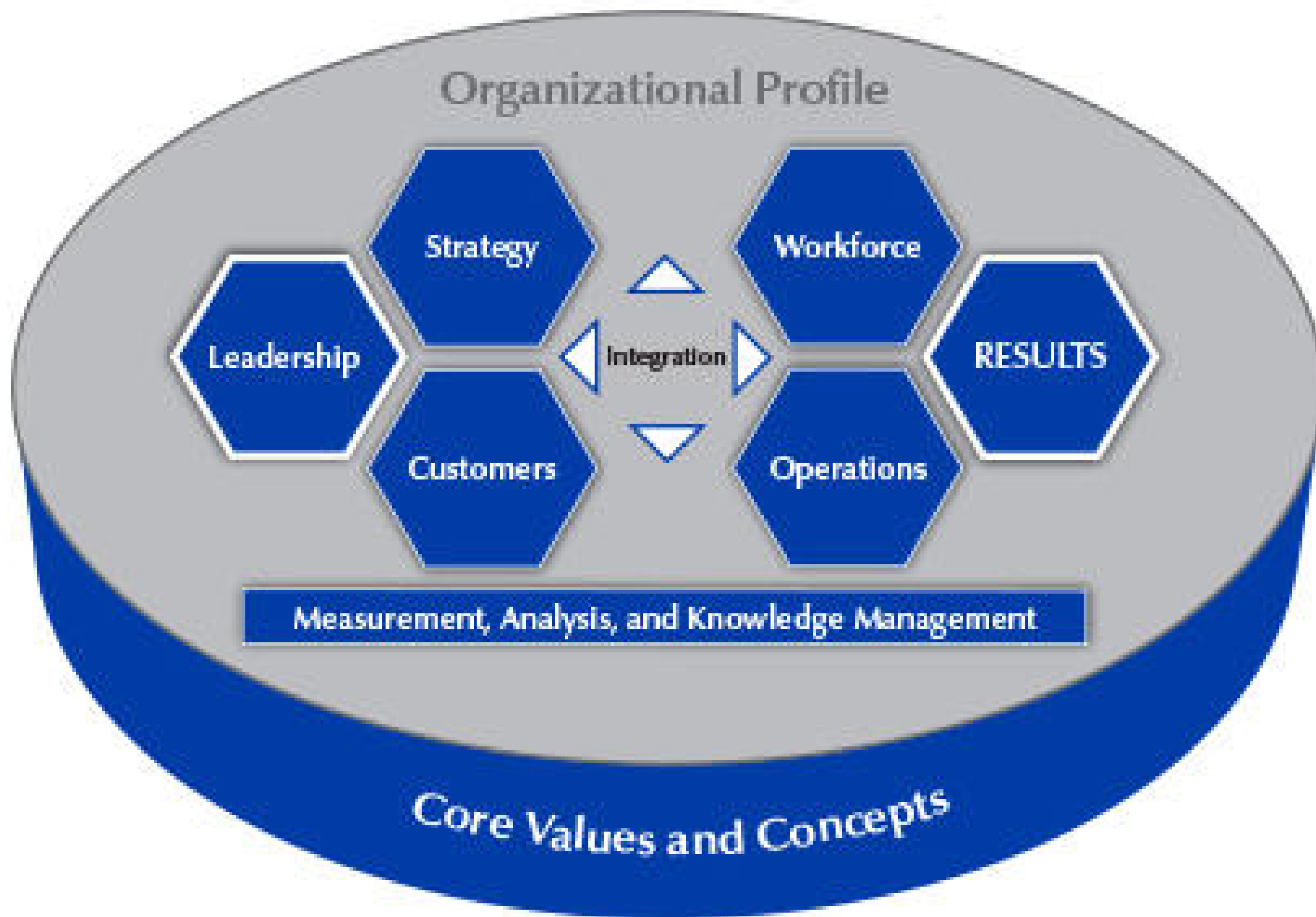
The Baldrige Framework

Malcom Baldrige, Jr.

