The Malcolm Baldrige National Quality Award

An Overview

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For higher education to remain the same, much must change.
What is TQM?

- Constant drive for continuous improvement and learning.
- Management by Fact
- Concern for employee involvement and development
- Passion to deliver customer value / excellence
- Organisation response ability
- Partnership perspective (internal / external)
- Result Focus
- Actions not just words (implementation)
- Process Management
Continuous Improvement Models in Higher Education Have Evolved

• Away from language and concepts popularized in business
• Adopted and adapted to take account of unique culture(s) of higher education
• Emphasizing processes and also outcomes
• Engaging faculty and staff collaboratively
• Being applied throughout the institution in academic, student life, as well as in administrative and service areas
Continuous Improvement Principles

- Continuous improvement and learning
- Ethics and responsibility
- Long range view of the future
- Systems approach
- Stakeholder focus
- Teams and teamwork
- Striving for excellence
- Systematic review
- Clarity of purpose
Continuous Improvement Principles

- Process improvement
- Measurement of results
- Benchmarking with peers and leaders
- Congruency and alignment
- Fact-based decision making
- Assessment, planning and improvement as interdependent activities

Adapted from: Joseph M. Juran Center for Leadership in Quality
“Education quality processes” (EQP) aim is to improve and assure the quality of education.

- They apply modern quality principles, like those of the Baldrige Prize, in ways that are understandable and acceptable to academics.
- They stress the education’s “fitness for purpose.”

EQP provide a framework for quality.

- They are the “guidance system” for teaching, learning, and student assessment.
- They should not be confused with teaching itself.
Quality Process Maturity

Maturity levels

0. No Effort
- Traditional methods
- Little quality consciousness

I. Firefighting
- Reaction to problems
- Ad hoc adjustments
- Little focus on quality principles

II. Emergent Effort
- Individual initiatives
- Experimentation with quality principles

III. Organized Effort
- Initiatives that are planned & tracked
- Approaches that are based on principles
- Metrics & norms that are evidence-based

IV. Mature Effort
- An embedded culture of quality
- Continuous improvement
- Shared organizational learning

Time
Quality Process Principles

• Define education quality in terms of student *learning attainment* (value added where possible).

• Focus on the *processes* of learning and assessment.

• Strive for *coherence* in curriculum, learning processes, & assessment (sometimes called *alignment*).

• *Work collaboratively* to achieve mutual involvement and support (teams, teamwork).

• *Base decisions on evidence* wherever possible.

• Identify and learn from *best practice* (benchmark, minimize controllable quality variation).

• Make *continuous improvement* a high priority.
Use of Evidence in Quality Processes

- Evidence is intentional and purposeful.
- Evidence entails interpretation and reflection.
- Evidence is integrated and holistic.
- Evidence can be either qualitative or quantitative.
- Evidence can be either direct or indirect.
The Malcolm Baldrige National Quality Award (MBNQA) was established by P.L. 100-107 (8/20/87)

Purpose:

– To help stimulate American organizations to improve quality and productivity;
– To recognize achievements
– To establish guidelines & criteria that can be used by any organization in evaluating their own quality improvement efforts
– To provide specific guidance for other American organizations that wish to learn how to manage for high quality, etc.
Malcolm Baldrige
The National Quality Award

• Why the MBNQA is important to *any* organization on the journey towards quality and continuous improvement…
  – More comprehensive than other quality awards
  – Consistent with theories of recognized quality experts
  – Criteria are *universal*
  – The criteria focus on business *results*
  – The criteria support a *systems* approach to organizations
  – The criteria support *goal-based* diagnosis
  – *VALIDITY* - positive correlation between Baldrige winners and economic success
The Quality Criteria

• Embedded in each of these categories or dimensions - the *ideal* is defined
  – Leadership
  – Strategic Planning
  – Customer Focus
  – Information & Analysis
  – Human Resource Development
  – Process Management
  – Business Results
More On The Quality Criteria

• The dimensions interact and demonstrate the “systems” approach fundamental to the Baldrige ideal

  – **Leadership** creates vision, values, and high performance expectations that are translated into strategy and action plans through **Strategic Planning** and **Customer Focus**. The strategy and action plans guide overall **Human Resource Development** and drive the development of **Process Management** to ensure achievement of desired **Business Results**. **Information & Analysis** are critical to effective decision-making in all aspects of the organization.
More on the Dimensions & Quality Criteria

• **Leadership**
  - Examines senior leaders’ personal leadership and involvement in creating/sustaining values, direction, performance expectations, etc.

