Integrating Quality Improvement with Strategic Planning, Performance Measurement, Accountability, and Accreditation

Arno, Bill and Jim

California State University, Chico
Quality Improvement in the California State University
Mission of Quality Improvement in the California State University

Quality Improvement promotes continuous quality and productivity improvement in the California State University through support for:

- Systematic identification and transfer of best practices
- Quality enhancement strategies and frameworks
- Assessment of customer needs and satisfaction
- Process measurement and evaluation tools
- Outcomes assessment and performance measures
- Campus and/or system-wide collaboration

http://www.calstate.edu/QI/
The Evolution of Quality Improvement in the California State University

QI Tools
- Process Mapping
- Benchmarking
- Satisfaction Surveys
- Performance Measurement
- Best Practices
- Change Management

QI Frameworks
- Balanced Scorecard
- Malcolm Baldrige Focused Quality Management

QI Next Steps
- Strategic Alignment
- Automation

Today Decides Tomorrow
The Integrating Framework

Mission
Why We Exist

Core Values
What We Believe In

Vision
What We Want to Be

Strategic Priorities
Our Game Plan

Strategic University Management System (SUMS)
Implementation and Measurement

CSU Accountability Process
Inform Public of Performance; Commit to Progress

AACSB Accreditation
Promoting Continuous Quality Improvement in Mgt Ed

Cornerstones
The Systemwide Planning Framework

WASC Accreditation
Institutional Capacity and Educational Effectiveness
The Integrating Framework

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Institutional Capacity and Educational Effectiveness
1. Believing in the primacy of student learning, we will continue to develop high quality learning environments both in and outside of the classroom.
The CSUC Strategic Priorities (2)

2. Believing in the importance of faculty and staff, and their role in student success, we will continue to invest in faculty and staff development.
The CSUC Strategic Priorities (3)

3. Believing in the value of the wise use of new technologies in learning and teaching, we will continue to provide the technology, the related training, and the support needed to create high quality learning environments both in and outside of the classroom.
The CSUC Strategic Priorities (4)

4. Believing in the value of service to others, we will continue to serve the educational, cultural, and economic needs of Northern California.
5. Believing that we are accountable to the people of the State of California, we will continue to diversify our sources of revenue and strategically manage the resources entrusted to us.
Strategic University Management System

Role of SUMS (1)

Execution at all levels consistent with strategic priorities

Concrete initiatives to operationalize the university's strategic priorities
Strategic University Management System
SUMS – PBViews (2)

“With PBViews, organizations can balance all key-performance areas, bringing objectives into focus in an easy-to-use system.”

Mark Graham Brown, “Winning Score: How to Design and Implement Organizational Scorecards.”
PBVIEWS lets you view information in a range of practical formats by creating reports and publishing Briefing Books to share your findings with others.
Strategic University Management System

Why

CHI - CSU ACCOUNTABILITY GOALS Library
SUMMARY OF CSU, CHICO'S PERFORMANCE IN THE CSU ACCOUNTABILITY GOALS

- Category Leader
- Expert Implementation Support
- Flexible to the Evolving CSUC Need
- Implementation at 14 CSU Campuses

CHI - CSU ACCOUNTABILITY REPORT
SUMMARY OF PERFORMANCE IN THE 14 CSU ACCOUNTABILITY AREAS
Strategic University Management System in the CSU

- Bakersfield
- Chico
- Fullerton
- Hayward
- Long Beach
- Monterey Bay
- Northridge
- Pomona
- San Bernardino
- San Jose
- San Luis Obispo
- San Marcos
- Sonoma
- Stanislaus
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Institutional Capacity and Educational Effectiveness
Cornerstones
Choosing our Future: Policy Goals

A. Educational Results
B. Access to Higher Education
C. Financial Stability
D. Accountability

http://www.calstate.edu/Crnerstones/
1. The California State University will award the baccalaureate on the basis of demonstrated learning as determined by our faculty.

2. Students are the focus of our enterprise.

3. Students are expected to be active partners with faculty in the learning process …

4. The California State University will reinvest in its faculty to maintain its primary mission as a teaching-centered comprehensive university. Faculty scholarship, research and creative activity are essential components of that mission.