- Born in Omaha, NE
- Yale graduate
- Manufacturing career, known for transforming the performance of a diverse manufacturing industry
- U.S. Secretary of Commerce, 1981-1987
- Rodeo Hall of Fame member



Malcom Baldrige, Photo by National Oceanic and Atmospheric Administration



Process

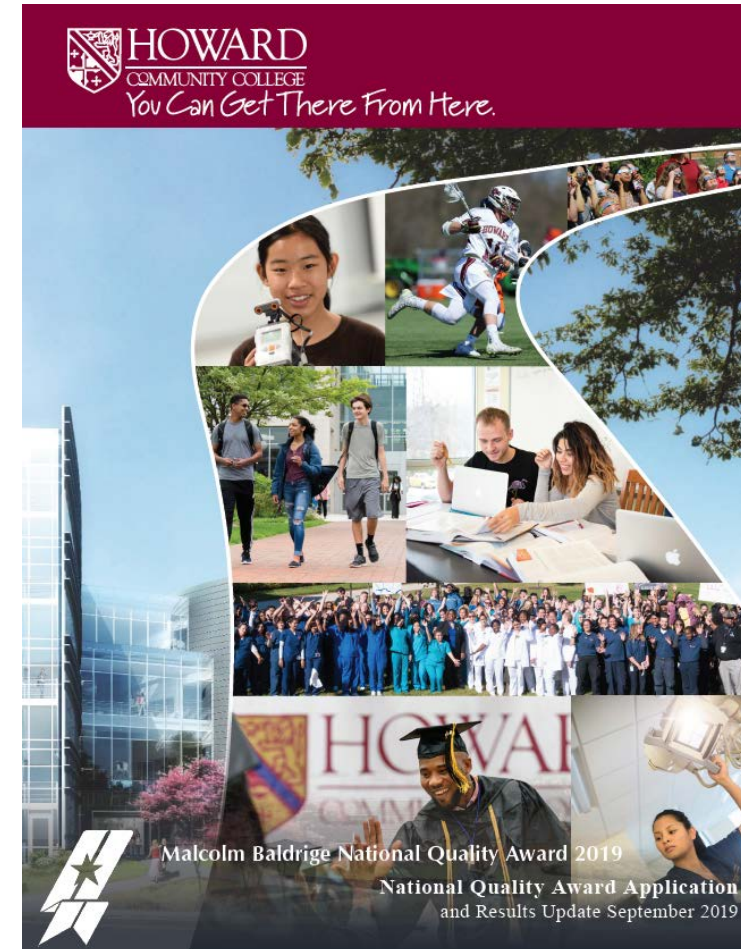
- Participating organizations – businesses, non-profits, education organizations, health care organizations – submit a self-study that describes performance in each of the seven criteria
- The self-study is reviewed by examiners with training in the criteria
- Site visit from examiners to confirm findings from the self-study
- Examiners provide extensive feedback on strengths and opportunities for improving the organization
- (Organizations also receive a ‘score’ that can be used to provide recognition and awards for performance)

Baldrige model in-depth

With examples from Howard Community College

Howard Community College

- National Baldrige Quality Award recipient for 2019
- 29,894 students
- Columbia, Maryland and two satellite campuses
- Download their full report here:
<https://www.howardcc.edu/about-us/baldrige/>



Mission, Vision, Values

- At the core of the Baldrige model
- Why does your organization exist?
- What do you seek to achieve?