• **Strategic Planning**
  - Examines how the organization sets strategic directions, how it determines key action plans, and how plans are translated into an effective performance management system
More on the Dimensions & Quality Criteria

- **Customer Focus**
  - Examines how the organization determines customer requirements and expectations, as well as how it enhances relationships with customers and determines their satisfaction

- **Information & Analysis**
  - Examines the management and effectiveness of the use of data and information to support key organizational processes and the performance management system
More on the Dimensions & Quality Criteria

- **Human Resource Development**
  - Examines how the workforce is enabled to develop and utilize its full potential, how it’s aligned with the organization’s objectives, and efforts to build and maintain an environment conducive to performance excellence, full participation & organizational growth

- **Process Management**
  - Examines key aspects of process management, including customer-focused design, product and service delivery processes, and partnering processes involving all work units
More on the Dimensions & Quality Criteria

• **Business Results**
  - Examines the organization’s performance and improvement in key business areas, including customer satisfaction, attainment of performance goals/targets, human resource, stakeholder and partner performance, as well as operational performance
Measurement Framework: Malcolm Baldrige Education Criteria for Performance Excellence
What Is Included in the Performance Excellence Model?

• The criteria...Key elements to optimize organizational performance

• A set of values
Malcolm Baldrige Performance Excellence Framework

Organizational Profile:
Environment, Relationships, and Challenges

Leadership 120

Strategic Planning 85

Faculty and Staff Focus 85

Customer/Market Focus
- Students 85

Process Management 85

Measurement, Analysis, and Knowledge Management 90

Organizational Performance Results 450

2004 Criteria for Performance Excellence
Baldrige National Quality Program
Baldrige Criteria for Performance Excellence

• Seven category framework…different weights, with an emphasis on results
• Applies to various sectors/organization types
• Non prescriptive and adaptable
• Updated regularly
• As assessment tool
## Core Values

### Education

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<thead>
<tr>
<th>Core Value</th>
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<tbody>
<tr>
<td>• Visionary leadership</td>
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<td>• Organizational and personal learning</td>
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<td>• Management by fact</td>
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<td>• Focus on results and creating value</td>
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<td>• Systems perspective</td>
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<td>• Agility</td>
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<td>• Focus on the future</td>
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<td>• Managing for innovation</td>
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<td>• Learning centered education</td>
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<td>• Social responsibility</td>
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<td>• Valuing faculty, staff and partners</td>
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"Well, I do have this recurring dream that one day I might see some results."
Results: Education

Student learning
Student- and stakeholder-focused
Budgetary, financial and market
Faculty and staff
Organizational effectiveness
Governance and social responsibility
Key Considerations
Performance Measurement

• Reliable, valid measures
• Performance over time
• Performance compared to others
  – Competitors
  – Average
  – Best in industry or class
• Segmentation
Sample Measures: Student Learning (Education)

- Student retention rates from year to year
- Percent of students meeting/exceeding grade standards
- Significant differences in student performance by demographic group
- Percent of fully licensed graduates within specified time periods
- Student grades with and without supplemental instruction
- National board results, e.g., passage rates, average scores
- Demonstration of leadership competencies
- Percent of training programs using leadership competencies
- Percent of graduates who obtained masters/doctoral degrees and/or board certification
- Percent of graduates serving targeted populations
Sample Measures: Student Results

Student Results
• **Student satisfaction with instruction: current students and past students**
  – Over time
  – Compared to “competitor” and/or Baldrige recipient
  – Differences among subgroups of students, e.g., gender, grade level
• **Student confidence levels**
• **Student accidents and/or perception of safety results**
• **Ratio of number of students applied/number selected (selectivity)**
Sample Measures: Budgetary, Financial and Market Results