5. The California State University will meet the need for undergraduate education in California …
6. Graduate Education and Continuing Education are essential components of the mission of the California State University.

7. The State of California must develop a new policy for higher education finance to assure that the goals of the Master Plan are met.

8. The responsibility for enhancing educational excellence, access, diversity and financial stability shall be shared by the State, the California State University System, the campuses, our faculty and staff, and students.

9. The California State University will account for its performance ..... through periodic reports to the public regarding our broader performance.

10. The California State University campuses shall have significant autonomy .....
By its nature, accountability is a public-oriented process that seeks to inform public constituents of the results, values, and quality of the CSU system and its campuses.

Accountability not only informs the public about the performance of the CSU and its campuses, but is also an opportunity to show commitment to continued progress.

The accountability process allows the individual campus to describe (through campus selected performance areas or indicators) how it contributes to the development of its particular students.

The CSU constantly evaluates performance areas and accountability indicators to ensure that they effectively reflect institutional performance.
CSU Accountability Process
Common Institutional Performance Areas

- Quality of Programs
- Access to CSU
- Progression to Degrees
- Graduation
- Areas of Special State Need
- Relation w/ K – 12
- Remediation

- Facilities Utilization
- University Advancement
- Quality of Graduate Programs
- Faculty Scholarship and Creative Achievement
- Contribution to Community and Society
- Institutional Effectiveness
CSU Accountability Process
Institutional Effectiveness (Area 13)

- Effective strategic planning
- A collegiate environment
- Faculty and student participation in shared governance
- Regular surveying of student needs and the effectiveness of student support services
- Regular surveying of faculty and staff needs and the effectiveness of faculty and staff development opportunities and programs
- Data from students on satisfaction with access to learning opportunities
- Quality of academic advising
- Perceived value of CSU education
- Employer feedback on the preparation of graduates’ skills, knowledge and ability to continue to learn
- Organizational units using benchmarking, satisfaction surveys or other evaluative measures to assess performance.
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Institutional Capacity and Educational Effectiveness

Cornerstones
The Systemwide Planning Framework
A shift toward effectiveness and performance indicators beyond inputs and resources as the organizing basis for defining and evaluating quality.

Focus on institutional purposes and results, not on specific structures or methods for their accomplishments.

Promote the development and evaluation by institutions of quantitative and qualitative evidence that is used to improve institutional and educational effectiveness.
WASC Accreditation
Core Commitments

Articulating a collective vision of educational attainment
Organizing for learning
Becoming a learning organization
Core Commitment to Institutional Capacity:

“The institution functions with clear purposes, high levels of institutional integrity, fiscal stability, and organizational structures to fulfill its purposes.”

Core Commitment to Educational Effectiveness

“The Institution evidences clear and appropriate educational objectives and design at the institutional and program level. The institution employs processes of review, including the collection and use of data, that assure delivery of programs and learner accomplishments at a level of performance appropriate for the degree or certificate awarded”
1. Defining Institutional Purposes and Ensuring Educational Objectives
2. Achieving Educational Objectives Through Core Functions
3. Developing and Applying Resources and Organizational Structures to Ensure Sustainability
4. Creating an Organization Committed to Learning and Improvement
Accreditation focuses on the quality of educational activities. Standards set demanding but realistic thresholds, challenge schools to pursue continuous improvement, and guide improvement in educational programs.

Just as managers face rising expectations for their performance and the performance of their organizations, programs in management education also should anticipate rising expectations, even within a given mission.