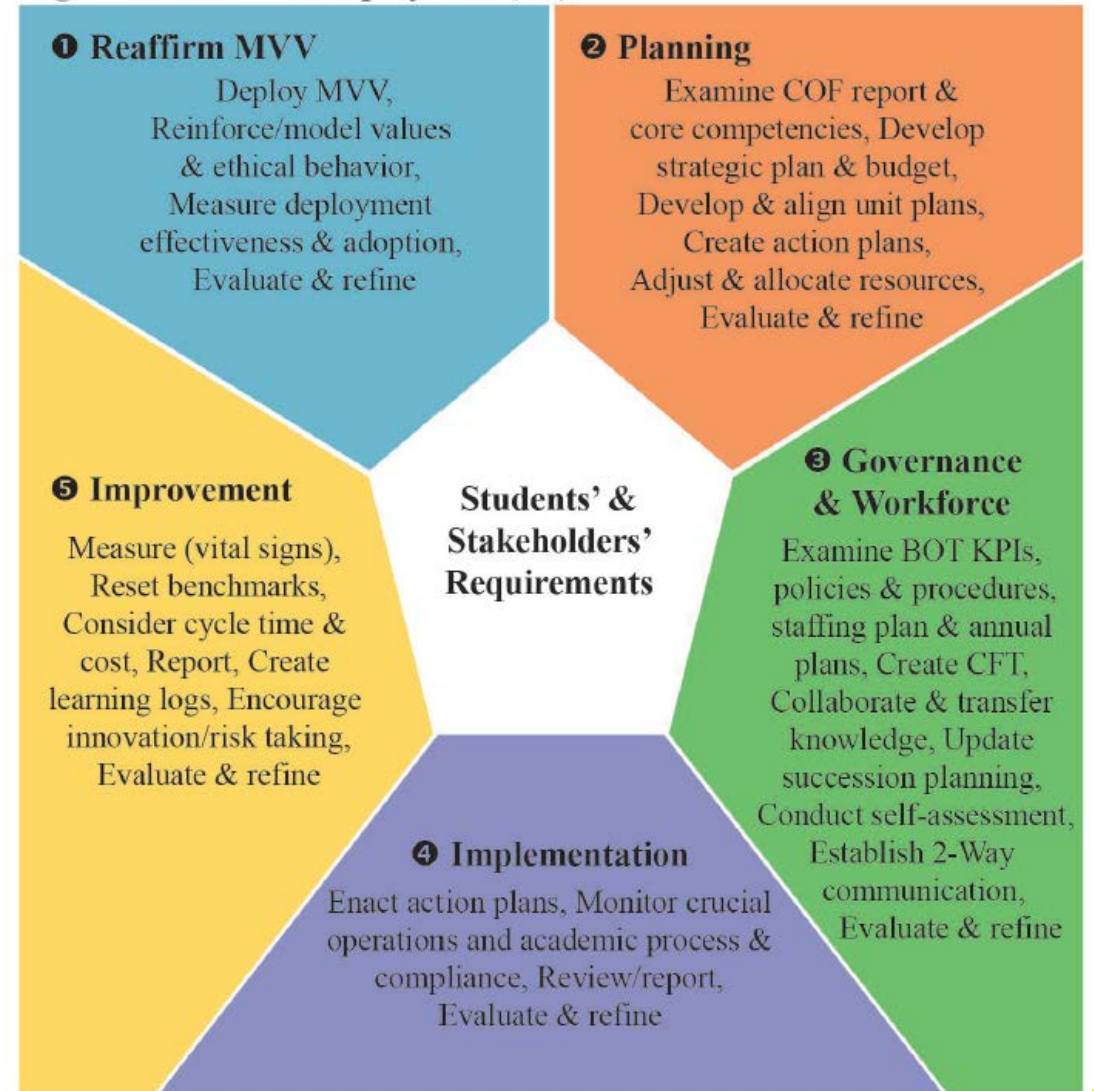
Howard Community College

- Mission: Providing pathways to success
- Vision: HCC is a place to discover greatness in yourself and others
- Values: Innovation, Nurturing, Sustainability, Partnership, Integrity, Respect, Excellence, and Service

1. Leadership

- How do your senior leaders lead the organization?
- How do you govern your organization and make societal contributions?