- Operating cost per student
- State and/or federal revenue per year
- Personnel or instruction expenditures as a percent of budget
- Budget performance
- Student loan default rate
- External ratings of market excellence
- Market share
- Public and private funding for research training
Sample Measures: Faculty and Staff Results

- Faculty publications
- Student/faculty ratios
- New faculty/staff satisfaction with orientation
- Professional development expenditures/person
- Faculty and staff turnover and/or vacancy rates
  - All faculty and staff
  - First year
- Percent of faculty with doctorates
- Percent of minority faculty/staff compared to community served
- Faculty/staff satisfaction results
- Percent of nationally certified teachers
- Percent of certified substitute teachers
- Staff/faculty safety and worker’s compensation claims
- Salary survey results
- Labor grievance rates
Sample Measures: Organizational Effectiveness

- Employer ratings of preparedness of graduates
- Percent of students who graduate within specific time period
- Student job placement rates
- Percent of graduates in education leadership positions within X years of graduation
- Cycle time reduction: key processes, e.g. technology service time, purchase order turnaround time
- Network down time
- User satisfaction: key support services, e.g., IT, HR, library services
- Percent of students who access the internet
- Percent of graduates attending post-secondary institutions
- External awards
- Percent of alumni who say they would go through the program again
Sample Measures: Governance and Social Responsibility

- Percent of students, faculty and/or staff providing services to the community
- Hours of service per person: community outreach services
- Accreditation or external survey results
- External audit recommendations
- Public complaints
- Percent of faculty/staff providing technical assistance to the community
- Percent of faculty, students, and/or graduates participating in advocacy
- Percent of graduates working in underserved communities
Considerations: Measure Selection...

- Balance of outcome and process measures
- Key stakeholders and customers, e.g., community, students/trainees, faculty/staff
- Shared and unique measures
- Performance over time and compared to others
- Balance between multiple, sometimes competing systems, e.g., training program vs. academic goals
Excellence in Higher Education: An Integrated Approach

- Utilizes accepted and transcendent criteria of organizational excellence, structured specifically for higher education
- Applies to administrative, service, academic, student life divisions—or entire institutions
- Facilitates benchmarking comparisons with other organizations
- Provides a framework for sharing effective practices
- Creates baseline measures (quantitative approach)
- Highlights strengths and priorities for improvement
- Contributes to engagement, institutional learning, and leadership development

*Brent D. Ruben, A Guide to Excellence in Higher Education: An Integrated Approach to Assessment, Strategic Planning and Improvement in Colleges and Universities (Washington, DC: NACUBO)*
Can Be Used on Any Levels

- Institution
- Campus
- Department
- Academic, student life, service, administrative
- Program/Major
Assessment and Improvement as Continuous Improvement

1. Assessment
2. Prioritizing Areas for Improvement
3. Establishing Goals & Planning Improvement Projects
4. Implementing Projects
5. Completing Projects & Reporting Progress
Excellence in Higher Education (EHE) at Various Colleges and Institutions

- University of California, Berkeley
- University of Wisconsin, Madison
- University of Pennsylvania
- University of San Diego
- California State University, Fullerton
- Miami University
- Raritan Valley Community College
- Howard University
- University at Buffalo
- University of Illinois
- Excelsior College
- Kutztown University
- Texas A & M University
- MIT
- Marygrove College
- Azusa Pacific University
- University at Binghamton
- University of Vermont
- University of Massachusetts
- University of Cincinnati
- Wilkes College
- Penn State University
- University of Texas-Austin
- Briarcliffe College
- University of Toledo
Benefits of *EHE* Process

- Demonstrates the value and benefit – and the feasibility – of collaborative assessment, planning and improvement efforts at various levels of an institution
- Promotes a focus on mission clarity and aspirations
- Creates shared understanding of strengths and improvement needs
- Identifies approaches and methods to enhance outcomes
- Identifies short-term, high priority improvement priorities
- Provides a vision and accepted standard for conceptualizing and communicating about organizational excellence
- Focuses increased attention on leadership, workplace climate, morale, organizational effectiveness and efficiency, and other issues of vital importance to faculty and staff
“Our dilemma is that we hate change and love it at the same time; what we want is for things to remain the same but get better.”