Accordingly, the accreditation review focuses on the unit’s clear determination of its mission, development of its faculty, planning of its curricula, and delivery of its instruction.
AASCB Accreditation

Proposed Standards (1)

- Mission and Objectives
- Participants: Students and Faculty
  - Student Selection and Development
  - Faculty Planning, Recruitment, Selection, Development, Retention, Renewal, and Qualifications
  - Intellectual Contributions
- Assurance of Learning
  - General Knowledge and Abilities
  - Management-specific Knowledge and Abilities
AASCB Accreditation
Proposed Standards (2)

- Instructional Responsibilities
  - Faculty Instructional Responsibilities
  - Individual Faculty Responsibilities

- Instructional Resources
  - Services for Academic and Career Development
  - Services for Placement
  - Resources for Student Instructional Support
  - Resources to Support Faculty
  - Resources to Support Basic Infrastructure
Integration at CSU, Chico
Structure: Council for Institutional Effectiveness and Accountability

1. Coordinate the design and implementation of institutional effectiveness measurement and accountability management systems that support the CSU, Chico Strategic Plan for the Future.

2. Where appropriate, assemble technical workgroups to identify variables, create data definition and calculation conventions and develop reporting strategies for each of the content areas contained in the CSU, Chico Strategic Plan for the Future and the CSU Accountability Process.

3. Assist in the formulation of the CSU, Chico’s response to the CSU Accountability Process.

4. Champion the integration of all effectiveness measurement systems and management systems in alignment with University vision and mission.
5. Assist in the development of an appropriate information and technology infrastructure for the institutional effectiveness and accountability measurement process.

6. Monitor the reliability and validity of systems and methods of effectiveness and accountability measurement.

7. Promote campuswide understanding, support, and acceptance of the institutional effectiveness and accountability approach.

8. Communicate and report institutional effectiveness and accountability measurement results to facilitate performance improvement.

9. Identify and advocate strategies and tactics that will help ensure CSU, Chico’s accountability in a changing environment.
### Integration at CSU, Chico

**Tool:** CSUC Strategic Plan, CSU Accountability, WASC Matrix

<table>
<thead>
<tr>
<th>CSUC Strategic Plan</th>
<th>CSU Accountability Process</th>
<th>WASC Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.0 Believing in the primacy of student learning, we will continue to develop high quality learning environments both inside and outside the classroom</td>
<td>1.0 Quality of Baccalaureate Degree Programs</td>
<td>1.2 Defining Institutional Purposes and Educational Objectives: Educational Objectives, Indicators, and Evidence</td>
</tr>
<tr>
<td></td>
<td>10.0 Quality of Graduate and Post-Baccalaureate Degree Programs</td>
<td>2.1 – 2.7 Achieving Educational Objectives Through Core Functions: Teaching and Learning</td>
</tr>
<tr>
<td></td>
<td>2.0 Access to the CSU</td>
<td>etc.</td>
</tr>
<tr>
<td></td>
<td>etc.</td>
<td>etc.</td>
</tr>
</tbody>
</table>

(See handout A)
# Integration at CSU, Chico

**Tool: WASC Matrix**

<table>
<thead>
<tr>
<th>WASC Criterion</th>
<th>Indicator(s)</th>
<th>Keeper</th>
<th>SP - AP</th>
</tr>
</thead>
</table>
| 1.0 Evidence conceptualized at the Standard level | 1. CSU Cornerstones  
2. CSUC Vision Statement  
3. CSUC Mission Statement  
4. CSUC Strategic Priorities  
5. AA Annual Action Plan  
6. BF Annual Action Plan  
7. UASA Annual Action Plan  
                             etc.  
                             (See handout B) | 1. Office of the President  
2. Office of the VPPA | SP: 1-5  
                             AP: 13 |
### Integration at CSU, Chico

**Tool: SUMS Matrix**

<table>
<thead>
<tr>
<th>Strategic Priorities</th>
<th>Strategic Objectives</th>
<th>Performance Indicators</th>
</tr>
</thead>
</table>
| 1.0 Develop high quality learning environments both inside and outside the classroom. | 1. Recruit, admit, matriculate and graduate qualified students  
2. Design and deliver quality education programs  
3. Assess students’ educational achievements  
4. Maintain superior educational support systems | 1. Number of applications in November filing period  
2. Quality of apps in November filing period  
3. Show-up rates in upper quartile of qualified apps  
4. Percent of first-time freshmen and CCC upper division students who applied, were admitted, and enrolled. |

*(See handout C)*

*etc.*
Questions ?