

UCEA Annual Meeting 2010
Concurrent Sessions – Series III
Friday April 9, 2010

CE Quality Management through International Benchmarking: Data, Experience and Best Practices

Nelson Baker – Georgia Tech
Ed Borbely – University of Michigan

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Session Agenda

- Overview of CE Quality Management Project
- Values of Benchmarking
- Activities
 - CE Quality Management Matrix
 - Demographic Benchmarking
 - Best Practices
- Feedback/Discussion
- Invitation

Quality Management Project Rationale

- Desire to improve Continuing Education quality by:
 - Focus on provider organization
 - Not specific to classes or programs offered
 - Tied to industry quality management processes
 - Self-assessment model
 - Experts who can provide guidance and feedback

Current FIPSE Atlantis Project

- Extend work of Project 1
 - Improve EFQM matrix
 - Benchmarking criteria/tool
 - Gather / Disseminate data and best practices
 - Extend beyond engineering
- 2 year project, starting October 2009

DAETE Project Rationale

- DAETE (Development of Accreditation in Engineering & Training) driver is in part EU Bologna Process
- Initial DAETE project completed, focus in continuing engineering education
- Continuous Quality Improvement via sharing lessons learned
- Ability to state impact of CE organizations in aggregate rather than just by one provider
- Common Terminology & Definitions Needed
- Adopted by IACEE (International Association of Continuing Engineering Education)

Project Partners

European Union

- Kirsti Miettinen, Anna-Maija, Aalto University, Finland (Project Coordinator)
- Mervyn Jones, Imperial College London, United Kingdom
- Alfredo Soeiro, University Porto, Portugal
- Patricio Montesinos, Carlos Ripoll, Universidad Politecnica de Valencia, Spain
- Guus de Mari, Technische Universiteit Delft, The Netherlands
- Wim Van Petegem, Katholieke Universiteit Leuven, Belgium
- Flemming Fink, Aarhus Universitet, Denmark

United States

- Nelson Baker, Terrye Schaezel, Georgia Tech (Project Coordinator)
- Kim Scalzo, State University of New York
- Ed Borbely, University of Michigan
- John Klus, University of Wisconsin

Translated into Chinese by Tsinghua University

- Benefit of Self-Assessment?
- Value of tool set(s)

- Benefits of Self-Assessment?
 - Building consensus for organization current state
 - Hear new ideas
 - See best practices
 - Share ideas
- Value of tool set(s)?
 - Flexible framework
 - Consistent questions
 - Ability to compare
 - Potential for ‘standard’