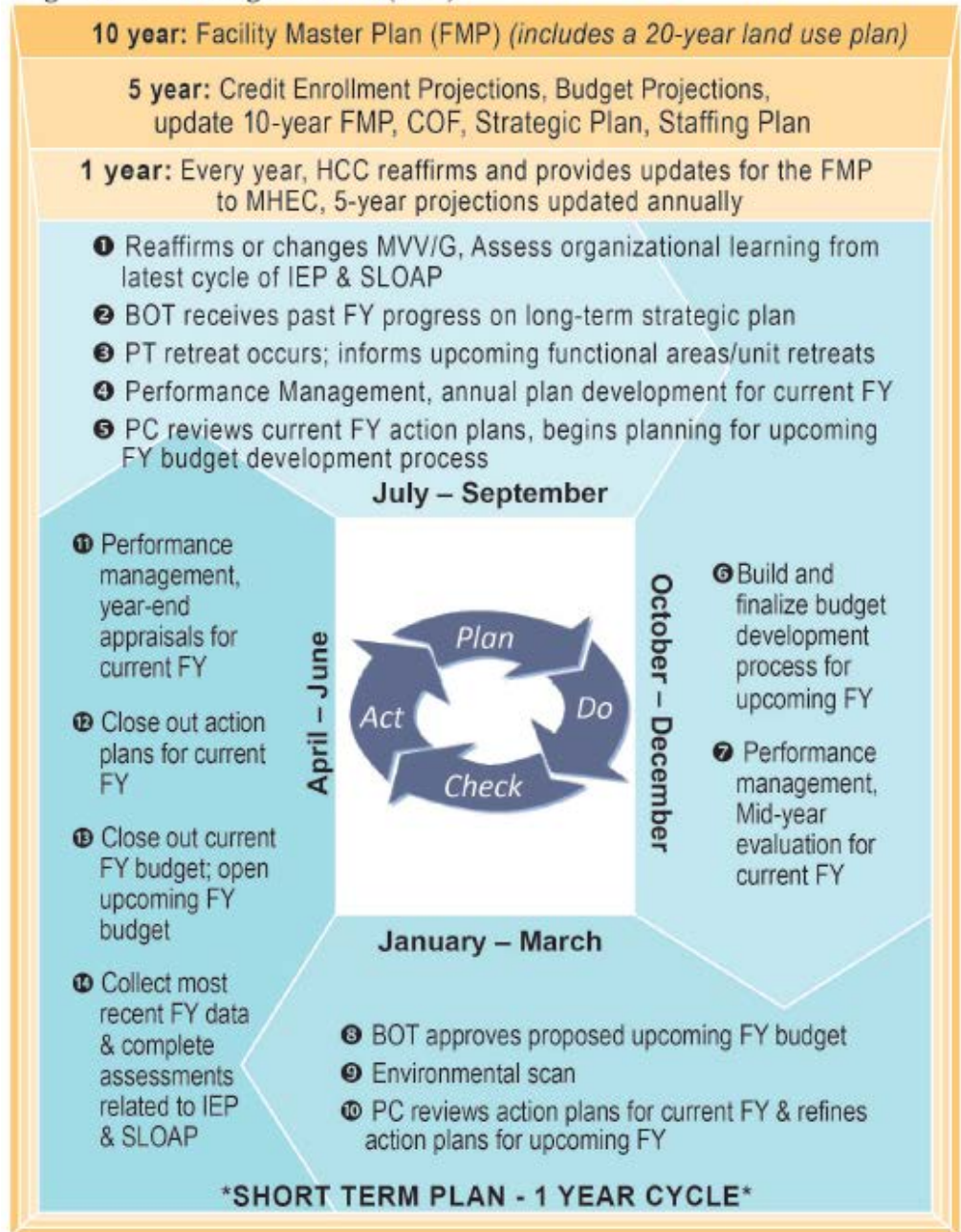
Figure 1.1-1 Leadership System (LS)



2. Strategy

- How do you develop your strategy?
- How do you implement your strategy?

Figure 2.1-1 Strategic Process (STP)



3. Customers

- How do you listen to your students and other customers, and design programs and services to meet their needs?
- How do you build relationships with students and other customers and determine satisfaction and engagement?

Figure 3.1-1 Voice of the Customer (VOC) Methods

Customers	Approach and Frequency	Listening Mode
Credit Students	Primary	
	YESS survey (annual) (Figs. 7.1-10, 13, 7.2-1,6,9)	In-class survey
	CCSSE (biannual) (Figs. 7.2-2,3,4,11)	In-class survey
	End-of-course evaluation (semester)	In-class and online survey
	IDEA evaluations (semester) (Fig. 7.2-5)	In-class and online survey
	Presidential Dialogues (3-4 per semester)	In-person discussions
	Augmented President's Team (monthly)	In person and minutes via email
	Comment Cards (weekly) (Fig. 7.2-7)	Online or paper forms; comments via social media
	Accreditation process and feedback (annually)	Internal evaluation, review by external examiners
	Secondary	
Noncredit Students	Information sessions at high schools	In-person visits to high schools
	Student cohort groups (PRIDE, Ambiciones, Freshman Focus, etc.)	Face-to-face, seminars
	Social media (continuous)	Monitoring and referral, if needed
	Primary	
	Advisory Boards (annual)	Meetings, minutes
HCC Workforce	End-of-course evaluations (semester)	In-class and online surveys
	End-of-course customer contract review (semester)	Website, in-class and online surveys
	Secondary	
	Kids on Campus (semester)	Website, surveys, events
	Social media (continuous)	Monitoring and referral, if needed
Community /Businesses	Primary	
	Convocation (semester)	Face-to-face and web streamed
	Constituency groups and CFTs (semester)	Face-to-face
	Comment cards (weekly)	Online or paper forms; comments via social media
	QUEST (annual) (Figs. 7.3-6,7,9-14, 18, 19)	
	Primary	
	Commission on the Future (every five years)	Meetings, in-person discussions, convocation, report published on website
	Environmental scans	Presented at PC, meetings
	Advisory groups (quarterly) (Technology and Academics)	Meetings
	Secondary	
	Alumni surveys (annually)	Online surveys, focus groups
	Employment research (Fig. 7.1-21, 7.2-2)	Surveys, focus groups

4. Measurement, Analysis, and Knowledge Management

- How do you measure, analyze, and then improve organizational performance? How do you manage your information and your organizational knowledge assets?

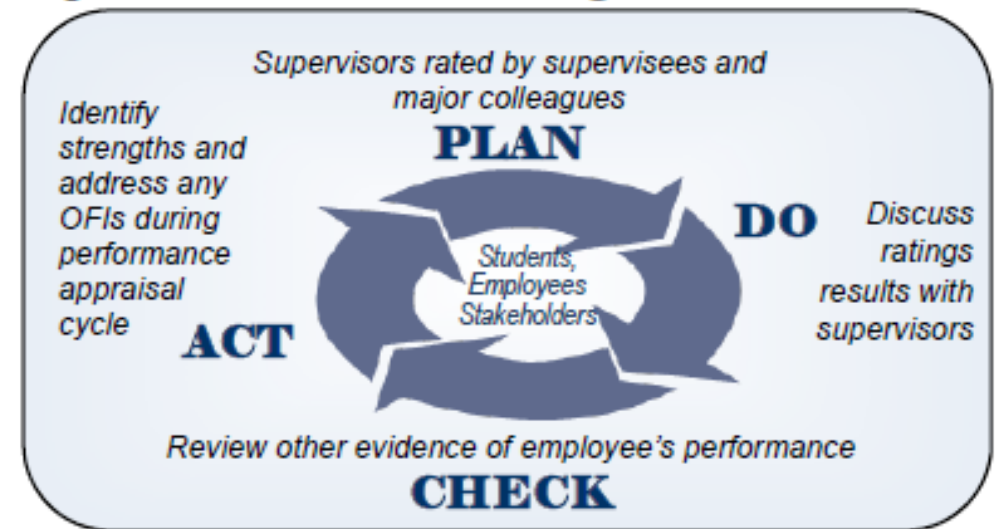
Figure 4.1-1 Board of Trustees Key Performance Indicators

Ends	Key Performance Indicators	Figure
Strategic Planning	MHEC (Indicators mandated by State of Maryland-reported annually) – Annual unduplicated headcount enrollment; market share segments and high school enrollment Baldrige score HCC – Selected internal survey questions such as satisfaction with strategic planning process	7.5-1,10,16
Student and Stakeholder (Customer) Focus	IDEA student evaluation of instruction-course level; HCC comment cards HCC YESS survey satisfaction with instruction, CCSSE MHEC – Graduate satisfaction; employer satisfaction, wage growth Baldrige score	7.2-3-8
Measurement, Analysis, and Knowledge Management	MHEC successful-persister rate after four years; graduation-transfer rate after four years; performance at transfer institutions; graduation-transfer rate after four years Baldrige score	7.1-5-8
Workforce Focus	HCC – Job satisfaction annual workforce report; QUEST survey questions such as “opportunity for job training; safe workplace; employee appraisal process,” etc. MHEC – Percent minorities of full-time faculty and full-time administrative/ professional staff Baldrige score	7.3-3, 7.3-6-16
Operations Focus	HCC – Update on learning outcomes assessment projects; licensure exam passing rate nursing, paramedic, and cardiovascular technology MHEC–associate degrees and credit certificates awarded Baldrige score	(AoS) 7.1-1,16 7.5-6-9
Leadership	HCC QUEST survey ratings of board, president, and vice presidents and other selected internal QUEST survey questions MHEC – Tuition and fees as a percentage of tuition and fees at Maryland public four-year institutions; percentage of expenditures on instruction, academic support, student services, and other educational expenses Baldrige score	7.4-1 7.5-2,7,8

5. Workforce

- How do you build an effective and supportive workforce environment?
- How do you engage your workforce to achieve a high-performance work environment?