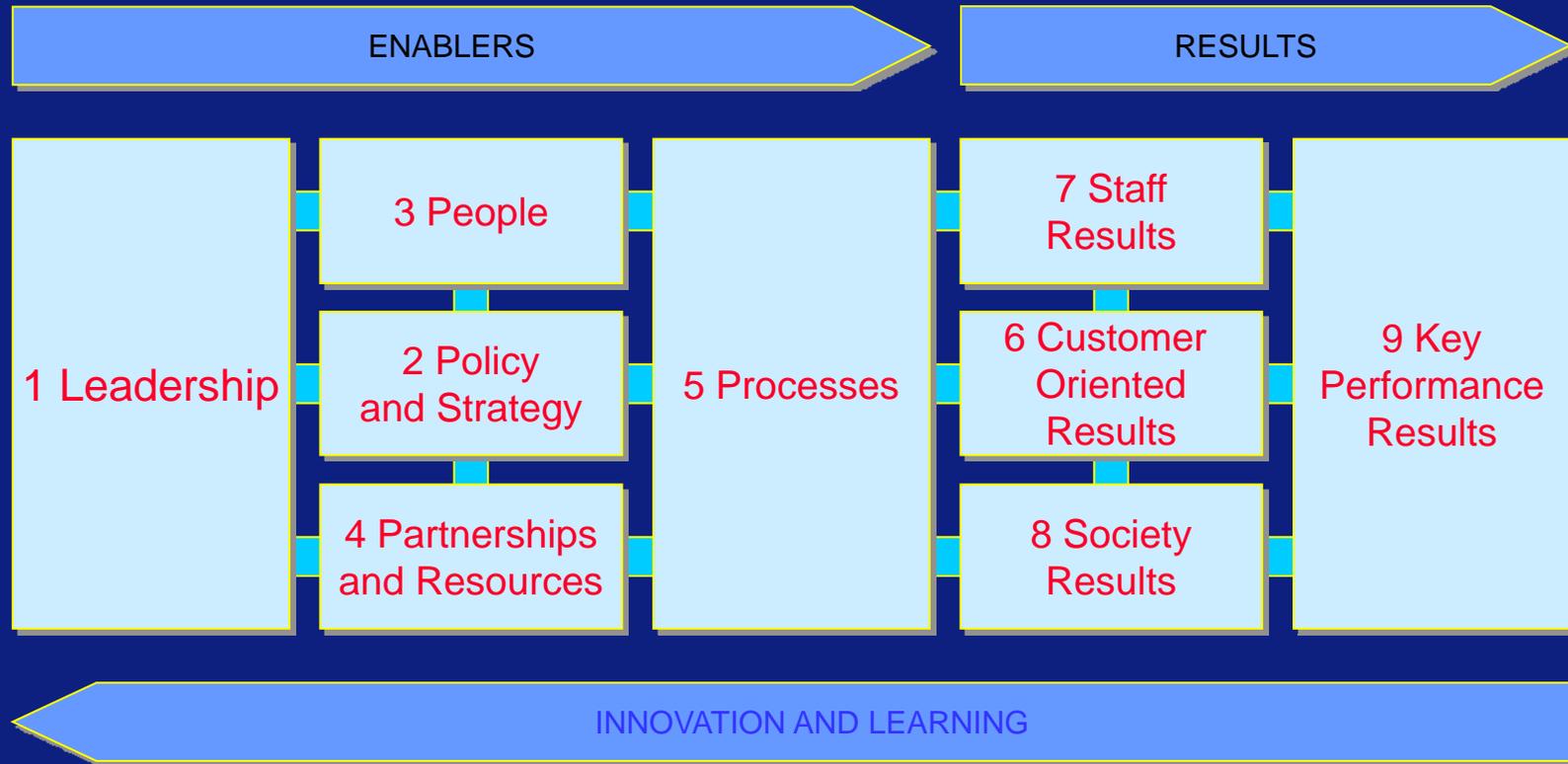
Self-Assessment Tools Developed

- EFQM based Self-Assessment Matrix
- Self-Assessment Score Sheet
- Benchmarking Demographic Profile
- Best Practices based around a common template

EFQM

- Process rooted in EFQM – European Foundation for Quality Management (www.efqm.org)
- It is a widely used approach across a variety of sectors
- Adopting it to LLL/CE use
- Used for self evaluation or external evaluation
- External auditors to validate and advise

EFQM Approach



Adaptation of EFQM Model to CE

Criterion name	Level 1	Level 2	Level 3	Level 4	Level 5
Sub-criterion					
Description of the sub-criteria adapted to continuing education centers	Definition customized for continuing education				

Five Level Structure for Rating Sub-criteria

Level 1: Quality depends solely on the individual (no processes)

Level 2: Process awakening (basic processes)

Level 3: Vision through processes, professionalization and a guarantee of quality (intermediate processes)

Level 4: Systematic assessment and improvement of processes (sophisticated processes)

Level 5: Aiming for external excellence (excellent processes)