Figure 5.2-1 360° Review Process ①



6. Operations

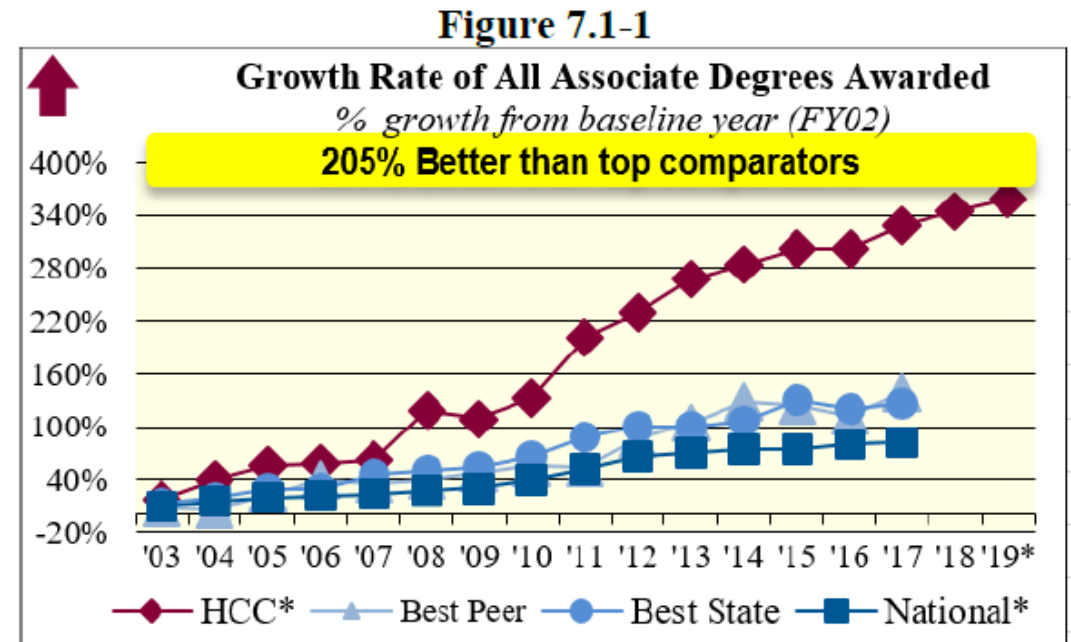
- How do you design, manage, and improve your key educational programs and services and your work processes?
- How do you ensure effective management of your operations?

Figure 6.1-1 Key Work Processes and Support Systems for Student Completion

Work Processes with Schedule for Review	Key Requirements	Improvement and Learning Opportunities	Performance Measures with examples of In-Process Measures	Measurement Tools	Results
Work System: Enrollment					
Enrollment Management (VPSS) EMGT-CFT- reviews process annually	Academic programs; Convenient registration; Understand financial aid; Meet enrollment projections	Developed student portal, online appointments and orientation. Refined fundraisers.	Enrollment reports (annual, semester, and daily) Track daily: Customer service response time, Number of financial aid packages filed. Every semester-Financial Aid SAP measures; Website, social media, and advertising analytics.	HCC InfoView Reports; CCSSE; YESS; QUEST; Grants and Scholarships	AoS 7.1-22,23 7.2 (all) 7.4-10 7.5-4,10-14
Work System: Student Success					
Curriculum Management (VPAA) VPAA Staff and Curriculum Council review process annually	Meet MHEC & all accreditation, transfer standards; meet student needs- varying formats Employ qualified instructors	Developed UG research opportunities and Smart catalogue system. Expanded study abroad, E-Learning, and service learning opportunities.	Daily: Seat/space utilization studies; Waitlist management Every semester: Program assessment; General Education assessment; Area vital signs	HCC InfoView Reports; QUEST; IDEA;YESS	AoS 7.1.- 3,10,11
Student Services Management (VPSS) VPSS Staff - reviews process annually	Support learning communities (Rouse Scholars, Silas Craft, Step Up, PRIDE, Ambiciones); Meet ADA targets	Integrated Career Coach App w/website. Automated counseling appointments and designed guided pathways (with VPAA).	Every semester Course success rates after tutoring, learning communities; Internship/Externship rates; Counseling assistance data; Academic standing	HCC InfoView; YESS CCSSE	AoS 7.1-3,10, 7.2 (all)
Transfer and Completion Management (VPAA & VPSS) PT/College Completion CFT - reviews process annually	Exceed student completion and transfer goals; Wrap-around services; Articulation agreements	Helped to improved Articulation System of Maryland. Initiated Early alert system, reverse transfer and intrusive advising. Streamlined scholarships and aid.	Daily FAFSA awards; Every semester Retention, graduation and transfer rates; Articulation agreements; Students in good standing; Occasionally (due to \$): Earnings after graduation	HCC InfoView; NSC; YESS; Degree Audit; Jacob France Institute/ Equifax Wage Study	AoS 7.1-6; 7.1-7a-c, 7.1-8, 10,12, 21
Work System: Operational Support					
Assessment Management (President/VPIT) PT/PROD Staff	Meet academic and regulatory requirements; Convenient/ authentic	Standardized all faculty and staff design/delivery/ analysis of assessment projects	Every semester: Course outcomes; unit and SS program reviews; MAPS;IEP (General Ed goals, SLOAP course program	HCC InfoView; QUEST; IDEA;YESS; KPIs, Vital Signs	AoS 7.1-1,16 7.4 (all)

7. Results

- What are your student learning and process effectiveness results?
- What are your customer-focused performance results?
- What are your workforce-focused performance results?
- What are your senior leadership and governance results?
- What are your results for financial viability and strategy implementation?



Results matter

- Even when improvement is the goal, success matters
- If we need to enroll 1,000 students to make our institution financially viable...
...improving from 100 enrolled to 999 enrolled is impressive and a good achievement...
...but the institution still closes.

You might be wondering...

- Don't we already do this through accreditation?
- What makes the Baldrige model special?
- I have received these questions as well in my College!

Don't we already do this through accreditation?

- Accreditors give more attention to improvement than ever before
- But their focus is still primarily compliance, and faculty and staff often view the work of accreditation as complying with requirements rather than as taking action to improve

Consider restaurant health inspections...

Many restaurants pass health inspections with flying colors, but go out of business because their food, based on one review, was: “horrible...from the can...no kidding”

Simply maintaining your institutional or programmatic accreditation is no guarantee you are providing a high-quality experience!



What makes the Baldrige model special?

- Nothing, really
- Comprehensive and integrated look at your organization
- **It doesn't matter** if your assessment system is superb if the other components of the organization (1-3 and 5-7) are not integrated and working together
- Pick an improvement model that works for you
- What matters most is your willingness to stick with it and the discipline to follow it year-after-year
- Systematic use across the organization – using a model in “pockets” limits the ability to systematically improve
- It works for us and had provided us new insights into the College

What has been most helpful to us?

- Better understanding of who our customers are
- Opportunity to identify processes in the College
- Systems perspective
- Focus on results
- Closely aligning our results and processes with our mission, vision, and values
- Formative feedback from examiners
- Learning from other organizations on similar journeys

For example:

- We have ~~9~~ 11 various advisory / governance boards
 - Executive council
 - Administrative council
 - Faculty advisory council
 - Staff council
 - Diversity committee
 -
- Why do we have them?
- What do they do?
- Who do they serve?
- Where do they report?
- Are they helping us achieve our mission?