Sample Score Sheet

UNIVERSITY / DAETE CEE LEVEL & POINTS - SUMMARY OF TEST RESULTS 2.11.2007										
ENABLERS		Maximum points	Univ A		Univ B		Univ C		Univ D	
Criteria / Subcriteria			LEVEL	POINTS	LEVEL	POINTS	LEVEL	POINTS	LEVEL	POINTS
1	Leadership	100	3.6	72	3.9	77	2.4	48	3.0	60
1a	Development of vision and mission	25	3	15	4	20	3	15	3	15
1b	Continuous improvement of management systems	15	3	9	3	9	3	9	3	9
1c	Leadership and external relations	20	4	16	4	16	2	8	3	12
1d	Leadership and motivation	40	4	32	4	32	2	16	3	24
2	Policy and strategy	100	3.3	65	3.3	65	2.3	45	3.0	60
2a	Mission, vision, values and strategic planning	25	4	20	3	15	3	15	3	15
2b	Formulating strategic planning	25	3	15	3	15	2	10	3	15
2c	Designing, communicating and validating the strategic plan	25	3	15	4	20	2	10	3	15
2d	Implementation of policies and strategy and updating the strategic plan	25	3	15	3	15	2	10	3	15
3	People	100	3.5	70	3.0	60	2.3	45	3.3	65
3a	Human resource management	25	4	20	4	20	2	10	4	20
3b	Competence development of the staff	25	3	15	3	15	2	10	3	15
3c	Staff commitment and involvement	25	3	15	3	15	3	15	3	15
3d	Internal communications	25	4	20	2	10	2	10	3	15
4	Partnerships and resources	100	3.0	60	4.5	90	2.0	40	2.8	55
4a	External partnership management	25	3	15	5	25	2	10	3	15
4b	Economic and financial management	25	4	20	5	25	2	10	3	15
4c	Technology management	25	3	15	4	20	2	10	3	15
4d	Information and knowledge management	25	2	10	4	20	2	10	2	10
5	Processes	100	3.6	71	3.2	64	2.1	43	2.8	56
5a	Demand analysis	15	4	12	4	12	2	6	3	9
5b	Programme design and delivery	12.5	3	7.5	5	12.5	3	7.5	3	7.5
5c	Analysis of the competition	10	3	6	3	6	2	4	2	4
5d	Communication and marketing	15	4	12	2	6	2	6	3	9
5e	Infrastructure and logistics	10	3	6	5	10	2	4	3	6
5f	Administrative and financial management	12.5	3	7.5	2	5	2	5	3	7.5
5g	Quality control	15	4	12	2	6	2	6	3	9
5h	Certification	10	4	8	3	6	2	4	2	4
Points awarded total for enablers		500		338		356		221		296

EFQM - Enablers

1 Leadership

- 1a Development of vision and mission
- 1b Continuous improvement of management systems
- 1c Leadership and external relations
- 1d Leadership and motivation

2 Policy and strategy

- 2a Mission, vision, values and strategic planning
- 2b Formulating strategic planning
- 2c Designing, communicating and validating the strategic plan
- 2d Implementation of policies and strategy and updating the strategic plan

3 People

- 3a Human resource management
- 3b Competence development of the staff
- 3c Staff commitment and involvement
- 3d Internal communications

EFQM – Enablers (cont.)

4 Partnerships and resources

- 4a External partnership management
- 4b Economic and financial management
- 4c Technology management
- 4d Information and knowledge management

5 Processes

- 5a Demand analysis
- 5b Programme design and delivery
- 5c Analysis of the competition
- 5d Communication and marketing
- 5e Infrastructure and logistics
- 5f Administrative and financial management
- 5g Quality control
- 5h Certification

Results

6 Customer-oriented results

6a Programme content and programme creation

6b Programme delivery

6c Student services

6d Learning facilities

6e Logistical support for programmes

6f Customer service

7 Staff oriented results

7a Staff satisfaction

7b Quality of staff

Results (cont.)

8 Society oriented results

8a Image

8b Social responsibility

8c Impact

8d Sustainability

9 Key performance results

9a Financial

9b Academic

9c Quality

Criterion 4: Partnerships and Resources

4

“Excellent organisations plan and manage external partnerships, suppliers and internal resources in order to support policy, strategy and the effective operation of the organisation.”