Executive Council

Strategic Com-
munications

Administrative
Council

Faculty Advisory

Staff Council

Diversity
Committee

Advisory Board

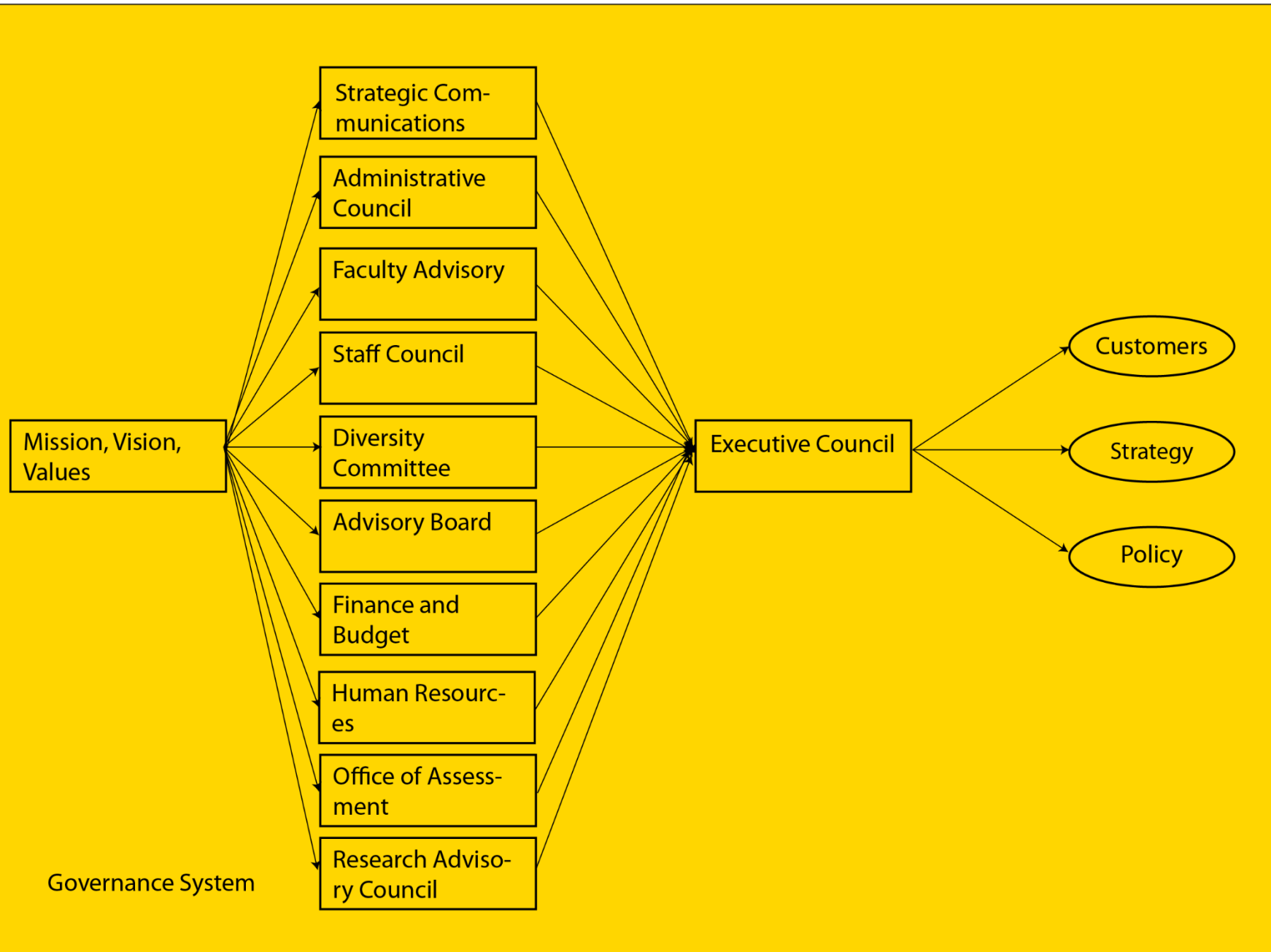
Finance and
Budget

Human Resourc-
es

Office of Assess-
ment

Research Adviso-
ry Council

???



Using the Baldrige model helped us:

- Reframe the role of these 11 boards
- Instead of wasting people's time, this work has helped us know how to use them as part of our efforts to:
 - Understand our workforce
 - Understand our customers
 - To develop effective strategy to achieve our mission
- Help these 11 boards understand their role and how they work together as part of the organization

Using the Baldrige model helped us:

- Have a common language around improvement
- Connect our mission, vision, and values directly to our processes and to our results
- Systematically work on improvement every year
- Get feedback on aspects of our performance that don't normally get much attention (but are very important)
- Take focused action

Breakout discussion

- Introductions (will likely be in a different group)
- Does your institution use a formal improvement model? If so, what model?
- How might the use of a formal improvement model support improvement efforts?
- What barriers have you experienced in pursuing improvement?
- What are your key takeaways from this session today?

Lessons Learned during the Transition to using the Baldrige Framework for Improvement

Build momentum by tapping into intrinsic motivation

- Intrinsic motivation to know, to achieve, and to experience stimulation (Vallerand, Pelletier, Blais, Briere, Senecal, and Vallieres (1992))

Implications:

- Flexibility to engage in improvement in different ways
- Make the improvement experience interesting and engaging
- Seek to understand why faculty / staff work in higher education – highlight how this work will support students
- Hire staff / faculty who believe in continuous improvement
- Rewards (such as recognition, payment, promotion) should not be ignored, of course, especially when getting started

Expect pushback at first

- “We already do this”
- “Things are about as good as they can be already”
- “We really don’t have any more capacity to take on anything else right now”
- “Go away”

Take small steps and bring others along with you on the journey

- “Change moves at the speed of trust” –Credited to Stephen Covey
- The improvement journey is a marathon, not a sprint
 - Using systematic improvement events can help you sprint a bit now and then along the way

It's not about assessing everything

- Simple is often better
- Assess the things that are the most important to your organization – what is your organization's mission? Why does your organization exist?

It's not another accreditation

- “We only need to make it look like we have a strategic plan.”
- Do whatever you need to do to maintain your accreditation
- Accreditation's main motivator is a stick
- The motivation to continuously improve needs to come from elsewhere

Improving is hard work

- If it wasn't hard work, everyone would do it
- It's less hard work when it becomes a habit

The changing role of the assessment professional

- Hospitals, corporations, manufacturers...all have long had “quality improvement” offices
- Assessment professionals are positioned to expand the scope of their work in ways that will benefit their institutions more broadly
- In an era of declining resources, demonstrating your value to your institution is increasingly important

Take it Home

If we believe assessment is about improvement, then we need to get serious about pursuing improvement!



https://youtu.be/ATF2Gp_m12E

Thank you

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