a

External partnership
management

b

Economic and financial
management

c

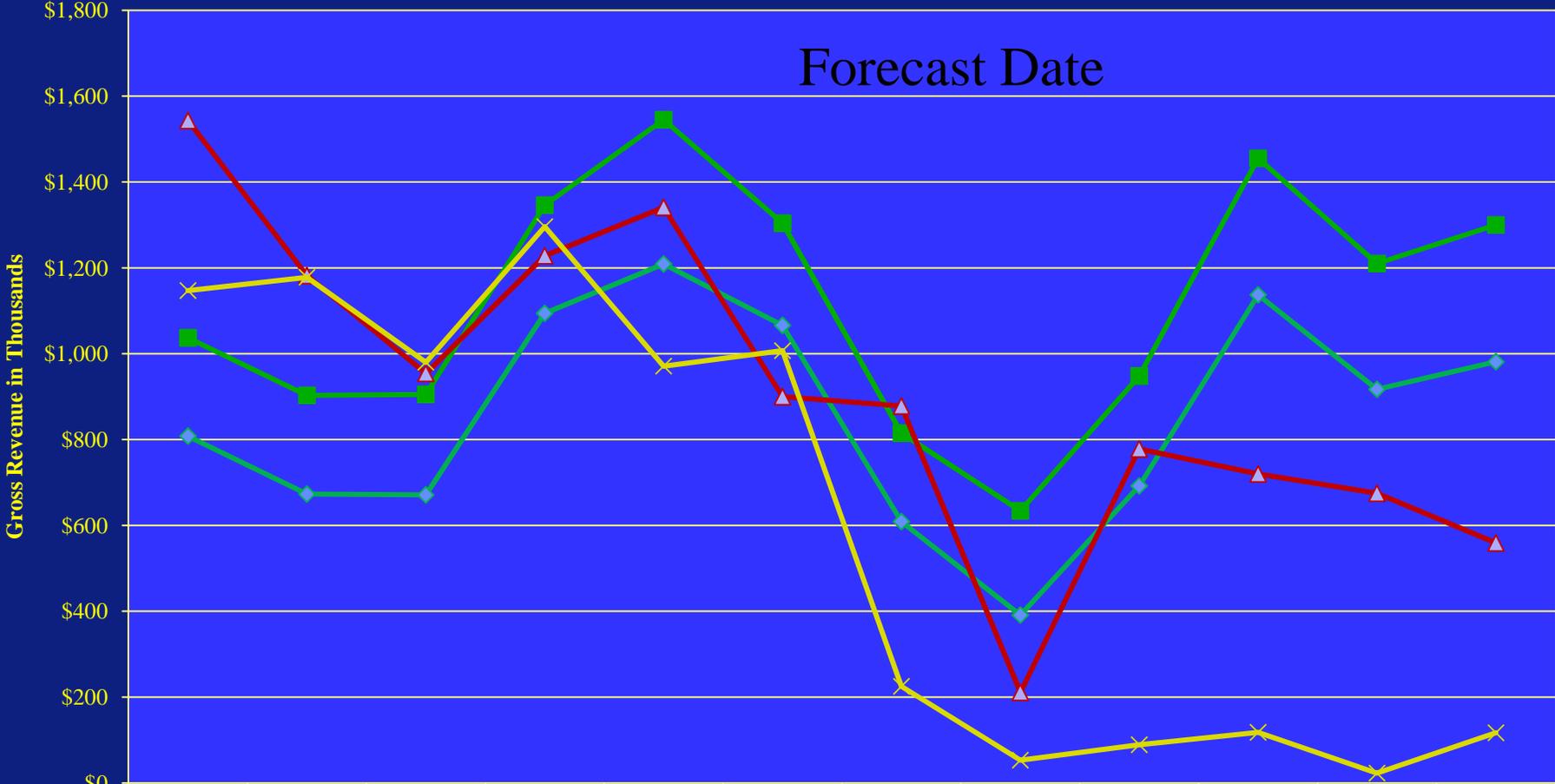
Technology management

d

Information and knowledge
management

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Forecast Date



	June	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May
◆ 3 Yr Ave	\$808	\$673	\$671	\$1,094	\$1,209	\$1,066	\$609	\$391	\$692	\$1,137	\$917	\$981
■ FY09BudProj	\$1,037	\$903	\$905	\$1,346	\$1,545	\$1,304	\$815	\$634	\$948	\$1,455	\$1,210	\$1,300
▲ Projected	\$1,543	\$1,182	\$954	\$1,228	\$1,341	\$900	\$878	\$211	\$778	\$720	\$675	\$559
× Reg Rev	\$1,147	\$1,178	\$980	\$1,296	\$971	\$1,007	\$225	\$53	\$89	\$118	\$23	\$117

Criterion 6: Customer oriented results

6

“Excellent organisations measure their results in achieving the customer (student, students’ employer, industry sector) satisfaction”

a

Programme content and
programme creation

b

Programme delivery

c

Learner support services

d

Learning environment

e

Logistical support for
programmes

f

Customer service

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Conducting the Self-Assessment

- Questions to ask?
 - At what level will you complete the self-assessment (organization or program)?
 - Who will complete the self-assessment to ensure the most accurate assessment of where you stand relative to the criteria?
 - How will you process the responses if you have multiple people complete the self-assessment?
 - With whom will you share the results?
 - How will the results impact your future org/program planning?

Conducting the Self-Assessment

- Identify key staff and/or stakeholders for your program/organization
- Individuals should know enough about your program or organization to conduct the self-assessment
- Ask each individual to complete the self-assessment on their own
- Set the expectation that there will be a group discussion of the inputs at a later stage so this is known

General Instructions to Individuals

- No need for full presentation on EFQM – briefly describe EFQM Model, enablers vs. results, and five levels for ratings
- They should read the introductory information in booklet first
- They should assign ratings based on their own perspective
- If they are not sure which rating to assign – they should pick the one that is closest from their perspective
- They should expect to spend about 90 minutes total on both reading the introductory info and assigning the ratings
- You should expect to get different ratings from individuals to the same sub-criteria – there is value in that
- You should assign everyone a unique number so that inputs are anonymous

Processing the Group Input

- Prepare a summary of the group ratings using numbers and with an average rating for each sub-criterion
- Schedule a group meeting to share the summary report and come up with a consensus rating for each sub-criterion
- Go through each sub-criterion and solicit evidence for the individual ratings – this will help generate the group's consensus rating as well as your best practices

Benefits to Group Approach

- Common understanding across the group of actual strengths and weaknesses
- Greater understanding of how all aspects of the organization or program support really function
- Broader perspective for individuals that will factor into future interactions and decision-making
- Great staff development opportunity!!

Integration with Strategic Planning

- Self-Assessment can serve as input to a SWOT Analysis
- Benchmarking can help inform future strategic directions
- Annual goals can be derived from responses against a Vision and Mission
- If self-assessment is conducted annually, progress toward goals can be demonstrated and documented

Benchmarking Tools

- Benchmarking Demographic Data Sheet
 - Provides descriptors and context for your ratings
 - Provides a variety of filters to be able to identify other programs/organizations who are “like” yours
 - Provides filters by which other programs/ organizations can identify you
- Best Practices Template
 - Provides the evidences for your 4s and 5s
 - Allow you to search out best practices for areas in which you would like to improve and get contact info

Benchmarking Data

- Need method to compare like organizations to make the benchmarking data most useful
- Need terminology that is internationally acceptable
- Need data that allows for comparison but not too cumbersome to collect

Benchmarking Demographic Data

Benchmarking Data

Organization _____

Contact Name _____

Country _____ Phone number _____

Email _____

Today's Date _____ Fiscal Year Start _____ End _____

Please complete the following questions to describe your organization. All responses should be for the last complete fiscal year.

Organizational Attributes: (please check all that apply to your organization)

Public University

Private not-for profit University

For-profit University

Professional Organization

Corporate Training Organization

Other _____

Benchmarking Opportunities

- Comparison of peers
- Ability to look at best practices
- Ability to ask questions of those providing the best practices
- Sample Comparison

Sample Comparison – Benchmarking Demographic Data

FY 2007	Univ A	Univ B	Univ C	Univ D
Enrollment				
Staff (FTE)	107	15.8	65	85
Revenue	\$20,083,000	\$7,584,000	\$13,000,000	\$10,750,000
SLH	472,490	7,575	215,000	270,000
SLH/Staff	4,416	481	3,300	3,180
\$/Staff	187,700	481,000	200,000	126,000
\$/SLH	42.5	1,000	60	40

Best Practices - Enabler

Name of the Institution

Rensselaer Polytechnic Institute

Fiscal Year

FY 2008-2009

1d Leadership and Motivation - 4

Include a bulleted list of statements that demonstrate why you assigned this score for this sub-criterion as well as name and contact info for person who can be contacted for more information.

- We have multiple levels of meetings where we share information on what is happening across the organization and from leadership to all the staff
- Individual meetings enable communication between staff and supervisor
- Staff feel respected and congratulated when they do a good job
- Innovative contributions are recognized
- We have regular staff development events to improve skills and teambuilding
- The performance evaluation process recognizes staff accomplishments
- Outside of our office, efforts are recognized by other staff
- Leadership recognizes the efforts of the staff in large campus celebratory events

Name and Contact Info: Kim Scalzo, scalzk@rpi.edu, 518-276-4795

Best Practices - Result

Name of the Institution

TKK Dipoli – Aalto University

Fiscal Year

FY 2008-2009

5a - Imago - 5

Include a bulleted list of statements that demonstrate why you assigned this score for this sub-criterion as well as name and contact info for person who can be contacted for more information.

- External imago studies show excellent results for TKK Dipoli, examples:
- The Imago Study of Training Organizations 2008: Universities' Life Long Learning Institutes
- The Imago Study of Training Organizations 2008
- TKK Dipoli is a desired partner in societal projects both nationally and internationally
- TKK Dipoli's societal interface has broadened, several persons of the organization are involved
- TKK Dipoli is an active player in hundreds of networks, associations and societies either as a centre or through its staff members.

Name and Contact Info: Kirsti Miettinen

Feedback

- Quality Management Rationale/Approach
 - Initial Understanding
 - Terminology?
 - Complexity?
 - Time to Complete?
 - Processes
 - Beneficial?
 - Complexity – can you accomplish?
 - Data available?
 - What is missing?
 - Where do you submit similar data now?

Online Data Submittal

- Available at project site
<http://daete.up.pt>
- Process to use:
 - Download paper versions of:
 - Benchmarking Data Sheet
 - DAETE Matrix
 - Best Practices Template
 - Use paper versions to do your self study for a FY
 - Provide your responses electronically via website
- Will obtain your answers separately via email



DAETE

EU-US Atlantis Programme

- [PROJECT](#)
- [SUMMARY](#)
- [PARTNERS](#)
- [BENEFITS](#)
- [DISSEMINATION](#)

updated on
04-Feb-2010

PROJECT

**EU/US COOPERATION PROGRAMME IN HIGHER EDUCATION AND VOCATIONAL EDUCATION AND TRAINING
POLICY ORIENTED MEASURES**

**DAETE
DAETE2
[D]**

International Continuing Education Program Benchmarking based on an EFQM Quality Process

Tools Available [EN] [Matrix](#) [Score Sheet](#) [CN]

[Fill matrix score](#)



Project 2009-3194 USPOM



US Project # P116J090074

Participation Levels

- Level 1: Public Access (Free)
 - Input benchmarking data and matrix data
 - Receive matrix & comparison to average of all responses
- Level 2: Registered User
 - Same as Level 1, plus:
 - Input examples of 4's and 5's with contact person
 - Receive comparison to sub-criterion level
 - \$200 for IACEE Member/\$300 non-member used to sustain project and data
- Level 3: Developer Level (Project Partners now)

Current Registered Users

Georgia Institute of Technology

State University of New York (SUNY)

University of Colorado - Boulder

University of Michigan

University of Wisconsin – Madison

Aalto University , Finland

Imperial College London, United Kingdom

University of Porto, Portugal

Katholieke Universiteit Leuven, Belgium

Aarhus Universitet, Denmark

University of Delft, The Netherlands

Universidad Politécnica de Valencia, Spain

University of Tulsa

Iowa State University

Tsinghua University, China

Invitation

- Allows CEE providers to improve
- Allows CEE providers to tell about our impacts
- The more data the better the comparison
- Participate annually to track improvement
- Use for internal and/or external evaluation
- What we have learned from each other
- **Please participate!**

Contact Information

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